



Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Domain 1: Foundational Knowledge**

**Standard 1: Understands major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist demonstrates <b>and applies</b> extensive understanding of <b>most</b> major theories and <b>current</b> research in reading and writing development, processes, and components.	Specialist demonstrates <b>and applies</b> solid understanding of major theories and research that describe reading and writing development, processes, and components.	Specialist demonstrates limited understanding of major theories and research that describe reading and writing development, processes, and components.	Specialist demonstrates little or no understanding of major theories and research that describe reading and writing development, processes, and components.

**Possible Evidence:**

- **Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts**
- **Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests)**
- **Demonstrates a critical stance toward the scholarship of the profession**
- **Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical)**
- **Informs other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information 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**



**Domain 1: Foundational Knowledge**

**Standard 2: Understands the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist demonstrates <b>and communicates</b> extensive understanding of historically shared knowledge of the profession and changes over time in perceptions of reading and writing development, processes, and components.	Specialist demonstrates solid understanding of historically shared knowledge of the profession and changes over time in perceptions of reading and writing development, processes, and components.	Specialist demonstrates limited understanding of historically shared knowledge of the profession and changes over time in perceptions of reading and writing development, processes, and components.	Specialist demonstrates little or no understanding of historically shared knowledge of the profession and changes over time in perceptions of reading and writing development, processes, and components.

**Possible Evidence:**

- **Interprets and summarizes historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers**
- **Informs educators and others about the historically shared knowledge base in reading and writing and its role in reading education**



**Domain 1: Foundational Knowledge**

**Standard 3: Understands the role of professional judgment and practical knowledge for improving all students' reading development and achievement.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist displays consummate professional judgment and practical knowledge and understands the role and impact they have on student achievement.	Specialist demonstrates professional judgment and practical knowledge and applies that understanding when working with students and teachers.	Specialist demonstrates limited professional judgment and/or practical knowledge. Specialist occasionally presents self in an unprofessional manner and disrespects boundaries.	Specialist demonstrates poor professional judgment and/or practical knowledge and frequently behaves in an unprofessional manner or violates boundaries.

**Possible Evidence:**

- **Models fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals**
- **Communicates the importance of fair-mindedness, empathy and ethical behavior in literacy instruction and professional behavior**



Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Domain 2: Instructional Environment**

**Standard 4: Designs the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist expertly creates a well-organized, inviting environment that maximizes student use of traditional print, digital, and online resources in reading and writing instruction.	Specialist creates a well-organized, inviting environment that expands student use of traditional print, digital, and online resources in reading and writing instruction.	Instructional areas are sufficiently organized to support student learning. Specialist attempts to create an environment that encourages student use of traditional print, digital, and online resources in reading and writing instruction.	Instructional areas are poorly organized, resulting in loss of instructional time and lack of engagement. Specialist does not create an environment that encourages student use of traditional print, digital, and online resources in reading and writing instruction.

**Possible Evidence:**

- **Arranges 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**
- **Modifies the arrangements to accommodate students' changing needs**



# PHOENIX-TALENT SCHOOLS

## Excellence for Everyone

Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

### Domain 2: Instructional Environment

**Standard 5: Designs a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist skillfully creates a supportive social environment that includes choice, motivation, and scaffolded support to maximize all students' opportunities to read and write.	Specialist creates a supportive social environment that includes choice, motivation, and scaffolded support to expand student opportunities to read and write.	Specialist attempts to create a social environment that includes choice, motivation, and scaffolded support to encourage students to read and write.	Specialist gives little or no intentional thought to the social environment of the classroom.

#### Possible Evidence:

- **Creates supportive social environments for all students, especially those who struggle with reading and writing**
- **Models for and supports teachers and other professionals in doing the same for all students**
- **Creates supportive environments where English learners are encouraged and given many opportunities to use English**



Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Domain 2: Instructional Environment**

**Standard 6: Uses routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist successfully instills instructional routines to maintain a positive learning environment throughout the year. Effectively uses time allocation, pacing, formative assessment techniques, discussions, and transitions to maximize use of instructional time.	Specialist maintains established instructional routines throughout the year. Maximizes use of instructional time with effective pacing and smooth transitions.	Specialist attempts to establish routines, but does not maintain them throughout the year. Sometimes loses instructional time due to lack of clarity, frequent interruptions, and/or inefficient transitions.	Instructional routines have not been defined and Specialist resorts to nagging, threatening, and punishing students. Instructional time is often lost because of confusion, interruptions, and/or disorderly transitions.

