

CANDIDATE SATISFACTION SURVEY: READING SPECIALIST COMPLETERS (survey administered 2023-2024 for 2022-23 completers)

Survey Response Rate: 3 responses out of 8 surveys sent to completers (37.5% response rate)

| | | | Agree | | Tend to Agree | | Tend to Disagree | | Disagree | | N/A | |
|---|---|--|-------|-----|---------------|----|------------------|----|----------|----|-----|-----|
| | | As a Reading Specialist I: | n | % | n | % | n | % | n | % | n | % |
| STANDARD 1: FOUNDATIONAL KNOWLEDGE | Demonstrate knowledge of: | Theoretical, historical & evidence-based foundations of literacy & language | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | How theoretical, historical & evidence-based foundations of literacy & language interrelate | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | The role of literacy professionals in schools | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 2: CURRICULUM & INSTRUCTION | | Critique literacy curricula to meet the needs of all learners | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Design literacy curricula to meet the needs of all learners | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Implement literacy curricula to meet the needs of all learners | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Evaluate evidence-based literacy instruction for all learners | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 3: ASSESSMENT & EVALUATION | Understand, select & use valid, reliable, fair & appropriate assessment tools to: | Screen, diagnose & measure literacy achievement | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Inform instruction & evaluate interventions | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Participate in professional learning experiences | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Explain assessment results & advocate for appropriate literacy practices to relevant stakeholders | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 4: DIVERSITY & EQUITY | | Demonstrates knowledge of research, relevant theories, pedagogies, essential concepts of diversity & equity | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Demonstrates & provides opportunities for understanding all forms of diversity as central to students' identities | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Creates classrooms that are inclusive & affirming | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Advocates for equity at school, district & community levels | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Meets emotional needs of all learners, including trauma impacted students | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Meets social needs of all learners, including trauma impacted students | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | As a Reading Specialist I - Meet developmental needs of all learners, including trauma impacted students | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 5: LEARNERS & THE LITERACY ENVIRONMENT | | Collaborate with school personnel to use a variety of print & digital materials to engage & motivate learners | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Integrate digital technologies in appropriate, safe & effective ways | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Foster a positive climate that supports a literacy-rich learning environment | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP | | Recognize the importance of ongoing professional learning as part of career-long leadership roles & responsibilities | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Participate in ongoing professional learning as part of career-long leadership roles & responsibilities | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Facilitate ongoing professional learning as part of career-long leadership roles & responsibilities | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES | | Effectively integrate educational theory & content pedagogy in the student instruction | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Implement standard based best practices in the delivery of content within the learning environment | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |
| | | Incorporate research based strategies to address the trauma informed classroom | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% |