

Reading/Intervention Specialist

Domain 1: Planning and Preparation

Component:

Demonstrating Knowledge of Current Trends in Speciality Area and Professional Development

Unsatisfactory

Demonstrates little or no familiarity with speciality area or trends in professional development.

Basic

Demonstrates basic familiarity with speciality area and trends in professional development.

Proficient

Demonstrates thorough knowledge of speciality area and trends in professional development.

Distinguished

Knowledge of speciality area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering That Program.

Demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.

Demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.

Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.

Is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served.

Has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.

Goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.

Goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.

Goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultation with administrators and colleagues.

Demonstrating Knowledge of Resources, Both Within and Beyond the School and District.

Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.

Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.

Fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.

Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

Planning the Instructional Support Program, Integrated With the Overall School Program.

Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Plan is well designed to support teachers in the improvement of their instructional goals.

Plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Developing a Plan to Evaluate the Instructional Support Program.

Has no plan to evaluate the program or resists suggestions that such

Has a rudimentary plan to evaluate the instructional support

The plan to evaluate the program is organized around clear goals and

The evaluation plan is highly sophisticated, with imaginative sources

an evaluation is important.	program.	the collection of evidence to indicate the degree to which the goals have been met.	of evidence and a clear path toward improving the program on an ongoing basis.
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Domain 2: The Environment

Component:

Creating an Environment of Trust and Respect

Unsatisfactory Teachers are reluctant to request assistance from the specialist, fearing that such a request will be treated as a sign of deficiency.	Basic Relationships with the specialist are cordial; teachers don't resist initiatives established by the specialist.	Proficient Relationships with the specialist are respectful, with some contacts initiated by teachers.	Distinguished Relationships with the specialist are highly respectful and trusting, with many contacts initiated by teachers.
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Establishing a Culture for Ongoing Instructional Improvement.

Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the specialist.	Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
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Establishing Clear Procedures for Teachers to Gain Access to Instructional Support

When teachers want to access assistance from the specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to support are clear to all teachers and have been developed following communication with administrators and teachers.
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Establishing and Maintaining Norms of Behavior for Professional Interactions

No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Specialist's efforts to establish norms of professional conduct are partially successful.	Specialist has established clear norms of mutual respect for professional interaction.	Specialist has established clear norms of mutual respect for professional interaction. Teachers ensure their colleagues adhere to these standards of conduct.
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Organizing Physical Space for Workshops or Training

Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between	The physical environment does not impede workshop activities.	Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
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the physical arrangement and the workshop activities.

Domain 3: Delivery of Service

Component:

Collaborating With Teachers in the Design of Instructional Units and Lessons

Unsatisfactory

Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

Basic

Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.

Proficient

Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.

Distinguished

Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Engaging Teachers in Learning New Instructional Skills

Teachers decline opportunities to engage in professional learning.

Specialist's efforts to engage teachers in professional learning are partially successful, with some participating.

All teachers are engaged in acquiring new instructional skills.

Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

Sharing Expertise With Staff

Specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.

Quality of the specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.

Quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.

Quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. Specialist conducts extensive follow-up work with teachers.

Locating Resources For Teachers to Support Instructional Improvement

Fails to locate resources for instructional improvement for teachers even when specifically requested to do so.

Efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.

Locates resources for instructional improvement for teachers when asked to do so.

Is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Demonstrating Flexibility and Responsiveness

Adheres to his/her plan, in spite of evidence of its inadequacy.

Makes modest changes in the support program when confronted with evidence of the need for change.

Makes revisions to the support program when it is needed.

Is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities**Component:**

Reflecting on Practice

Unsatisfactory

Does not reflect on practice, or the reflections are inaccurate or self-serving.

Basic

Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

Proficient

Reflection on practice provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the support program might be improved.

Distinguished

Reflection is highly accurate and perceptive, citing specific examples. Draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequence of each.

Preparing and Submitting Budgets and Reports

Does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.

Efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.

Budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.

Anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

Coordinating Work With Other Specialists

Makes no effort to collaborate with other specialists within the district.

Responds positively to the efforts of other specialists within the district to collaborate.

Initiates efforts to collaborate with other specialists within the district.

Takes a leadership role in coordinating projects with other specialists within and beyond the district.

Participating in a Professional Community

Relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.

Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Engaging in Professional Development

Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.

Participation in professional development activities is limited to those that are convenient or are required.

Seeks out opportunities for professional development based on an individual assessment of need.

Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

Showing Professionalism, Including Integrity and Confidentiality

Displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Is honest in interactions with colleagues and respects norms of confidentiality.

Displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality

Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.