



| Domain 1: Foundational Knowledge | | | | |
|--|--|---|---|---|
| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
| 1 Theories and Research | Specialist demonstrates little or no understanding of major theories and research that describe reading and writing development, processes, and components. <input type="checkbox"/> | Specialist demonstrates limited understanding of major theories and research that describe reading and writing development, processes, and components. <input type="checkbox"/> | Specialist demonstrates and applies solid understanding of major theories and research that describe reading and writing development, processes, and components. <input type="checkbox"/> | Specialist demonstrates and applies extensive understanding of most major theories and current research in reading and writing development, processes, and components. <input type="checkbox"/> |
| 2 Shared Professional Knowledge | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | Specialist demonstrates and communicates extensive understanding of historically shared knowledge of the profession and changes over time in perceptions of reading and writing development, processes, and components. <input type="checkbox"/> |
| 3 Professional Judgment | Specialist demonstrates poor professional judgment and/or practical knowledge and frequently behaves in an unprofessional manner or violates boundaries. <input type="checkbox"/> | Specialist demonstrates limited professional judgment and/or practical knowledge. Specialist occasionally presents self in an unprofessional manner and disrespects boundaries. <input type="checkbox"/> | Specialist demonstrates professional judgment and practical knowledge and applies that understanding when working with students and teachers. <input type="checkbox"/> | Specialist displays consummate professional judgment and practical knowledge and understands the role and impact they have on student achievement. <input type="checkbox"/> |



| Domain 2: Instructional Environment | | | | |
|-------------------------------------|--|---|---|---|
| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
| 4 Physical environment | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | Specialist creates a well-organized, inviting environment that expands student use of traditional print, digital, and online resources in reading and writing instruction. <input type="checkbox"/> | Specialist expertly creates a well-organized, inviting environment that maximizes student use of traditional print, digital, and online resources in reading and writing instruction. <input type="checkbox"/> |
| 5 Social environment | Specialist gives little or no intentional thought to the social environment of the classroom. <input type="checkbox"/> | Specialist attempts to create a social environment that includes choice, motivation, and scaffolded support to encourage students to read and write. <input type="checkbox"/> | Specialist creates a supportive social environment that includes choice, motivation, and scaffolded support to expand student opportunities to read and write. <input type="checkbox"/> | Specialist skillfully creates a supportive social environment that includes choice, motivation, and scaffolded support to maximize all students' opportunities to read and write. <input type="checkbox"/> |
| 6 Routines | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | Specialist maintains established instructional routines throughout the year. Maximizes use of instructional time with effective pacing and smooth transitions. <input type="checkbox"/> | 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. <input type="checkbox"/> |
| 7 Variety of groupings | Specialist fails to use classroom groupings to differentiate. <input type="checkbox"/> | Specialist attempts to use a variety of instructional groupings with mixed success. <input type="checkbox"/> | Specialist uses a variety of instructional groupings and scheduling options to accommodate most students' learning needs. <input type="checkbox"/> | Specialist successfully reaches all students through skillful use of a variety of instructional groupings (whole group, small group, individual) and creative use of time and scheduling to differentiate instruction. <input type="checkbox"/> |



**Teacher Performance Rubric/Reading Specialist
and Self-Evaluation Tool**

| Domain 3: Delivery of Instruction | | | | |
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| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
| 8 Integrated, Comprehensive, Balanced Curriculum | Specialist delivers instruction on a lesson-by-lesson basis with little attention to specific student needs or district standards. <input type="checkbox"/> | Specialist attempts to deliver a thorough literacy curriculum. Gives some thought to student needs and state and district standards. <input type="checkbox"/> | Specialist uses professional knowledge to implement a complete and balanced literacy curriculum that addresses student needs and aligns with state and district standards. <input type="checkbox"/> | 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. <input type="checkbox"/> |
| 9 Instructional Approaches | 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). <input type="checkbox"/> | Specialist uses a limited number of instructional strategies to develop some aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). <input type="checkbox"/> | Specialist employs effective and varied instructional strategies to develop most aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). <input type="checkbox"/> | Specialist employs highly effective and varied instructional strategies to develop all aspects of literacy (word recognition, language comprehension, strategic knowledge, and reading-writing connections). <input type="checkbox"/> |
| 10 Range of Texts | Specialist provides little variety of text type or forms of print; or relies on one form of text to instruct students. <input type="checkbox"/> | Specialist uses a limited range of texts and one or two different forms of print to address student needs. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> |



