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| **Reading Specialist**  **Observation for Staff Development Report: Addendum** |

**All candidates are assessed during the practicum on implementation of a staff development and/or professional development using this form. Candidates are evaluated by the on-site supervisor and the university supervisor.**

**Rating Scale: 3** = Comprehensively meets standard  **2** =Acceptably meets standard **1** =Does Not Meet standard

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **IRA Standard 2: Curriculum and Instruction** | **3** | **2** | **1** |
| 2.1   * Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. This may be through a single element of the curriculum, or the curriculum as a whole. |  |  |  |
| * Work with teachers and other personnel in developing an entire literacy curriculum or a single element of the curriculum that has vertical and horizontal alignment across pre-K–12. |  |  |  |
| 2.2   * Supports teachers and other personnel in the use of instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. |  |  |  |
| * Models approaches that are researched based and effective in these areas. |  |  |  |
| * Provide a model of appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing, in the area selected for professional development. |  |  |  |
| * Provides a model of ways to adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write |  |  |  |
| 4.2   * Refers to a literacy curriculum or instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity |  |  |  |
| **IRA Standard 5: Create a Literate Environment** |  |  |  |
| 5.1   * Addresses ways to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. |  |  |  |
| * Shares with classroom teachers ideas to promote reading and writing in the classroom environment such as displaying student writing, maintaining journals, encouraging responses and read alouds, creating space for small group work, learning centers and different types of reading materials. |  |  |  |
| 5.4   * Provides a model of instructional planning and program design that will intrinsically and extrinsically motivate students. |  |  |  |
| * Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. |  |  |  |
| IRA Standard 6: Professional Learning and Leadership | | | |
| 6.1   * Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. |  |  |  |
| 6.2   * Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. |  |  |  |
| 6.3   * Facilitate, lead, and evaluate effective and differentiated professional development programs. |  |  |  |
| 6.4   * Address local, state, or national policy. |  |  |  |

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**(Observer’s Signature) (Teacher Candidate’s Signature)**

**Routing:** White = *Educator Licensure Office*; Yellow =*Supervising Practitioner*; Pink =*Student* *12/29/06*