



Reading Specialist Informal Observation Form: Cooperating Teacher Feedback to Intern

Directions: This form can be used by the evaluator to document informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

This form should be completed prior to the intern's first and second assignment review.

1. Student's Name

2. Internship

3. Observer's Name

4. Date of Observation

5. Foundational Knowledge

- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of reading (concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, convection of standard English, vocabulary acquisition and use of speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Specific Examples/Comments

6. Curriculum and Instruction

- Uses foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.
- Designs, selects, adapts, teaches, and evaluates evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
- Selects, adapts, teaches, and evaluates evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.
- Collaborates with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Specific Examples/Comments

7. Learners and the Literacy Environment

- In consultation with families and colleagues, the teacher meets the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.
- Collaborates with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
- Integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.
- Facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Specific Examples/Comments

8. Diversity and Equity

- Demonstrates knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
- Demonstrates understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.
- Creates and advocates for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.
- Advocate for equity at school, district, and community levels.

Specific Examples/Comments