

**Reading Specialist K-12 Content Knowledge Evaluation Form
Modified May 2014**

**University of Montana Western
Department of Education**

*To be completed by the Supervising Reading Specialist, Supervising Teacher, or Principal,
as part of the Student Teaching or Internship evaluation*

*This form may be completed in an on-going basis,
throughout the Student Teaching or Internship semester*

Based on the Standards of the International Reading Association:
*Standards for Reading Professionals—Revised 2010: A Reference for the Preparation of
Educators in the United States.* (2010). International Reading Association.
<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx>

Student Teacher/Intern name: _____

Student Teacher/Intern Signature: _____ **Date** _____

Supervisor name: _____

Supervisor Signature _____ **Date:** _____

Ratings: **0= unacceptable** **1=developing** **2=proficient** **3=professional**

Candidates for the Reading Specialist K-12 endorsement:

STANDARD 1: FOUNDATIONAL KNOWLEDGE

1. Interpret major theories of reading and writing processes to understand the needs of all readers in diverse contexts.

Date: **Evidence:**

Date: **Evidence:**

Rating: **0** **1** **2** **3**

2. Analyze classroom environment for fostering individual motivation to read and write.

Date: **Evidence:**

Date: **Evidence:**

Rating: **0** **1** **2** **3**

3. Inform other educators about major theories of reading and writing processes, using supporting research evidence.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

4. Inform other educators about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

5. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

6. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals, and communicate to educators and others the importance of these behaviors.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

STANDARD 2: CURRICULUM AND INSTRUCTION

7. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K – 12 students.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

8. Develop and implement curriculum to meet the specific needs of students who struggle with reading.

Date: **Evidence:**

Date: **Evidence:**

Rating: 1 2 3 4 NA

9. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

10. Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K – 12.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

11. Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

12. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

13. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

14. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

STANDARD 3: ASSESSMENT AND EVALUATION

15. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

16. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

17. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

18. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

19. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

20. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

21. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

STANDARD 4: DIVERSITY

22. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

23. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

24. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

25. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

26. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

27. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

28. Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

STANDARD 5: LITERATE ENVIRONMENT

29. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

30. Create supportive social environments for all students, especially those who struggle with reading and writing. Model for and support teachers and other professionals in doing the same for all students.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

31. Create supportive environments where English learners are encouraged and provided with many opportunities to use English.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

32. Create effective routines for all students, especially those who struggle with reading and writing. Support teachers in doing the same for all readers.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

STANDARD 5: PROFESSIONAL LEARNING AND LEADERSHIP

33. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

34. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

Average Rating:

(Add all ratings, then divide by 34) _____

Additional Comments (Strengths and Areas for Improvement):