Possible **examples** of how the Framework For Teaching could apply to
Reading Specialists

	Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy General Examples	The RS makes no use of a scope and sequence of skill development to plan lessons for groups of students (e.g. RS teaches multisyllabic words before students are fluent in sound/symbol relationships.)	The RS strictly adheres to the adopted reading program's scope and sequence but the sequence is not suited to the group of students' needs.	The RS uses a comprehensive scope and sequence of skill development to deliver intensive instruction based upon students' needs, even if the skills are outside of grade-level.	The RS uses progress monitoring data in tandem with the scope and sequence to provide individual supports to students and plans to embed opportunities to reinforce skills not yet mastered by individual students. (e.g. RS provides an individual with phonological processing difficulties, visual cues of articulation of speech sounds.)
1b Demonstrating Knowledge of Students General Examples	The RS is unaware of which students have IEPs. The RS is unresponsive to students' cultural heritage and student interests in the selection of texts. The RS uses the same lesson plan throughout the day regardless of the differences in student groups.	The RS is aware of the students who have Speech and Language IEPs but does not use the information to plan instruction. The RS considers the students' cultural heritage and interests but is inconsistent in using this knowledge to select texts.	The RS is aware of the students who have Speech and Language IEPs and takes those strengths and weaknesses into account during planning. The RS is culturally responsive by incorporating texts that reflect the groups' cultural backgrounds and interests. The RS builds in parallels between English and Spanish cognates for native Spanish speakers in a word study lesson. The RS is knowledgeable of risk factors that contribute to reading failure and plans lessons to ameliorate those deficits. (e.g. a student has oral language and expressive vocabulary deficits so, the RS intentionally designs lessons that promote oral language development.)	The RS is well informed of an individual student's IEP goals, collaborates with the team and intentionally plans to support that student to meet those goals. The RS is culturally responsive by incorporating texts that reflect individual students' cultural backgrounds and interests.
1c Setting Instructional Outcomes General Examples	Outcomes are geared solely toward one goal (the goal for students is to increase reading speed (wpm) without regard for accuracy or prosody). wpm- words per minute wcpm-words correct per minute (takes accuracy into account) Fluent reading comprises three key elements: accuracy, rate and prosody.	Outcomes are geared toward maintaining growth rather than narrowing the gap. (e.g. The goal for students reading below grade level is one year's worth of growth in wcpm.)	Outcomes are based on increasing levels of text complexity throughout the year while closing the gap. (The goal for students is to read on-level texts with increased wcpm.)	Teacher and students work together to create outcomes that are based on multiple measures of individual student level data while planning to meet grade level proficiency. (The goal for students is to read at benchmark wcpm with accuracy and prosody with comprehension.)

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1d Demonstrating Knowledge of Resources *General Examples*		The RS says, "I have my Reading Specialist Certification and have been teaching for years, I don't need any more professional development to teach kids to learn to read." The RS uses outdated materials that are not aligned with current standards. The RS uses only one source of provided materials for all students regardless of student needs	The RS is aware that students are not making progress on Oral Reading Fluency measures but does not seek out learning to remediate the root cause for the fluency deficit. The RS only utilizes intervention materials from the basal.	The RS independently seeks out professional development to plan and implement instruction based on the needs of specific students. The RS uses a wide variety of texts (decodable, leveled, fiction, nonfiction etc.) to plan instruction.	The RS is the resource for literacy for the building/district and provides ongoing professional development for colleagues. The RS critiques materials based on current research in regard to scope and sequence of discreet skills, rigor and text structure and is able to offer guidance during a curriculum review.
1e Designing Coherent Instruction *General Examples*		The RS does not design instruction to meet instructional outcomes and/or has no lesson plans. "I just do what the classroom teacher wants me to work on."	The RS designs instruction that does not take into account the scope and sequence of phonics skills and/or the specific needs of the student.	The RS designs instruction to enable the transfer of skills to content area (e.g. middle school students working on CVC patterns find examples of CVC, multisyllabic words in science text to decode and pronounce unknown words).	The RS designs instruction based upon an individual student's position within the scope and sequence of phonics skills.
1f Designing Student Assessments *General Examples*		The RS is not involved in the universal screening process and/or does not use the results.	The RS is involved in the administration of a universal screener but is not able to explain the results in terms of student need nor use the results to plan instruction.	The RS administers a universal screener, is able to explain the results in terms of student need and uses the results to plan group instruction.	The RS administers universal screener, determines the need for and administers a diagnostic assessment to drill down to skill level need. RS is able to explain the results in terms of student need and uses the results to plan for individual instruction within a group.
2a. Environment of Respect and Rapport *General Examples*		The teacher has no expected protocol for respectful interactions for partner reading. The teacher does not respond when one student tells another student "You don't know how to read!"	The students inconsistently follow the protocol for partner reading, sometimes using the prompt "Try that again" and other times sighing or groaning.	The RS asks the students to review the protocol for the roles of reader and coach prior to partner reading and students are generally polite to each other.	The students consistently follow the protocol for partner reading, respectfully asking his partner to "Try that again" or telling him a word when an error is found without teacher prompting.

