



## High School Reading Specialist Appraisal

**Reading Specialist Name:**

**Job Title:** Reading Specialist, 9-12

**Reports To:** Executive Director Of Curriculum and Instruction

**Role and Purpose:** Serve as intervention specialist for struggling readers, which includes students with dyslexia. Assist teachers with instructional strategies. Responsibilities include compiling and maintaining records and reports, assisting students with post high school planning, attending meetings and professional development as necessary.

<b>Explanation of the Scale</b>		
<b>Each indicator will be scored on a scale of 1 to 4</b>		
<b>4</b>	<b>Exceeds Expectations</b>	<b>3.5-4.0</b>
<b>3</b>	<b>Demonstrates Proficiency</b>	<b>2.5-3.49</b>
<b>2</b>	<b>Below Expectations</b>	<b>1.5-2.49</b>
<b>1</b>	<b>Unsatisfactory Performance</b>	<b>1.0-1.49</b>

**Program Management**

1.		Available to assist struggling readers on campus
2.		Ensures that reading instruction is based on clearly defined standards for student learning and is focused on supporting and challenging all students to learn
3.		Communicates with campus administrators, parents, and teachers in a professional manner
4.		Assists teachers with appropriate research-based strategies for serving dyslexic students
5.		Selects appropriate research-based materials for instruction
6.		Supports students with dyslexia in all content areas
7.		Analyzes student data and assists in the development of instructional plans to meet the needs of students
8.		Researches and provides resources and support for classroom teachers in the implementation of strategies to ensure student success
9.		Demonstrates a thorough knowledge of reading and dyslexia instruction
10.		Demonstrates ability to administer dyslexia screeners with fidelity

**Total:** \_\_\_\_\_

Organizational Climate

1.		Collaborates with district and campus leaders on matters pertaining to dyslexic students and assessment
2.		Adheres to district policies and regulations, including customer service standards
3.		Develops and maintains a confidential, collegial relationship with teachers
4.		Prompt and prepared for assigned duties
5.		Maintains good attendance; when absent, complies with notification procedures
6.		Models professional behavior at all times
7.		Compiles and maintains all reports and other documents required
8.		Develop and maintain a confidential, collegial relationship with campus leaders
9.		Attends and/or provides information for 504/ARD meetings as requested by campus
10.		Is highly visible in dealing with instructional issues

Total: \_\_\_\_\_

Professional Growth and Development

1.		Utilizes information and insights gained in professional development to improve instructional leadership skills
2.		Remains current in reading and dyslexia instruction
3.		Seeks, shares, and respect the ideas of others
4.		Attends workshops/conferences to learn about new instructional strategies that impact student achievement
5.		Requests support and/or resources when needed

Total: \_\_\_\_\_

Overall Total: \_\_\_\_\_ /100

Scale Score: \_\_\_\_\_ (Total divided by 25 indicators)

Comments:

This appraisal instrument is intended to describe the general role and responsibility assigned to this job and is not intended to represent an exhaustive list of all responsibilities, duties and skills required.

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Signature of Appraiser

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Signature of Reading Specialist

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Date