

Domain 1 for Literacy specialists: *Planning and Preparation*

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1a: Demonstrating knowledge of current trends in specialty area and professional development	Literacy specialist demonstrates little or no familiarity with specialty area or trends in professional development	Literacy specialist demonstrates basic familiarity with specialty area and trends in professional development.	Literacy specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Literacy specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Literacy specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Literacy specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Literacy specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Literacy specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the Literacy support program appropriate to the setting and the teacher served	Literacy specialist has no clear goals for the Literacy support program, or they are inappropriate to either the situation or the needs of staff.	Literacy specialist's goals for the Literacy support program are rudimentary and are partially suitable to the situation and the needs of staff.	Literacy specialist's goals for the Literacy support program are clear and are suitable to the situation and the needs of staff.	Literacy specialist's goals for the Literacy support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Literacy specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Literacy specialist demonstrates basic knowledge of resources available in the school and district for teacher's to advance their skills.	Literacy specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Literacy specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the Literacy support program, integrated with the overall school program	Literacy specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Literacy specialist's plan has a guiding principle and includes a number or worthwhile activities, but some of them don't fit with the broader goals.	Literacy specialist's plan is well designed to support teachers in the improvement of their Literacy skills.	Literacy specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the Literacy support program	Literacy specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important	Literacy specialist has a rudimentary plan to evaluate the Literacy support program.	Literacy support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Literacy specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Literacy specialists: *The Environment*

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the Literacy specialist, freeing that such a request will be treated as a sign of deficiency.	Relationships with the Literacy specialist are cordial; teachers don't resist initiatives established by the Literacy specialist.	Relationships with the Literacy specialist are respectful, with some contacts initiated by teachers.	Relationships with the Literacy specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing Literacy improvement	Literacy specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Literacy specialist.	Literacy specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their Literacy skills.	Literacy specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to Literacy support	When teachers want to access assistance from the Literacy specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Literacy specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to Literacy support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions	No norms or professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Literacy specialist's efforts to establish norms of professional conduct are partially successful.	Literacy specialist has established clear norms of mutual respect for professional interaction.	Literacy specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2e: Organizing physical space for workshops or training	Literacy specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Literacy specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Literacy specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3 for Literacy specialists: <i>Delivery of Service</i>				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3a: Collaborating with teachers in the design of Literacy units and lessons	Literacy specialist declines to collaborate with classroom teachers in the design of Literacy lessons and units.	Literacy specialist collaborates with classroom teachers in the design of Literacy lessons and units when specifically asked to do so.	Literacy specialist initiates collaboration with classroom teachers in the design of Literacy lessons and units.	Literacy specialist initiates collaboration with classroom teachers in the design of Literacy lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new Literacy skills	Teachers decline opportunities to engage in professional learning.	Literacy specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new Literacy skills.	Teachers are highly engaged in acquiring new Literacy skills and take initiative in suggesting new areas for growth.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3c: Sharing expertise with staff	Literacy specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the Literacy specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Literacy specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Literacy specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Literacy specialist conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support Literacy improvement	Literacy specialist fails to locate resources for Literacy improvement for teachers, even when specifically requested to do so.	Literacy specialist's efforts to locate resources for Literacy improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Literacy specialist locates resources for Literacy improvement for teachers when asked to do so.	Literacy specialist is highly proactive in locating resources for Literacy improvement for teachers anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Literacy specialist adheres to his plan, in spite of evidence of its inadequacy.	Literacy specialist makes modest changes in the support program when confronted with evidence of the need for change.	Literacy specialist makes revisions to the support program when it is needed.	Literacy specialist is continually seeking ways to improve the support program and make changes as needed in response to student parent, or teacher input.

Domain 4 for Literacy specialists: *Professional Responsibilities*

	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4a: Reflecting on Practice	Literacy specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Literacy specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Literacy specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Literacy specialist makes some specific suggestions as to how the support program might be improved.	Literacy specialist's reflection is highly accurate and perceptive, citing specific examples. Literacy specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequence of each.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4b: Preparing and submitting budgets and reports	Literacy specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Literacy specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Literacy specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Literacy specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other Literacy specialists	Literacy specialist makes no effort to collaborate with other Literacy specialists within the district.	Literacy specialist responds positively to the efforts of other Literacy specialists within the district to collaborate.	Literacy specialist initiates efforts to collaborate with other Literacy specialists within the district.	.Literacy specialist takes a leadership role in coordinating projects with other Literacy specialists within the district and beyond the district.
4d: Participating in a professional community	Literacy specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Literacy specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Literacy specialist participates in school and district events and projects and maintains positive and productive relationships with colleagues.	Literacy specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Literacy specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Literacy specialist's participation in professional development activities is limited to those that are convenient or required.	Literacy specialist seeks out opportunities for professional development based on an individual assessment of need.	Literacy specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialist.
4f: Showing Professionalism, including integrity and confidentiality	Literacy specialist displays dishonestly in interactions with colleagues and violates norms of confidentiality.	Literacy specialist is honest in interactions with colleagues and respects norms of confidentiality.	Literacy specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Literacy specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.