***EPPING SCHOOL DISTRICT READING AND WRITING***

SPECIALIST EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Instructional Specialist:

* Reading and Writing Specialist is responsible for the implementation of school-wide literacy plan(s).
* If the Reading and Writing Specialist has assigned classroom responsibilities, the Teacher Expectations Rubric also applies.

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| ***Planning and Preparation*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Current Trends in Area and PD** |  |  | Demonstrates thorough knowledge of current trends, ideas, and research in literacy |  |  | Job description |
| **School Program and Teacher Skill** |  |  | Demonstrates thorough knowledge of the school’s reading and writing program; uses real world books and materials to engage students in applying literacy knowledge and skills; advocates for strong literacy program to meet all students’ needs |  |  | Job description, District competencies, School instructional program, School grade level summaries, School course syllabi |
| **Resources** |  |  | Demonstrates knowledge of and provides students and teachers with resources available in the school, other schools, community, and online to advance program goals, teachers’ skills, and student learning |  |  | Job description, Literacy program plan, RTI plan |
| **Program Goals** |  |  | Establishes literacy program goals that are clear and appropriate to meet the needs of students and school staff and the mission and vision of the school and district |  |  | Job description, Literacy program plan, RTI plan |
| **Program Plan** |  |  | Provides a well-designed literacy program plan aligning with district and school goals, integrating with overall school program, and improving teachers’ instruction and students learning |  |  | Job description, Literacy program plan, RTI plan |
| **Program Evaluation** |  |  | Uses clear goals and evidence to evaluate the degree to which literacy goals have been met |  |  | Job description, Literacy program plan, RTI plan |
| ***Educational***  ***Environment*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Environment** |  |  | Creates a welcoming, service-oriented environment and makes use of physical space to provide quality individual and group learning activities for students and staff |  |  | Job description, Literacy program plan, RTI plan |
| **Culture** |  |  | Establishes a culture conveying the importance of ongoing literacy improvement and promotes instructional assistance in person and using print and electronic media |  |  | Job description, Literacy program plan, RTI plan |
| **Procedures** |  |  | Establishes routines and procedures for effective access to and facilitation of student and teacher instructional support including, but not limited to materials and equipment, technology, consulting services, etc. |  |  | Job description, Literacy program plan, RTI plan |
| **Behavior Norms** |  |  | Communicates clear norms of mutual respect for professional interactions; communicates expectations for and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully |  |  | Job description, Literacy program plan, RTI plan |
| **Support Staff** |  |  | Trains, supervises, and evaluates support staff so that everyone is clear as to their role |  |  | Job description, Literacy program plan, RTI plan |
| ***Delivery of Services*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Teacher Collaboration** |  |  | Collaborates with classroom teachers in the design of instructional lessons and units, team teach units as requested, and provide timely feedback |  |  | Job description, Literacy program plan, RTI plan |
| **Student Intervention and Support** |  |  | Oversees student instructional intervention programs and recommends interventions including technological tools; creates and provides developmentally appropriate reading and writing instruction to individuals and small groups |  |  | Job description, Literacy program plan, RTI plan |
| **Student and Staff Engagement** |  |  | Guides and encourages the acquisition of new instructional skills and student learning with effective modeling, activities, grouping strategies, and materials |  |  | Job description, Literacy program plan, RTI plan |
| **Student Data** |  |  | Designs formative and summative assessments; uses a variety of student data; and collects, analyzes, and shares student data from state, district, and school sources to inform teaching and group students, to address learning gaps, and advance teacher instructional skills |  |  | Job description, Literacy program plan, RTI plan |
| **Share Expertise with School Staff** |  |  | Shares expertise with model lessons, individual and/or team consults, student work evaluation, assessment design, student data analysis, and professional development of high quality and relevance to improve teaching skills and student learning |  |  | Job description, Literacy program plan, RTI plan |
| **Share Expertise with Parents and Families** |  |  | Helps design and participates in parent and family workshops; provides supplemental instructional materials in instructional area to improve student learning |  |  | Job description, Literacy program plan, RTI plan |
| **Resources** |  |  | Locates and inventories instructional and professional resources for individual and groups of teachers in support of instructional improvement |  |  | Job description, Literacy program plan, RTI plan |
| **Flexibility and Responsiveness** |  |  | Revises instructional program when needed to meet student, teacher, and school needs |  |  | Job description, Literacy program plan, RTI plan |
| ***Accountability for Student Learning*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Responsibility** |  |  | Takes responsibility for students who have not mastered literacy curriculum/program by developing and implementing additional or alternative instruction and/or activities |  |  | Policy IF & GA, Job description, Literacy program plan, RTI plan |
| **Reflection** |  |  | Reflects on the effectiveness of instructional program, suggests improvements, and continuously works to improve student learning |  |  | Job description, Literacy program plan, RTI plan |
| **Student Performance** |  |  | Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures:   * Classroom assessments (tests, work samples, portfolios, etc.) * District assessments (common) * State assessments (NECAP or equivalent) * National assessments (AP, NAEP, SAT, etc.) |  |  | NHDOE Effective Teacher, Policy GA, Job description, Literacy program plan, RTI plan |
| ***Professional Responsibilities*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Attendance** |  |  | Practices good attendance and punctuality habits |  |  | Policy GA & GBE |
| **Reliability** |  |  | Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times |  |  | Policy GBE |
| **Professionalism** |  |  | Behaves in an appropriate manner considerate of one’s self and community, is accountable for one’s actions and choices, is truthful and courteous, and takes pride in one’s work |  |  | Policy GA |
| **Confidentiality**  **Judgment** |  |  | Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues |  |  | Policy GBEA |
| **Boundaries** |  |  | Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications |  |  | Policy GBEBB & GBEBD |
| **Ethics** |  |  | Respects the institution and avoids conflicts of interest |  |  | Policy GBEA |
| **Communication** |  |  | Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies |  |  | Policy GBEF & GBEF-R, Job description |
| **Teamwork** |  |  | Shares responsibility for school wide literacy program and volunteers to serve on school and district literacy, data, reporting, and other committees |  |  | Policy GA, Job description |
| **Openness** |  |  | Keeps administration informed of successes, challenges, and needs of instructional program; follows school and district chain of command; and is open-minded about change by participating in the process and supporting the end result |  |  | Policy GBD & GBK |
| **Responsibility** |  |  | Supports and enforces policies of the Board and School Administration |  |  | Policy GBE |
| **Technology** |  |  | Keeps abreast of emerging technologies in literacy and uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies |  |  | Job description |
| ***Professional Learning*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Responsibility** |  |  | Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.) |  |  | Policy GA and GCI, Job description |
| **Collaboration** |  |  | Collaborates with teachers and staff within the school and district; participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities based on assessment of school staff and student needs |  |  | Policy GA, PD Master Plan, Job description |
| **Self-assessment** |  |  | Reflects on professional practice and seeks areas for growth |  |  | Policy GA, PD Master Plan,  Job description |
| **Certification** |  |  | Follows the procedures in the district’s Professional Development Plan to maintain NH certification |  |  | Policy GA, PD Master Plan |