

# Concord University Survey of Employer Satisfaction for Advanced Program in Reading Specialist

If you are not responsible for the formal evaluation of this individual, please forward to the appropriate supervisor.

Last Name, First Name for which this survey applies:

Which of the following best describes the individual's employment situation?

Full-time

Part-time

Individual's current title

Is the individual currently employed in the Reading Specialist setting?

Yes

No

If no, in what field are they currently employed?

As this individual's evaluator, which of the following best describes your position? Select all that apply.

Principal

Assistant Principal

Department Chair

Title I Director

Other (please describe)

How are new individuals in your building being evaluated in the area of teacher practice? Select all that apply.

Principal and/or Assistant Principal observations

Coach and/or mentor observations

Peer and/or self-observations

Other (please describe)

How are new individuals in your building being evaluated in the area of student achievement? Select all that apply.

Scores on statewide tests

Scores on district-wide tests

Value added scores

Other (please describe)

How are new individuals in your building being evaluated in the area of student engagement?

Principal and/or Assistant Principal observations

Coach and/or mentor observations

Peer and/or self-observations

Student Engagement Surveys

Other (please describe)

**Directions: Please respond to the following statements based on your knowledge of the individual for which this survey applies. Statements below are based upon 2017 Overarching Standards 1-7**

**STANDARD 1: FOUNDATIONAL KNOWLEDGE**

*The Reading Specialist demonstrates knowledge of:*

|   | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|---|-------|---------------|------------------|----------|-----|
| Theoretical, historical and evidence-based foundations of literacy and language                 |       |               |                  |          |     |
| How theoretical, historical and evidence-based foundations of literacy and language interrelate |       |               |                  |          |     |
| The role of literacy professionals in schools   |       |               |                  |          |     |

**STANDARD 2: CURRICULUM AND INSTRUCTION**

*The Reading Specialist uses foundational knowledge to:*

|  | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|--|-------|---------------|------------------|----------|-----|
| Critique literacy curricula to meet the needs of all learners  |       |               |                  |          |     |
| Design literacy curricula to meet the needs of all learners    |       |               |                  |          |     |
| Implement literacy curricula to meet the needs of all learners |       |               |                  |          |     |
| Evaluate evidence-based literacy instruction for all learners  |       |               |                  |          |     |

**STANDARD 3: ASSESSMENT AND EVALUATION**

*The Reading Specialist understands, selects and uses valid, reliable, fair and appropriate assessment tools to:*

|   | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|---|-------|---------------|------------------|----------|-----|
| Screen, diagnose and measure literacy achievement   |       |               |                  |          |     |
| Inform instruction and evaluate interventions   |       |               |                  |          |     |
| Participate in professional learning experiences  |       |               |                  |          |     |
| Explain assessment results and advocate for appropriate literacy practices to relevant stakeholders |       |               |                  |          |     |

**STANDARD 4: DIVERSITY AND EQUITY***The Reading Specialist:*

|   | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|---|-------|---------------|------------------|----------|-----|
| Demonstrates knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity       |       |               |                  |          |     |
| Demonstrates and provides opportunities for understanding all forms of diversity as central to students' identities |       |               |                  |          |     |
| Creates classrooms that are inclusive and affirming   |       |               |                  |          |     |
| Advocates for equity at school, district and community levels   |       |               |                  |          |     |
| Meets emotional needs of all learners, including trauma impacted students   |       |               |                  |          |     |
| Meets social needs of all learners, including trauma impacted students  |       |               |                  |          |     |

**STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT***The Reading Specialist:*

|  | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|--|-------|---------------|------------------|----------|-----|
| Meets developmental needs of all learners, including trauma impacted students                                      |       |               |                  |          |     |
| Collaborates with school personnel to use a variety of print and digital materials to engage and motivate learners |       |               |                  |          |     |
| Integrates digital technologies in appropriate, safe and effective ways  |       |               |                  |          |     |
| Fosters a positive climate that supports a literacy-rich learning environment                                      |       |               |                  |          |     |

**STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP***The Reading Specialist:*

|   | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|---|-------|---------------|------------------|----------|-----|
| Recognizes the importance of ongoing professional learning as part of career-long leadership roles and responsibilities |       |               |                  |          |     |
| Participates in ongoing professional learning as part of career-long leadership roles and responsibilities              |       |               |                  |          |     |
| Facilitates ongoing professional learning as part of career-long leadership roles and responsibilities                  |       |               |                  |          |     |

**STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES***The Reading Specialist:*

|   | Agree | Tend to Agree | Tend to Disagree | Disagree | N/A |
|---|-------|---------------|------------------|----------|-----|
| Effectively integrates educational theory and content pedagogy in the student instruction           |       |               |                  |          |     |
| Implements standard based best practices in the delivery of content within the learning environment |       |               |                  |          |     |
| Incorporates research based strategies to address the trauma informed classroom                     |       |               |                  |          |     |