Domain 4: Monitoring, Assessment and Follow-Up

| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
|--|---|--|--|--|
| 11 Purpose and Limitations of Assessment | Specialist demonstrates little or no understanding of assessments and their use. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | Specialist demonstrates a thorough understanding of assessments, their use, and their misuse. Specialist understands and can communicate to others the purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and formative assessment. <input type="checkbox"/> |
| 12 Administers and Interprets Assessments | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> |
| 13 Data-based Planning and Evaluation | Specialist either does not use assessment data to evaluate student progress or draws flawed conclusions from progress data and makes inaccurate instructional decisions. <input type="checkbox"/> | Specialist uses limited assessment data to evaluate student performance and progress. 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 appropriately. <input type="checkbox"/> | 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. Specialist reports information to colleagues and professional teams. <input type="checkbox"/> | 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. Specialist collaborates with colleagues, professional teams and other stakeholders to design interventions and adjust instruction. <input type="checkbox"/> |
| 14 Communication | Specialist demonstrates little or no understanding of assessment results. <input type="checkbox"/> | Specialist demonstrates limited understanding of assessment results and has some difficulty communicating those results to a variety of audiences. <input type="checkbox"/> | Specialist demonstrates solid understanding of assessment results and competently communicates those results to a variety of audiences. <input type="checkbox"/> | Specialist demonstrates comprehensive understanding of assessment results and effectively communicates those results to a variety of audiences. <input type="checkbox"/> |



| Domain 5: Diversity | | | | |
|--|---|--|---|--|
| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
| 15 Recognition and Value | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | Specialist consistently demonstrates and communicates to others an 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. <input type="checkbox"/> |
| 16 Engagement and Awareness | Specialist is not successful accommodating students' diverse learning needs. <input type="checkbox"/> | Specialist attempts to engage students and accommodate students' diverse learning needs with limited success. <input type="checkbox"/> | Specialist successfully engages most students using curriculum and instructional practices that accommodate students' diverse learning needs. <input type="checkbox"/> | Specialist successfully engages all students through skillful use of curriculum and instructional practices that capitalize on student diversity. <input type="checkbox"/> |
| 17 Advocacy | Specialist does not promote equity in education. <input type="checkbox"/> | Specialist may support district policies but makes limited attempts to promote educational equity with colleagues and students. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> |



| Domain 6: Professional Learning and Leadership | | | | |
|---|---|---|---|--|
| | 1 Does Not Meet | 2 Needs Improvement | 3 Proficient | 4 Exemplary |
| 18 Adult Learning/ School Culture | Specialist demonstrates little or no understanding of adult learning theories and of research about organizational change, professional development, and school culture. <input type="checkbox"/> | Specialist demonstrates limited understanding of adult learning theories and of research about organizational change, professional development, and school culture. <input type="checkbox"/> | Specialist demonstrates solid understanding of adult learning theories and of research about organizational change, professional development, and school culture. <input type="checkbox"/> | Specialist demonstrates and applies extensive understanding of adult learning theories and of research about organizational change, professional development, and school culture. <input type="checkbox"/> |
| 19 School/ Culture/ Community | Specialist does not participate in professional learning and may or may not promote the value of reading and writing. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> | 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. <input type="checkbox"/> |
| 20 Leadership and Contribution | Specialist tends to work in isolation and does not participate in professional development efforts. <input type="checkbox"/> | Specialist is inconsistent in coordinating professional development activities. Specialist demonstrates limited ability to collaborate effectively with others. <input type="checkbox"/> | Specialist consistently works with others to coordinate, facilitate, and participate in professional development activities. Specialist demonstrates solid ability to collaborate effectively with others. <input type="checkbox"/> | 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. <input type="checkbox"/> |
| 21 Policy | Specialist demonstrates little or no understanding of policies that affect instruction. <input type="checkbox"/> | Specialist demonstrates inconsistent understanding of policies that affect instruction. Specialist may or may not communicate with stakeholders. <input type="checkbox"/> | Specialist demonstrates a solid understanding of local, state, and national policies that affect instruction and communicates effectively with most stakeholders. Specialist keeps abreast of policy changes and updates. <input type="checkbox"/> | Specialist is regarded as someone who consistently displays an understanding of local, state, and national policies that affect instruction and who effectively communicates with all stakeholders. <input type="checkbox"/> |