



Reading Specialist Licensure Field Evaluation 2.0

Placement Information

\* Intern's Name

\* Intern's Race

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Mixed Race
- Not Listed, Uncertain, or Prefer Not to Respond

\* Placement Grade Taught

\* Internship (READING SPECIALIST)

Select the type of internship being completed this semester.

Please note that a *Traditional Internship* is for an intern that is not a contracted teacher and does not have a teaching license.

A *Non-Traditional Internship* is for an intern that is completing an internship as a contracted teacher within a school division. This intern is already a professionally licensed teacher.

\* Internship Start Date (MM/DD/YYYY)

\* Internship End Date (MM/DD/YYYY)

\* School of Internship Placement

\* School Division

\* Evaluator's Name (First Last)

\* Evaluator's Email. We will return a PDF copy of your report to this address.

**Email Address:**

\* Evaluator's Position/Role

- Cooperating Teacher
- School Administrator
- University Supervisor
- University Department Chair

\* In what semester is this internship being completed?



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Reading Specialist Licensure Field Evaluation 2.0

Standard One: FOUNDATIONAL KNOWLEDGE

**STANDARD ONE DESCRIPTION**

**Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.**

Scoring Rubric

**Highly Effective** - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

**Approaching Effective**- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher's performance in each of the areas below.

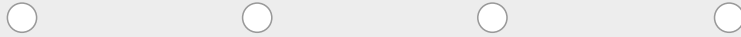
Highly Effective                      Effective                      Approaching Effective                      Ineffective

1.1 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.

1.2 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.

1.3 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.



1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the **role of the reading/literacy specialist**.



Please comment on the teacher candidate's overall performance this area.



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Standard Two: CURRICULUM AND INSTRUCTION

**STANDARD TWO DESCRIPTION:**

**Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.**

Scoring Rubric:

**Highly Effective** - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

Highly Effective      Effective      Approaching Effective      Ineffective

2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

2.2 Candidates design, select, adapt, teach, and evaluate 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.

2.3 Candidates select, adapt, teach, and evaluate 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.

2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Please comment on the teacher candidate's overall in this area.



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## Reading Specialist Licensure Field Evaluation 2.0

### Standard Three: ASSESSMENT AND EVALUATION

#### **STANDARD THREE DESCRIPTION**

**Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.**

#### Scoring Rubric

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Highly Effective                      Effective                      Approaching Effective                      Ineffective

3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using

assessment tools.

3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

Please comment on the teacher candidate's overall performance this area.



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## Standard Four: DIVERSITY AND EQUITY

### **STANDARD FOUR DESCRIPTION**

**Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.**

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\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

Highly Effective      Effective      Approaching Effective      Ineffective

4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

4.3 Candidates create and advocate 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.

4.4 Candidates advocate for equity at school, district, and community levels.

Please comment on the teacher candidate's overall performance this area.



## Standard Five: LEARNERS AND THE LITERACY ENVIRONMENT

### **STANDARD FIVE DESCRIPTION:**

**Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment**

#### Scoring Rubric

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\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

Highly Effective                      Effective                      Approaching Effective                      Ineffective

5.1 Candidates, in consultation with families and colleagues, meet 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.

5.2 Candidates collaborate 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.

5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

5.4 Candidates 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.

Please comment on the teacher candidate's overall performance this area.



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Standard Six: PROFESSIONAL LEARNING AND LEADERSHIP

**STANDARD 6 DESCRIPTION**

**Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.**

Scoring Rubric

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\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

Highly Effective      Effective      Approaching Effective      Ineffective

6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.

6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Please comment on the teacher candidate's overall performance this area.



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## Submitting Your Completed Form

**Thank you for providing your evaluation of our internship student.**

**Please click "Done" to submit your form to Regent University's School of Education Reading Specialist Program.**

### Reference

**Adapted from Standards for the Preparation of Literacy Professionals 2017. © 2018 by the International Literacy Association.**