**Possible Evidence:**

- Understands the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources
- Creates effective routines for all students, especially those who struggle with reading and writing
- Models and supports teachers in doing the same for all readers



Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Domain 2: Instructional Environment**

**Standard 7: Uses a variety of classroom configurations (i.e., whole class, small group, and individual) and scheduling options (including extended day) to differentiate instruction**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist successfully reaches all students through skillful use of a variety of instructional groupings (whole group, small group, individual) <b>and creative use of time and scheduling</b> to differentiate instruction.	Specialist uses a variety of instructional groupings <b>and scheduling options</b> to accommodate most students' learning needs.	Specialist attempts to use a variety of instructional groupings with mixed success.	Specialist fails to use classroom groupings to differentiate.

**Possible Evidence:**

- Uses evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing
- Intervention schedules detailing use of before, during, and after school intervention time.
- Supports teachers in doing the same for all students



Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning.

**Domain 3: Delivery of Instruction**

**Standard 8: Uses foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.** [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist uses expertise and extensive understanding of research to implement a well-designed, comprehensive, and balanced literacy curriculum that focuses on specific student needs and aligns with state and district standards. Specialist uses a variety of instructional materials and approaches.	Specialist uses professional knowledge to implement a complete and balanced literacy curriculum that addresses student needs and aligns with state and district standards. Specialist uses various approaches and/or a variety of instructional materials.	Specialist attempts to deliver a thorough literacy curriculum. Gives some thought to student needs and state and district standards. Specialist uses a limited range of approaches and materials.	Specialist delivers instruction on a lesson-by-lesson basis with little attention to specific student needs or district standards. Specialist relies on one or two familiar instructional approaches.

**Possible Evidence:**

- **Demonstrates an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students**
- **Develops and implements the curriculum to meet the specific needs of students who struggle with reading**
- **Supports teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students**
- **Works with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12**





Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning.

**Domain 3: Delivery of Instruction**

**Standard 9: Uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge.]**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist employs highly effective and varied instructional strategies to develop all aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). Specialist skillfully supervises and supports paraprofessionals who implement instructional interventions and assessments.	Specialist employs effective and varied instructional strategies to develop most aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). Specialist competently supervises and supports paraprofessionals who implement instructional interventions and assessments.	Specialist uses a limited number of instructional strategies to develop some aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). Specialist attempts to supervise paraprofessionals but with limited results.	Specialist uses one or two instructional strategies and focuses on only one or two aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). Specialist demonstrates little or no success supervising paraprofessionals.

**Possible Evidence:**

- **Uses 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**
- **Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing**
- **Supports classroom teachers and education support personnel to implement instructional approaches for all students**
- **As needed, adapts instructional materials and approaches to meet the language proficiency needs of English learners and students who struggle to learn to read and write**



**Domain 3: Delivery of Instruction**

**Standard 10: Uses a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist uses a wide range of quality texts, (including narrative, expository, and poetry) in a variety of forms (traditional print, digital, and online) to meet specific needs of all learners.	Specialist uses a range of texts, (including narrative, expository, and poetry) in a variety of forms (traditional print, digital, and online) to meet specific needs of all learners.	Specialist uses a limited range of texts and one or two different forms of print to address student needs, .	Specialist provides little variety of text type or form of print; or relies on one form of text to instruct students.

**Possible Evidence:**

- **Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources**
- **Supports classroom teachers in building and using a quality, accessible classroom library and materials collections that meets the specific needs of all learners [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.]**
- **Leads collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners**



Use a variety of assessment tools and practices to plan and evaluate effective instruction.

**Domain 4: Monitoring, Assessment and Follow-Up**

**Standard 11: Understands types of assessments and their purposes, strengths, and limitations.**

<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Needs Improvement</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
Specialist demonstrates a thorough understanding of assessments, their use, and their misuse. Specialist <b>understands and can communicate to others</b> the purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and formative assessment.	Specialist demonstrates a solid understanding of assessments and their use. Specialist understands the purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and formative assessment.	Specialist demonstrates a limited understanding of assessments and their use. Specialist understands some of the purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and formative assessment.	Specialist demonstrates little or no understanding of assessments and their use.

**Possible Evidence:**

- **Demonstrates an understanding of the literature and research related to assessments and their uses and misuses**
- **Demonstrates an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes**
- **Recognizes the basic technical adequacy of assessments (e.g., reliability, content, and construct validity)**
- **Explains district and state assessment frameworks, proficiency standards, and student benchmarks**



Use a variety of assessment tools and practices to plan and evaluate effective instruction.