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2b Establishing a Culture for Learning General Examples	The RS routinely has a group of students read a posted list of nonsense words that will be on the universal screener (DIBELS, Aimsweb etc.).	The RS tells the Kindergarten teacher that the results of nonsense word fluency measure on the universal screener are limited because some of the students "just aren't ready to read yet."	The RS tells the Kindergarten teacher that the results of nonsense word fluency measure on the universal screener are useful because they explain how a student is able to decode unknown words. They discuss how they will support all students to achieve benchmark.	A kindergarten student explains to another student, "We can figure out words we don't know by blending the sounds of the word. This letter says /ŏ/ because there is a g after the o! See, we can read the word dog!".
2c Managing Classroom Procedures General Examples	The RS reads the teacher's manual for the day's lesson and scrambles to gather the needed materials as the students are sitting at the table.	The RS has materials prepared but there are no routines for distribution and instructional time is lost.	Routines for managing materials take place smoothly and there is no loss of instructional time.	Effective use of transition time to maximize literacy-based instructional time (e.g. practicing phonemic awareness skills in the hallway to the classroom.) Student monitors have been appointed who gather and distribute materials as students enter the room.
2d Managing Student Behavior General Examples	The RS does not utilize the school-wide and/or classroom expectations and the students are allowed to get up and leave the room without asking.	The RS is aware of the school-wide and/or classroom expectations and monitors behaviors inconsistently, not always redirecting students when they interrupt their peers.	The RS utilizes common language and practices of the school-wide and classroom expectations consistently by stating, "Please don't interrupt Johnny while he is reading."	The RS supports the school-wide and classroom expectations with common language and practices. Individual students use the language and support the practices to monitor each other. A student says to another student, "Please don't interrupt me while I'm reading."
2e Organizing Physical Space General Examples	The RS provides instruction in a noisy hallway where students are highly distracted and unable to write. He states, "There's no place else to teach my group."	The RS provides instruction in a noisy hallway but has the students facing away from the noise for writing.	The RS seeks an alternative location away from the noisy hallway in order to cut down on student distraction allowing students to concentrate on their writing.	Students utilize a "tool box" of physical resources to eliminate what is personally distracting (e.g. students pull from a variety of resources such as privacy folders, Whisper phones, EZC readers, fidgets, etc.)
3a Communicating with Students General Examples	While communicating with students the RS uses improper grammar. "The directions is there for you to read." While describing expository text, the RS gives a realistic fiction piece of literature as an example.	The RS does not use the terminology of the English language while instructing (e.g. tells the students to "name the people" in the story rather than using the word "character" or uses the word "ending" rather than suffix with a group of third graders).	The RS opens the lesson by clearly stating the learning objectives to the students. "Today we'll be learning how poets use similes to compare two unlike things." Or "In American History class you have been discussing primary and secondary source documents. Today in reading class you will analyze a document to determine whether the document is a primary or secondary source and provide evidence for your decision."	Students share with the RS that while working on circuits in science they made a connection between the word circuit and circle. The teacher then guides students to connect to other words such as circumference and circulatory.

