

Reading Specialist Interim Performance Report (Short Form) 1.0

1. Intern's Name**2. 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

3. Placement Grade Taught**4. Academic year**

- 2022-2023
- 2023-2024
- 2024-2025
- 2025-2026

5. Internship Start Date (MM/DD/YYYY)**6. Internship End Date (MM/DD/YYYY)****7. School of Internship Placement**

8. Select the Internship This Evaluation is Being Completed

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.

9. School of Internship Placement

10. School Division

11. Evaluator's Name (First Last)

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

Email Address:

13. Evaluator's Position/Role

University Supervisor

Other (please specify)

Reading Specialist Interim Performance Report (Short Form) 1.0

Directions:

Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

14. Strengths

15. Areas of Improvement:

Reading Specialist Interim Performance Report (Short Form) 1.0

16. Foundational Knowledge

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.

Evident

Not Evident

Comments

17. Curriculum and Instruction

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.

Evident

Not Evident

Comments

18. Assessment and Evaluation

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.

Evident

Not Evident

Comments

19. Diversity and Equity

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.

Evident

Not Evident

Comments

20. Learners and the Learning Environment

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.

Evident

Not Evident

Comments

21. Professional Learning and Leadership

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.

Evident

Not Evident

Comments

22. Practicum/Clinical Experience Process

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Evident

Not Evident

Comment