**Domain 4: Monitoring, Assessment and Follow-Up**

**Standard 12: Selects, develops, administers, and interprets assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist develops, selects, administers, and interprets a variety of schoolwide, classroom, and individually administered assessments. Specialist effectively and efficiently coordinates assessment calendars, collaborates with school professionals, and provides timely and insightful support in the analysis and interpretation of assessment data.	Specialist administers and interprets a variety of schoolwide, classroom, and individually administered assessments. Specialist coordinates assessment calendars, collaborates with school professionals, and provides support in the analysis and interpretation of assessment data.	Specialist administers and interprets some schoolwide, classroom, and/or individually administered assessments. Specialist may struggle with assessment calendars or collaborating with school personnel. Specialist provides limited support in the analysis and interpretation of assessment data.	Specialist demonstrates little understanding of assessment practices and data interpretation. Specialist has difficulty maintaining assessment schedules and/or collaborating with school personnel. Specialist does not support teachers in the analysis and interpretation of assessment data.

**Possible Evidence:**

- **Administers and interprets appropriate assessments for students, especially those who struggle with reading and writing**
- **Collaborates with and provides support to all teachers in the analysis of data, using the assessment results of all students**
- **Leads schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students**



Use a variety of assessment tools and practices to plan and evaluate effective instruction.

**Domain 4: Monitoring, Assessment, and Follow-Up**

**Standard 13: Uses assessment information to plan and evaluate instruction. Keeps electronic records, gathers data from a variety of databases, and uses national, state, and local assessment data.**

<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Needs Improvement</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
<p>Specialist demonstrates a keen ability to use multiple sources of assessment data to evaluate student performance and progress and to plan instructional interventions. Specialist keeps careful, timely record of student progress and adjusts instruction based on progress data. <b>Specialist collaborates with colleagues, professional teams and other stakeholders to design interventions and adjust instruction.</b></p>	<p>Specialist uses multiple sources of assessment data to evaluate student performance and progress and to plan instructional interventions. Specialist keeps careful record of student progress and adjusts instruction based on progress data. <b>Specialist reports information to colleagues and professional teams.</b></p>	<p>Specialist uses limited assessment data to evaluate student performance and progress. Specialist demonstrates limited ability to analyze assessment data, to adjust instruction based on progress data and/or make data-based instructional decisions. Records of student progress are not maintained in a timely manner.</p>	<p>Specialist either does not use assessment data to evaluate student progress or draws flawed conclusions from progress data and makes inaccurate instructional decisions.</p>

**Possible Evidence:**

- **Uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention**
- **Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction**
- **Leads teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions**
- **Plans and evaluates professional development initiatives using assessment data**
- **Student records including assessments, evaluations of progress, and instructional plans.**



**Domain 4: Monitoring, Assessment, and Follow-Up**

**Standard 14: Communicates assessment results and implications to a variety of audiences.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist demonstrates comprehensive understanding of assessment results and effectively communicates those results to a variety of audiences.	Specialist demonstrates solid understanding of assessment results and competently communicates those results to a variety of audiences.	Specialist demonstrates limited understanding of assessment results and has some difficulty communicating those results to a variety of audiences.	Specialist demonstrates little or no understanding of assessment results.

**Possible Evidence:**

- **Analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability**
- **Demonstrates the ability to communicate results of assessments to various audiences (e.g., teachers, administrators, parents, and students)**



**Domain 5: Diversity**

**Standard 15: Recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching student who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist <b>consistently demonstrates and communicates to others an</b> extensive understanding of how different racial, ethnic, linguistic, and cultural backgrounds as well as differing cognitive abilities and levels of motivation can influence student learning.	Specialist demonstrates a solid understanding of how different racial, ethnic, linguistic, and cultural backgrounds as well as differing cognitive abilities and levels of motivation can influence student learning.	Specialist demonstrates a limited understanding of how different racial, ethnic, linguistic, and cultural backgrounds as well as differing cognitive abilities and levels of motivation can influence student learning.	Specialist demonstrates little or no understanding of how different racial, ethnic, linguistic, and cultural backgrounds as well as differing cognitive abilities and levels of motivation can influence student learning.

**Possible Evidence:**

- **Demonstrates an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing**
- **Assists teachers in developing reading and writing instruction that is responsive to diversity**
- **Assists teachers in understanding the relationship between first- and second- language acquisition and literacy development**
- **Engages the school community in conversations about research on diversity and how diversity impacts reading and writing development**



**Domain 5: Diversity**

**Standard 16: Uses a literacy curriculum and engages in instructional practices that positively affect students' knowledge, beliefs, and engagement with the features of diversity.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist successfully engages all students through skillful use of curriculum and instructional practices that capitalize on student diversity.	Specialist successfully engages most students using curriculum and instructional practices that accommodate students' diverse learning needs.	Specialist attempts to engage students and accommodate students' diverse learning needs with limited success.	Specialist is not successful accommodating students' diverse learning needs.