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3b Questioning and Discussion Techniques **General Examples**	The RS consistently asks the group questions and then answers the questions without allowing students to respond. "What does the word house mean?" [brief pause] "It means where you live or your home	The RS poses only lower-level "*Right There" questions about the text to the student group and the same student responds to all the questions. "What is the title of the story?" *Question Answer Relationship (QAR)	A RS asks a mix of questions including *"Right There," "Think and Search," "Author and Me" and "On My Own." A RS asks an On My Own question such as, "How might the author rewrite this text with a different conclusion?" RS guides students through questioning techniques to correct spelling errors, rather than dictating the correct spelling.	A student continues discussion by posing higher order questions to the group such as "Why did the author--"
3c Engaging Students in Learning **General Examples**	The RS uses the Round Robin technique for reading aloud. Round Robin Reading—defined in The Literacy Dictionary as "the outmoded practice of calling on students to read orally one after the other". The RS allows students to continue completing seatwork packets or worksheets with little rigor from the classroom.	The RS has all students reading independently while she listens to individuals, however, some students are off task.	Students are reading chorally in a small group. The RS embeds multiple opportunities for students to respond. The RS regularly engages students within the gradual release of responsibility model (I do, We do, You do).	Students are reading in partners and stopping to give each other feedback based on a class created rubric. When using decodable text, students have a menu of choices for applying the skills they have learned (e.g. Find all the words with suffixes, box the closed syllable words, circle all long a spelling patterns, and highlight phonetically irregular words).
3d Using Assessment in Instruction **General Examples**	While listening to a student orally read, the RS does not note, discuss or use student errors to target future instruction despite the fact that the reader is making many errors.	The RS can calculate words correct per minute (WCPM) but is unsure how to use that data to support student achievement.	The RS meets with students to review and chart data and then makes changes in instruction based on individual student progress monitoring data. During explicit instruction the RS provides corrective feedback such as "You said /b/ but I said /p/, watch my mouth, turn your voice box on and make the /b/ sound."	The RS confers with the student to calculate the rate of improvement using expected growth rates based on current research (see Fuchs & Fuchs). They discuss the student's current assessment results and set a personal improvement goal based on trends in the progress monitoring data.
3e Demonstrating Flexibility and Responsiveness **General Examples**	The RS says to a student, "Clearly your parents aren't reading with you at home or you would be able to summarize this text."	Although students continue to struggle with the skill of summarizing, the RS reteaches the same summarizing strategy.	In order to support students struggling to incorporate a main idea and details in a summary, the RS uses less complex text to work on the skill.	After the RS teaches the component skills needed and reduces the cognitive load with the process of summarizing, students choose their own medium to apply their summarizing skills (e.g. movie, comic book, newspaper article).
4a Reflecting on Teaching **General Examples**	The RS reviews student writing samples, many of which lack a main idea and are unorganized then concludes the paragraph writing lesson was successful and she will do that lesson again in the future.	After an unsuccessful lesson on organization of writing, the RS realizes the students did not understand the process. The RS concludes, "I just need to work more with them on writing in the future."	The RS reflects on writing samples and concludes that the lesson did not go as anticipated. The RS decides to step back to model utilizing think aloud and then scaffold additional supports such as skeleton notes for future activities.	After teaching a lesson with the classroom teacher on writing a persuasive argument, the RS and classroom teacher reflect and make changes for the next day's lesson

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4b Maintaining Accurate Records General Examples	The RS does not progress monitor students and says, "I know how my kids are doing in literacy."	The RS inconsistently progress monitors some students and says, "Fourth graders don't make many gains in a monthly period so I only progress monitor twice in a grading period."	The RS maintains a system such as a database to organize student progress data by group and searchable by student. The RS uses a summary sheet to disseminate student data to pertinent team members and parents.	The RS uses a system that incorporates student input for monitoring progress including gathering, organizing, using and disseminating **relevant** student data with stakeholders (e.g. community, school board, school level planning). After a one minute probe, the student graphs the data, looks at the line graph noting trends and determines a personal learning target.
4c Communicating with Families General Examples	The RS does not attend any parent conferences or have any communication with parents of children on their roster.	The RS sporadically sends home general parent communication in English to Spanish speaking parents.	The RS regularly communicates with families via written reports, e-mail or phone regarding progress and collaborative efforts to ensure student success in the home language of the family.	With input from the students, the RS regularly communicates with families via written reports, e-mail or phone regarding progress and collaborative efforts to ensure student success in the home language of the family The RS shares resources beyond those that are required to engage parents in their children's literacy growth. The RS holds multiple events throughout the year for parents, students and other stakeholders with a focus on improving literacy throughout the community.
4d Participating in Professional Community General Examples	The RS openly states, "That classroom teacher doesn't know how to teach reading."	The RS provides information to the classroom teacher when asked.	The RS participates in an ongoing two-way communication with the classroom teacher about the students that they share.	The RS leads a professional learning community in order to grow evidence based literacy practice with classroom teachers to develop other literacy leaders.
4e Growing and Developing Professionally General Examples	The RS refuses to incorporate research based practices after attending professional development. She says, "I don't like to teach phonics."	The RS is a member of literacy organization but it does not affect his/her practice.	The RS routinely reads professional literature and research (e.g. professional journals, publications by the International Reading Association, International Dyslexia Association, etc.) and shares learning with peers.	The RS creates a professional learning community based on professional learning in order to grow evidence based literacy practice.

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4f Showing Professionalism General Examples	The RS does not administer assessments with fidelity; does not follow standardized testing protocol. The RS gives students two minutes to complete a one minute probe.	The RS administers assessments with fidelity, following standardized testing protocol.	The RS uses the fidelity checklist for administering assessments to ensure the standardized testing protocol is used.	The RS ensures all teachers are aware of the fidelity checklist for administering assessments and the standardized testing protocol.