

Reading Specialist Field Evaluation for SP23 – Based on ILA Standards

The Reading Specialist Clinical Field Evaluation was revised in FA22 with indicators based on the International Literacy Association Standards. There were no Reading Specialist candidates eligible to do the internship in FA22 and so the new evaluation was utilized for the first time in SP23.

Standards and Performance Indicators	University Supervisor		Cooperating Teacher	
	Mean	St Dev	Mean	St Dev
Standard 1: Foundational Knowledge				
<i>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.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.00	0.00
<i>1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.</i>	3.50	0.71	3.00	1.41
Standard 2: Curriculum and Instruction				
<i>2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.50	0.71
<i>2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</i>	3.50	0.71	3.00	1.41
Standard 3: Assessment and Evaluation				
<i>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.</i>	3.50	0.71	3.50	0.71

Standards and Performance Indicators	University Supervisor		Cooperating Teacher	
	Mean	St Dev	Mean	St Dev
<i>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.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.00	0.00
<i>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.</i>	3.50	0.71	2.50	0.71
Standard 4: Diversity and Equity				
<i>4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.00	1.41
<i>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.</i>	3.50	0.71	3.50	0.71
<i>4.4 Candidates advocate for equity at school, district, and community levels.</i>	3.50	0.71	2.50	0.71
Standard 5: Learners and the Literacy Environment				
<i>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.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.00	1.41
<i>5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.</i>	3.50	0.71	3.50	0.71
<i>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.</i>	3.50	0.71	3.00	1.41
Standard 6: Professional Learning				
<i>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.</i>	3.50	0.71	3.00	1.41
<i>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.</i>	3.50	0.71	3.00	1.41
<i>6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.</i>	3.50	0.71	2.50	2.12

Standards and Performance Indicators	University Supervisor		Cooperating Teacher	
	Mean	St Dev	Mean	St Dev
<i>6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.</i>	3.50	0.71	3.00	1.41
Standard 7: Practicum Experiences				
<i>7.1 Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.</i>	3.50	0.71	3.50	0.71
<i>7.2 Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.</i>	3.50	0.71	3.50	0.71
<i>7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.</i>	3.50	0.71	3.00	1.41
<i>7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.</i>	3.50	0.71	3.00	1.41
N	2		2	

Scale: 1 = ineffective; 2 = approaching effective; 3 = effective; 4 = highly effective

Reading Specialist Field Evaluation 2018-21 Combined and SP22

InTASC/VUPS Standards	2018-21						SP22					
	Cooperating Teacher		Administrator		University Supervisor		Cooperating Teacher		Administrator		University Supervisor	
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St Dev	Mean	St Dev	Mean	St Dev
Learner Development & Learning Differences/ Progression 1 & 2	3.56	0.46	3.60	0.40	3.46	0.45	3.86	0.35	3.86	0.35	3.71	0.46
Learning Environment/ Progression 3	3.57	0.49	3.67	0.40	3.46	0.43	3.86	0.35	3.77	0.43	3.91	0.29
Professional Knowledge/ Progression 4	3.59	0.49	3.64	0.43	3.52	0.45	3.71	0.47	4.00	0.00	3.62	0.50
Application of Content/ Progression 5	3.60	0.46	3.57	0.43	3.51	0.46	3.77	0.43	3.77	0.43	3.67	0.48
Assessment of/for Student Learning/ Progression 6	3.51	0.46	3.52	0.44	3.38	0.52	3.88	0.33	3.77	0.43	3.82	0.39
Instructional Planning/ Progression 7	3.59	0.47	3.53	0.47	3.44	0.5	4.00	0.00	3.88	0.34	3.92	0.28
Instructional Delivery/ Progression 8	3.60	0.46	3.60	0.43	3.55	0.45	3.86	0.35	3.77	0.43	3.76	0.44
Professional Learning & Ethical Practice / Progression 9	3.68	0.40	3.65	0.44	3.53	0.49	4.00	0.00	4.00	0.00	4.00	0.00
N	16		12		14		2		2		3	

Scale for 2018-21: 1 = unsatisfactory, 2 = developing/ needs improvement, 3 = proficient; 4 = exemplary

Scale for SP22: 1 = ineffective; 2 = approaching effective; 3 = effective; 4 = highly effective