**Possible Evidence:**

- **Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity**
- **Supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning**
- **Collaborates with others to build strong home-to-school and school-to-home literacy connections**
- **Provides support and leadership to educators, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy**





**Domain 5: Diversity**

**Standard 17: Develops and implements strategies to advocate for equity.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist consistently models and communicates to administrators, teachers, paraprofessionals, and students a firm belief that ALL students can and will learn. Specialist actively pursues and initiates practices that promote educational equity and excellence in teaching and learning.	Specialist effectively implements district policies that promote equity in education and collaborates with others to ensure that all students receive quality instruction. Specialist's instructional practices promote respect and value differences.	Specialist may support district policies but makes limited attempts to promote educational equity with colleagues and students.	Specialist does not promote equity in education.

**Possible Evidence:**

- **Provides students with linguistic, academic, and cultural experiences that link their communities and the school**
- **Advocates for change in practices and institutional structures that are inherently biased or prejudiced against certain groups**
- **Collaborates with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy**



**Domain 6: Professional Learning and Leadership**

**Standard 18: Demonstrates foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist demonstrates <b>and applies an</b> extensive understanding of adult learning theories and of research about organizational change, professional development, and school culture.	Specialist demonstrates solid understanding of adult learning theories and of research about organizational change, professional development, and school culture.	Specialist demonstrates limited understanding of adult learning theories and of research about organizational change, professional development, and school culture.	Specialist demonstrates little or no understanding of adult learning theories and of research about organizational change, professional development, and school culture.

**Possible Evidence:**

- **Uses literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals**
- **Uses knowledge of students and teachers to build effective professional development programs**
- **Uses the research base to assist in building an effective, schoolwide professional development program**



Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Domain 6: Professional Learning and Leadership**

**Standard 19: Displays positive dispositions related to specialist’s own reading and writing and the teaching of reading and writing, and pursues the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist consistently models an enthusiasm for reading and writing with students, colleagues, and parents. Specialist actively pursues formal and informal professional learning and shares this learning with colleagues. Specialist applies new learning when instructing students.	Specialist promotes the value of reading and writing with students, parents, and colleagues. Specialist seeks learning opportunities to improve professional practice and shares professional learning with colleagues.	Specialist may promote the value of reading and writing but in a limited way. Specialist participates only in professional learning required by the district or state. Specialist makes limited attempts to share professional learning with school staff.	Specialist does not participate in professional learning and may or may not promote the value of reading and writing.

**Possible Evidence:**

- **Articulates the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community**
- **Promotes 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**
- **Joins and participates in professional literacy organizations, symposia, and workshops**
- **Demonstrates effective interpersonal, communication, and leadership skills**
- **Demonstrates effective use of technology for improving student learning**



**Domain 6: Professional Learning and Leadership**

**Standard 20: Participates in, designs, facilitates, leads, and evaluates effective and differentiated professional development programs.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist seeks opportunities to design, facilitate, and participate in professional development activities for individuals and groups. Specialist demonstrates strong ability to collaborate effectively with others.	Specialist consistently works with others to coordinate, facilitate, and participate in professional development activities. Specialist demonstrates solid ability to collaborate effectively with others.	Specialist is inconsistent in coordinating professional development activities. Specialist demonstrates limited ability to collaborate effectively with others.	Specialist tends to work in isolation and does not participate in professional development efforts.

**Possible Evidence:**

- **Collaborates in planning, leading, and evaluating professional development activities for individuals and groups of teachers** Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).
- **Demonstrates the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings**
- **Supports teachers in their efforts to use technology in literacy assessment and instruction**



**Domain 6: Professional Learning and Leadership**

**Standard 21: Understands and influences local, state, or national policy decisions.**

<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Needs Improvement 2</b>	<b>Does Not Meet 1</b>
Specialist is well regarded as someone who consistently displays an understanding of local, state, and national policies that affect instruction and who effectively communicates with all stakeholders.	Specialist demonstrates a solid understanding of local, state, and national policies that affect instruction and communicates effectively with most stakeholders. <b>Specialist keeps abreast of policy changes and updates.</b>	Specialist demonstrates inconsistent understanding of policies that affect instruction. Specialist may or may not communicate with stakeholders.	Specialist demonstrates little or no understanding of policies that affect instruction.

**Possible Evidence:**

- **Demonstrates an understanding of local, state, and national policies that affect reading and writing instruction**
- **Promotes effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members**

<sup>i</sup> adapted from International Reading Association (2010) *Professional Standards 2010: Reading Specialist/Literacy Coach*  
[http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role5.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx)