

**STANDARDS FOR READING PROFESSIONALS 2010**  
**Draft 1 – November 2008**

## **INTRODUCTION**

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### **About Standards 2010**

The Standards for Reading Professionals 2010 set forth the criteria for developing and evaluating preparation programs for reading professionals. The Standards describe what candidates for the reading profession should know and be able to do in professional settings. In this respect, they are performance-based, focusing on the knowledge, skills and dispositions necessary for effective educational practice in a specific role. The Standards are the result of a deliberative process that drew from professional expertise and research in the reading field. In this introduction, a description of the major changes between these Standards and the 2003 Standards is provided followed by an overview of the Standards for Reading Professionals 2010.

### **Changes in Standards 2010**

While Standards 2010 maintains the performance-based emphasis of Standards 2003, there are several important changes, as follows:

Standards 2010 addresses diversity in a separate standard to adequately meet the critical need for preparing reading professionals who can successfully teach and address the needs of a diverse student population in a variety of school environments. Knowledge, skills and dispositions related to student diversity are included in Standard 4. Standards 2010 contains six standards.

Standard 1	Foundational Knowledge
Standard 2	Curriculum and Instruction
Standard 3	Assessment and Evaluation
Standard 4	Diversity
Standard 5	Literate Environment
Standard 6	Professional Learning and Leadership

**Professional Role Categories.** While the number of professional role categories remains the same as in Standards 2003, changes are made in role descriptions.

- The classroom teacher role is defined by three types: (1) Pre-K and elementary teacher, (2) middle and high classroom teacher (academic content teacher), and (3) middle and high school reading teacher.
- The administrator role has been removed as a category, and described in a separate section that highlights the importance of the administrator as a leader in literacy education. Professional organizations for administrators already provide standards for this role that incorporate literacy.

**Elements of Standards.** Elements, as well as the criteria for judging performance of each element, have been revised to reflect advances in the reading field. For example, given the importance of technology in reading and writing instruction, the elements and indicators highlight ways in which reading professionals can demonstrate their competence with these new literacies. The Standards also highlight elements and indicators that describe more specifically

the various roles of the reading specialist who may serve as a teacher of struggling readers, a literacy coach, or a leader in the school reading program.

## Description of Standards 2010

Each standard is preceded by a list of assumptions and followed by references. Vignettes that help explain each of the various role categories are also provided.

**Assumptions.** Assumptions serve as a foundation and rationale for each of the standards. The included references that follow represent the research base for each standard; they include both specific research studies and syntheses of studies related to particular research questions. For example, the International Reading Association has conducted research on exemplary preparation programs and completed a landmark literature review of teacher preparation for reading instruction. This information is summarized in the publication, *Teaching Reading Well* (International Reading Association, 2007). By providing the information and citations related to this information and other relevant research, the field will develop a more accurate and stronger understanding of the standards and how they are to be applied when planning for and evaluating preparation programs. This change is in response to the increasing call for the use of research-based practices in schools. A list of IRA publications that will be useful to those working with these standards is also provided **[to be added in next draft]**.

**The Matrix.** Each standard is a statement of the key content it contains, followed by the stem, *As a result, candidates . . .* The elements of each standard are listed vertically in a table format. Role categories are listed horizontally at the top of the table as follows:

- Education Support Personnel Candidate
- Pre-K and Elementary Classroom Teacher Candidate
- Middle and High School Classroom Teacher Candidate
- Middle and High School Reading Teacher Candidate
- Reading Specialist Coach Candidate
- Teacher Educator Candidate

Elements specify knowledge and skills relevant to the standard. Within each cell of the table, performance indicators of competencies are stated by role category. **The indicators describe performance as expected at the end of a preparation program.** The table is additive for the role categories from Education Support Personnel candidate through Teacher Educator candidate, such that roles require the indicators listed in the column directly below the category *in addition to* the indicators for the prior role categories. For example, all teachers, Pre-K and elementary, middle and high school classroom, and middle and high school reading teacher candidates, must meet the indicators for Education Support Personnel as well as those listed under each of the classroom teacher. The reading specialist candidates must meet the criteria for education support personnel, Pre-K and elementary classroom, middle and high school classroom, and middle and high school reading teacher candidates as well as those under the reading specialist candidate, and the teacher educator candidates must meet all the previous criteria as well as those listed under teacher educator.

**Vignettes and Examples.** As mentioned above, Standards 2010 include vignettes of several roles that often require candidates to serve multiple functions or for which there is some

ambiguity in terms of the perceptions of these roles. Specifically vignettes for several aspects of the reading specialist/literacy coach role and also for the middle and high school reading teacher are provided. In Standards 2010, an example of how an institution uses the standards to prepare an NCATE program report is provided. **[to be added- not available at this time]**

## **Users of Standards 2010**

Community college, college and university faculties, and state department staff use the *Standards for Reading Professionals* in planning preparation programs for education support personnel, classroom reading teachers, reading specialists/literacy coaches, reading teacher educators, and administrators. These personnel also use them as the basis for evaluating both candidates and programs. In addition, the National Council for Accreditation of Teacher Education (NCATE) use the criteria for the reading specialist categories in accreditation decisions. The International Reading Association is the Specialty Professional Association (SPA) that conducts reviews of the reading specialist category for NCATE accreditation. NCATE also uses these standards to inform their elementary teacher standards related to reading and language arts. These standards have similarly influenced and been influenced by the Interstate New Teacher Assessment and Support Consortium's (INTASC) and the National Board for Professional Teaching Standards' (NBPTS) standards related to reading.

Standards 2010 has drawn from professional expertise and reading research to identify the performance criteria relevant to producing competent reading professionals. In planning preparation programs, the Standards provide a guide to program content and program contexts that will result in the production of candidates who know and are able to do the performances described in the standards tables. Because these standards are performance-based rather than "course-based," they allow preparation programs and states more flexibility to design programs.

The Standards also can be used as a guide to develop candidate and program assessment systems. Assessment systems use a set of assessment tools to determine if candidates or program performance meets standards. It is not necessary to create an assessment for each element of each standard when developing assessment systems. **[Examples to be added later]** The important points are that an overall assessment system can use a few assessment tools to evaluate all the standards' elements. A separate tool for each element is insufficient and unnecessary, and often more than one assessment can be used to provide evidence of meeting the criteria across several standards.

In conclusion, the document Standards 2010 is intended to strengthen the field by providing a well-organized and specific set of performance criteria that shape preparation programs. The Standards are the result of a deliberative process that involved constant intertwining of research evidence and professional judgment. We expect this document to contribute to an evidence-based practice that ultimately improves student reading achievement.

## **ROLE DESCRIPTIONS**

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**Education Support Personnel** assist classroom teachers and reading specialists in delivering reading instruction. They collaborate with reading professionals to improve reading achievement in their assigned school positions. They assist in general education, special education, or reading and writing education in graded or age-grouped classrooms at the preschool through high school levels, and in before, after and summer school reading programs. They may also have responsibilities for preparing instructional materials, keeping records, or assisting with assessment of students.

Qualifications: Education support personnel will meet the following qualifications:

- Two years of preparation at an institution of higher education or complete an associates' degree
- Program includes reading and reading related courses (e.g., language and literacy development; child development)

### **The Classroom Teacher**

Below we provide definitions for three different classroom teachers responsible for reading and writing instruction of students.

**Pre-K and Elementary Classroom Teacher** is a professional who is responsible for teaching reading and writing to students in either a self-contained or departmentalized setting. These professionals may also be responsible for teaching content such as social studies or science. Regardless of role, these individuals must be able to provide effective instruction for all students in the classroom, from those who struggle with learning to read, to those who need enrichment experiences.

Qualifications: Pre-K and elementary classroom teachers of reading will meet the following qualifications:

- Undergraduate or graduate degree with a major in early childhood/elementary education
- Program includes reading and reading related coursework (typically from 6-12 credits) that enable candidate to demonstrate mastery of indicators identified in this document

**Middle and High School Classroom Teacher** is a professional responsible for teaching one of the content or academic areas (science, social studies, English, etc.) at either the middle or high school levels. These teachers must teach the content of the discipline and, in addition, have responsibility for helping students engage in and learn the content through reading and writing experiences.

Qualifications: The middle and high school classroom teacher will meet the following qualifications:

- Undergraduate or graduate degree with major in specific academic discipline
- Successful completion of content area reading or adolescent literacy course as part of the degree

**Middle and High School Reading Teacher** is a professional responsible for teaching reading at the middle or high school level. In that role, middle and high school reading teachers might have multiple responsibilities. They might teach reading to students who would benefit from such instruction (e.g., increasing vocabulary, learning general study skills); another responsibility would be to assess students to determine their reading needs and strengths. As part of this role, middle and high school reading teachers would work closely with classroom (content) teachers at these levels to provide them with ideas about how they might help students handle the literacy demands of the content areas.

**Qualifications:** The middle and high school reading teacher will meet the following qualifications:

- Undergraduate or graduate degree that includes a major in a specific discipline
- Additional reading and reading related courses, including teaching reading and writing in the content areas and adolescent literacy

**Reading Specialists** are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. They may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community; provide professional development; work collaboratively with other professionals to build and implement reading programs for individuals and groups of students; and serve as advocates for struggling readers. Many have a specific focus that further defines their duties. For example, a reading specialist can serve as a teacher for students experiencing reading difficulties, as a reading or literacy coach, or as a coordinator of reading and writing programs at the school or district level. Explanations for these roles follow:

- **The specialist may have primary responsibility for working with struggling readers.** These professionals may provide intensive, supplemental instruction to struggling readers at all levels (Pre-K through 12). Such instruction may be provided either within or outside the student's classrooms. At times these specialists provide literacy intervention programs designed to meet the specific needs of students or they may provide instruction that enables struggling readers to fulfill requirements of the classroom reading program, or both.
- **The specialist may have primary responsibility for working to support teacher learning.** These professionals, often known as literacy or reading coaches, provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. They provide essential leadership for the school's entire literacy program by helping create and lead a long-term staff development process that supports both the development and implementation of a literacy program over months and years. Such work requires these specialists to work with individuals and groups of teachers (e.g., working with grade level teams, leading study groups, etc).
- **The specialist may have primary responsibility for developing, leading, or evaluating the school or district reading and writing program (early childhood through grade 12).** These professionals may assume some of the same responsibilities as the specialist who works primarily with teachers, but in addition they have responsibilities that require them to work with systemic change at the school and district

levels. These individuals need to have experiences that enable them to work effectively as a coordinator and to be able to develop and lead effective professional development programs.

Qualifications: Reading specialists will meet the following qualifications:

- Valid teaching certificate
- Previous teaching experience
- Master's degree with a concentration in reading and writing education
- Equivalent of 21-27 graduate semester hours in reading, language arts and related courses
- The 21-27 graduate semester hours should include the equivalent of 6 semester hours of supervised practicum experience (a portion should require working with struggling readers and also with teachers [coaching experiences]).

A **Teacher Educator** is a professional who provides reading teacher preparation to individuals seeking teaching and advanced credentials in reading. These professionals have a number of responsibilities which include providing instruction to candidates at the graduate and undergraduate level, participating in scholarly activities, including creative works and research studies, and forging university-school partnerships with other education agencies to promote the advancement of literacy. They may also be responsible for developing programs for preparing reading professionals, including the development of coursework and field site experiences; they may also coordinate or lead such programs. They may also be responsible for supervising and mentoring teacher candidates in the field.

Qualifications: Reading teacher educators will meet the following qualifications:

- Minimum of three years teaching experience, including the teaching of reading
- Earned doctorate or exceptional expertise in reading, licensed in the fields they teach or supervise and are teachers who have demonstrated excellence in the teaching of reading.

The **Administrator** is a professional who has the responsibility of administering school and district units (e.g., principals, supervisor of instruction and curriculum, superintendents, etc).

These professionals have a number of responsibilities including:

- Supporting reading professionals as they plan, implement, and evaluate effective reading instruction
- Providing time and materials necessary for effective reading instruction

Qualifications: Administrators will meet the following qualifications:

- Master's degree with a concentration in instructional leadership and administration
- Coursework in reading and reading related areas

# **THE STANDARDS: ASSUMPTIONS—MATRICES—REFERENCES**

## **Standard 1: Foundational Knowledge**

Foundational knowledge is at the core of preparing individuals for roles in the reading profession. It encompasses the major theories, research and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the standard for Foundational Knowledge set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, i.e., competent performance for the betterment of society.

### **The major assumptions are:**

- Knowledge represents the currently shared content of the reading field; it is subject to change over time.
- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practice in systematic ways.
- Knowledge is not only to be acquired, but also used in the pursuit of worthy goals, attitudes and conduct that serve others.

## Standard 1: Foundational Knowledge

The candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, candidates:

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation and socio-cultural foundations of reading and writing processes, components, and development.	1.1.1 Recognize major theories of reading and writing processes and development in school-age children. 1.1.2 Recognize that reading and writing are developmental processes. 1.1.3 Identify examples of reading and writing skills in school-age children including word-level components (i.e. phonemic awareness and phonics, syntax and semantics, and making meaning), text-level components (i.e., vocabulary development, Fluency, comprehension strategies, strategies for content area reading, and critical literacy),	1.1.1 Explain major <b>theories</b> of reading and writing processes and development in the elementary school years with supporting research evidence. 1.1.2 Explain language and reading <b>development</b> across the elementary school years in word-level components (i.e., phonemic awareness and phonics, syntax and semantics, and making meaning), text- level components (i.e., vocabulary development, fluency, comprehension strategies, strategies for content area reading, and reading-writing connections using supporting evidence from theory and research. 1.1.3 Design environments that support individual motivation to read and write (e.g., access to online and offline resources, choice, challenge, interests) 1.1.4 Read the scholarship of the reading profession	1.1.1 Recognize major theories and research evidence of reading and writing processes and development in adolescence. 1.1.2 Identify and explains the specific reading and writing expectations of one’s content area as described in national and state standards. 1.1.3 Design environments that support individual motivation to read and write (e.g., access to online and offline resources, choice, challenge, interests. 1.1.4 Value the scholarship of the reading profession and seeks to understand the theoretical knowledge base in relation to one’s disciplinary area.	1.1.1 Explain major <b>theories</b> of reading and writing processes and development in adolescence with supporting research evidence. 1.1.2 Explain language and reading <b>development</b> during adolescence in the word-level components, text level components, and reading-writing connections with supporting evidence from theory and research. 1.1.3 Design environments that support individual motivation to read and write (e.g., access to online and offline resources, choice, challenge, interests). 1.1.4 Read the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to the reading and writing of adolescents.	1.1.1 Interpret major theories of reading and writing processes and development to understand the needs of struggling readers. 1.1.2 Inform other educators on major theories of reading and writing processes, components and development with supporting research evidence. 1.1.3 Analyze environmental quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, interests) 1.1.4 Demonstrate a critical stance toward the scholarship of the profession.	1.1.1 Critique major theories of reading and writing processes, components, and development across the life span with supporting research evidence. 1.1.2 Analyze language and reading development across the life span including word-level components, text-level components, and reading writing connections with supporting evidence from theory and research. 1.1.3 Critique environmental quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, interests). 1.1.4 Evaluate knowledge claims of reading research, critique research findings, and generate alternative

	and in reading-writing connections. 1.1.4 Identify conditions that support individual motivation to read and write (e.g., access to print, choice, challenge, interests).	and seeks to understand the theoretical knowledge base in relation to the reading and writing of elementary grade students				hypotheses.
<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre-K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates</b> <i>(plus meets the indicators at all previous levels)</i>	<b>Teacher Educator Candidates</b> <i>(plus meets the indicators at all previous levels)</i>
1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and processes, components, and development, and in how online and offline reading interacts with them.	NA	1.2.1 Identify major milestones in reading scholarship and interpret them in light of the current social context.	1.2.1 Recognize historical milestones in reading scholarship and understand their bearing on adolescent literacy in both online and offline contexts.	1.2.1 Identify historical milestones in reading scholarship and interpret them in light of the current social context.	1.2.1 Summarize historically shared knowledge (e.g., procedures) that addresses the needs of struggling readers. 1.2.2 Inform educators and others on the historically shared knowledge base in reading and writing and its role in reading education.	1.2.1 Analyze historically shared knowledge in reading and writing scholarship and explain its role in an evolving professional knowledge base. 1.2.2 Critique applications of historically shared knowledge in meeting online and offline reading education goals.
1.3 Understand the role of professional judgment and practical knowledge for improving students' reading development and achievement.	1.3.1 Show fair-mindedness, empathy, and ethical behavior when working with children and other reading professionals.	1.3.1 Show fair-mindedness, empathy, and ethical behavior in professional activity	1.3.1 Show fair-mindedness, empathy, and ethical behavior in professional activity	1.3.1 Show fair-mindedness, empathy, and ethical behavior in professional activity	1.3.1 Value fair-mindedness, empathy, and ethical behavior in professional activity	1.3.1 Communicate the importance of fair-mindedness, empathy, and ethical behavior in professional activity

## Research and Supporting Literature: Standard 1: Foundational Knowledge

The content of Standard 1 reflects our understanding of the professional literature in the preparation of individuals for roles in the reading field. It describes the foundational body of knowledge that individuals need to be active participants and contributors in the reading professional community. Representative research and literature consulted are cited in this list.

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## **Standard 2: Curriculum and Instruction**

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of online and offline materials and instructional practices to create curriculum.

### **The major assumptions are:**

- Reading professionals use their foundational knowledge about literacy to envision and enact a balanced curriculum responsive to the needs of diverse learners.
- Reading professionals have a conceptual framework for literacy development to inform teaching practice and selection of materials.
- Reading professionals use evidence-based instructional practice that enables them to call upon and utilize a variety of instructional strategies for all aspects of a balanced and motivating reading and writing program.
- Reading professionals select a wide variety of online and offline materials to meet the needs of diverse students.
- Reading professionals offer online and offline reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies to prepare learners for literacy tasks of the 21<sup>st</sup> century.

## Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
2.1 Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum.	2.1.1 Implement lessons that are part of the reading and writing curriculum.	2.1.1 Implement curriculum based on what students need to know and be able to do. 2.1.2 Understand how the reading and writing curriculum is related to local, state, and professional standards.. 2.1.3 Evaluate curriculum to ensure instructional goals and objectives are met. 2.1.4 Work with other teachers and support personnel in designing, adjusting, and modifying curriculum to meet students' needs in both online and offline contexts.	2.1.1 Implement curriculum based on what students need to know and be able to do. 2.1.2 Understand how the reading and writing relates to their content area and the local, state, and professional standards.. 2.1.3 Evaluate curriculum to ensure instructional goals and objectives are met. 2.1.4 Work with other teachers and support personnel in designing, adjusting, and modifying curriculum to meet students' needs in both online and offline contexts.	2.1.1 Implement curriculum based on what students need to know and be able to do. 2.1.2 Understand how the reading and writing curriculum is related to local, state, and professional standards. 2.1.3 Evaluate curriculum to ensure instructional goals and objectives are met. 2.1.4 Work with the team or department to help ensure interdisciplinary connections in both online and offline contexts..	2.1.1 Develop and implement reading and writing curriculum to meet the specific needs of struggling readers in both online and offline contexts. 2.1.2 Support educators in the design, implementation and evaluation of the reading and writing curriculum. 2.1.3 Collaborate with other school personnel to ensure curriculum and instructional practices meet the needs of all learners. 2.1.4 Understands the research and literature that undergirds evidence-based curriculum for students (K-12). 2.1.5 Lead teachers and other support personnel in developing curriculum (K-12) for the school.	2.1.1 Are knowledgeable and can evaluate curriculum for the classroom and struggling readers in both online and offline contexts. 2.1.2 Can convey knowledge and understanding of curriculum to reading professionals 2.1.3 Provide opportunities for reading professionals to o become knowledgeable about and evaluation curriculum

<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Classroom Teacher Pre-K and Elementary Candidates</b>	<b>Classroom Teacher Middle &amp; High School Candidates</b>	<b>Reading Teacher Middle &amp; High School Candidates</b>	<b>Reading Specialist Candidates (plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates (plus meets the indicators at all previous levels)</b>
2.2 Use appropriate and varied instructional approaches, including those that develop word level strategies, text-level comprehension strategies and reading/writing connection strategies.	2.2.1 Use a wide range of instructional approaches selected and supervised by the teacher.	2.2.1 Understand various instructional approaches and the rationale for their use. 2.2.2 Select instructional approaches based on evidence-based rationale, student needs and purposes for instruction. 2.2.3 Incorporate online resources as an instructional tool to enhance student learning.	2.2.1 Understand various instructional approaches and the rationale for their use. 2.2.2 Select instructional approaches based on evidence-based rationale, student needs and purposes for instruction. 2.2.3 Incorporate online resources as an instructional tool to enhance student learning.	2.2.1 Understand various instructional approaches and the rationale for their use. 2.2.2 Select instructional approaches based on evidence-based rationale, student needs and purposes for instruction. 2.2.3 Incorporate online resources as an instructional tool to enhance student learning.	2.2.1 Understand and select instructional approaches to meet the specific needs of struggling readers. 2.2.2 Coach classroom teachers and/or education support personnel to implement instructional approaches. 2.2.3 Read, understand and share the literature and research that supports the use of various instructional approaches.	2.2.1 Provide opportunities for reading professionals to understand conceptual underpinnings and evidence based rationales of instructional approaches. 2.2.2 Provide opportunities for reading professionals to select, implement, and evaluate instructional approaches based on knowledge of students' needs and interests, and theory-based knowledge.
2.3 Use a wide range of online and offline materials, including narrative, poetry, informational texts, in reading, writing, and multimodal communication	2.3.1 Use a wide range of materials selected by the teacher.	2.3.1 Are knowledgeable about various materials and their use. 2.3.2 Select quality online and offline materials guided by an evidence-based rationale 2.3.3 Use online and offline sources, professional associations, and colleagues to locate a wide range of instructional materials. 2.3.4 Build an online and offline classroom materials library that is accessible, multi-level and diverse.	2.3.1 Are knowledgeable about various materials and their use. 2.3.2 Select quality online and offline materials guided by an evidence-based rationale 2.3.3 Use online and offline sources, professional associations, and colleagues to locate a wide range of instructional materials. 2.3.4 Build an online and offline classroom	2.3.1 Are knowledgeable about various materials and their use. 2.3.2 Select quality online and offline materials guided by an evidence-based rationale 2.3.3 Use online and offline sources, professional associations, and colleagues to locate a wide range of instructional materials. 2.3.4 Build an online and offline classroom	2.3.1 Are knowledgeable about and can critique various materials especially those for struggling readers. 2.3.2 Select online and offline materials to meet the specific needs of struggling readers. 2.3.3 Assist classroom teachers to select quality online and offline materials and to build a library that is accessible to all learners. 2.3.4 Support teacher	2.3.1 Provide opportunities for reading professionals to review and critique a wide variety of quality online and offline materials. 2.3.2 Provide opportunities for reading professional candidates to establish criteria for selecting quality online and offline materials.

			materials library that is accessible, mutli-level and diverse.	materials library that is accessible, mutli-level and diverse.	use of quality online and offline materials to meet the specific needs of all learners by modeling, co-teaching, observing, etc. 2.3.5 Lead school efforts to evaluate and select various materials by collaborating with school personnel.	
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## Research and Supporting Literature: Standard 2 Curriculum and Instruction

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### **Standard 3: Assessment and Evaluation**

This Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in the Assessment and Evaluation Standard relate to the systematic monitoring of student performance at individual, classroom, school, and system-wide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multi-faceted assessment responsibilities.

#### **The major assumptions are:**

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment.
- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

### Standard 3: Assessment and Evaluation

The candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
3.1 Understand types of assessments and their purposes, strengths, and limitations.	3.1.1 Understand established purposes for assessing student performance.	3.1.1 Understand established purposes for assessing student performance including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 3.1.2 Understand strengths and limitations of a range of assessment tools and their appropriate use. 3.1.3 Understand state and district assessment frameworks, proficiency standards, and student benchmarks. 3.1.4 Understand basic technical adequacy of assessments such as reliability, and content and construct validity.	3.1.1 Understand reading and writing elements of content area assessments and their purposes in assessing student performance 3.1.2 Understand strengths and limitations of a range of assessment tools and their appropriate use 3.1.3 Understand state and district assessment frameworks and specific content area standards. 3.1.4 Understand basic technical adequacy of assessments such as reliability and content and construct validity.	3.1.1 Understand established purposes for assessing student performance including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 3.1.2 Understand the strengths and limitations of a range of assessment tools and their appropriate use. 3.1.3 Understand technical adequacy of assessments such as reliability and content and construct validity.	3.1.1 Understand established purposes for assessing the performance of struggling readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 3.1.2 Recommend appropriate tools for measuring student performance including screening, diagnosis, progress monitoring, and measuring outcomes and includes online tools. 3.1.3 Understand large scale assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks. 3.1.4 Reads and understands the literature and research related to assessments, their purposes strengths and limitations.	3.1.1 Prepare reading professionals to select, analyze, and use assessment tools based on established purposes. 3.1.2 Analyze and critique a range of assessment tools based on established purposes. 3.1.3 Contribute to the scholarly dialogue about assessment.
3.2 Select, develop, administer, and interpret assessments as instruments, both online and offline for specific purposes.	3.2.1 Administer assessments under the direction of certified personnel.	3.2.1 Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (e.g., standardized measures or more subjective measures such as rubrics, observations, surveys, anecdotal records, etc.) 3.2.2 Administer classroom	3.2.1 Select and/or develop assessment tools to analyze instructional effectiveness within the content area/discipline. 3.2.2 Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.	3.2.1 Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (e.g., standardized measures or more subjective measures such as rubrics, observations, surveys, anecdotal records, etc.)	3.2.1 Administer, and interpret diagnostic assessments for struggling readers. 3.2.2 Provide support with the analysis of data patterns using assessment results. 3.2.3 Collaborate with teachers in the development, selection,	3.2.1 Prepare reading professionals to administer and interpret assessments for selected purposes. 3.2.2 Analyze and critique a range of diagnostic assessment tools for students in need of reading and writing assistance.

		and school-based assessments using consistent, fair, and equitable assessment procedures. 3.2.3 Interpret and use assessment data to analyze individual, group, and classroom performance/progress. 3.2.4 Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and its use in responding to student needs and strengths	3.2.3 Interpret and use assessment data to analyze individual, group, and classroom performance/progress. 3.2.4 Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and its use in responding to student needs and strengths	3.2.2 Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. 3.2.3 Recommend and/or administer assessments for students in need of reading and writing assistance 3.2.4 Interpret and use assessment data to analyze individual, group, and classroom performance/progress within and across content area/disciplines. 3.2.5 Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.	administration, and interpretation of appropriate assessments. 3.2.4 Lead school efforts in selecting assessment tools that provide for a systemic framework for assessing reading and writing growth of students	
<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre-K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates (plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates (plus meets the indicators at all previous levels)</b>
3.3 Use assessment information to plan and to evaluate instruction.	3.3.1 Support teacher in data collection and record-keeping.	3.3.1 Use assessment data to systematically plan instruction and to select appropriate online and offline reading materials. 3.3.2 Use assessment data to evaluate students' responses to instruction, and to develop relevant next steps for teaching. 3.3.3 Identify and interpret patterns in classroom and individual student data. 3.3.4 Collaborate with reading professionals to modify instruction and/or to plan and to evaluate interventions based on assessment data.	3.3.1 Use assessment data to systematically plan and to adjust instruction, and to select appropriate online and offline reading materials for use in the content area/discipline. 3.3.2 Use assessment data to evaluate students' responses to instruction, and to develop relevant next steps for teaching. 3.3.3 Identify and interpret patterns in classroom and individual student data. 3.3.4 Recognize students' reading variability within content area. 3.3.5 Collaborate with reading teacher/content area teachers to identify relevant reading	3.3.1 Use assessment data to systematically plan instruction and to select appropriate online and offline reading materials. 3.3.2 Use assessment data to evaluate students' responses to instruction, and to develop relevant next steps for teaching. 3.3.3 Identify and interpret patterns in classroom and individual data. 3.3.4 Recognizes students' reading variability across content areas. 3.3.5 Collaborate with content area teachers to use assessment data to modify instruction, to evaluate the effectiveness of instruction, and to plan	3.3.1 Use multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention. 3.3.2 Use assessment data to examine the effectiveness of specific intervention practices and students' responses to intervention. 3.3.3 Compile, analyze, and assist teachers in using grade level or school-wide assessment data to implement and to revise instructional programs. 3.3.4 Analyze and use assessment data to plan and evaluate professional	3.3.1 Prepare reading professionals to understand the role of assessment in the delivery of effective reading instruction.

			strategies/skills for use in specific content area/discipline.	content literacy initiatives.	development initiatives [i.e., meeting school improvement goals, role of literacy coaches, etc.]	
<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre-K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates</b> <b>(plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates</b> <b>(plus meets the indicators at all previous levels)</b>
3.4 Communicate assessment results and implications to a variety of audiences.	3.4.1 Understand the importance of student confidentiality and acknowledge the role of certified personnel as communicators of assessment results.	3.4.1 Communicate assessment purposes and summarize results for appropriate audiences (i.e., student, parent/guardians, colleagues, administrators). 3.4.2 Use assessment data and student work samples to discuss relevant implications and goals for reading/writing instruction.	3.4.1 Communicate assessment purposes and summarizes results for appropriate audiences (i.e., student, parent/guardians, colleagues, administrators). 3.4.2 Use assessment data and student work samples to discuss relevant implications and goals for content area instruction.	3.4.1 Communicate assessment purposes and discusses results with appropriate audiences (i.e., student, parent/guardians, colleagues, administrators). 3.4.2 Use assessment data and student work samples to discuss implications for reading/writing instruction (e.g., highlight differences in students' work samples across content areas.)	3.4.1 Communicate assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and/or accountability. 3.4.2 Report assessment data as linked to individual, classroom, school, and state educational goals. 3.4.3 Analyze and report classroom, school, and state assessment results to appropriate audiences.	3.4.1 Read and understand the literature and research related to assessments, their use and misuse. 3.4.2 Prepare and coach reading professionals to communicate assessment results with various audiences

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### Research and Supporting Literature: Standard 3 Assessment and Evaluation

The content of this standard reflects our interpretation of the professional literature in the area of teacher preparation in reading as related to issues of assessment. Some of the readings are foundational to education and teacher preparation generally, while others are specific to reading teacher preparation. The list of readings is not exhaustive of this literature but represents the work of key theorists and researchers.

Afflerbach, P. (2007). Understanding and using reading assessment, K-12. Newark, DE: International Reading Association.

Fisher, D. & Ivey, G. (2006). Evaluating the interventions of struggling adolescent readers. Journal of Adolescent and Adult Literacy, 50, 180-189.

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Johnston, P. H., & Costello, P. (2005). Theory and research into practice: Principles for literacy assessment. Reading Research Quarterly, 40(2), 256-267.

Klauda, S.L., & Guthrie, J. (2008). Relationship of three components of reading fluency to reading comprehension. *Journal of Educational Psychology*, 100, 310-321.

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Mee Bell, S. & McCallum, R. S. (2008). Handbook of reading assessment. Boston, MA: Allyn & Bacon.

Shepard, L. A. (2004). The role of assessment in a learning culture. In R. Ruddell & N. Unrau, eds., Theoretical models and processes of reading, 5<sup>th</sup> ed. (pp.1614-1635). Newark, DE: International Reading Association.

Taylor, B.M., Pearson, P.D., Clark, K.F., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools, Elementary School Journal, 101, 121-165.

Tierney, R.J., Johnston, P., Moore, D.W., and Valencia, S. (2000). Snippets: How will literacy be assessed in the next millennium? Reading Research Quarterly, 35, 244-251.

Valencia, S. & Wixson, K.K. (2000). Policy-oriented research on literacy standards and assessment. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr, eds., Handbook of reading research, Vol 3, (pp. 909-935). Mahway, NJ: Lawrence Erlbaum Associates, Publishers.

## Standard 4: Diversity

This Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society. The elements featured in this standard relate to race, ethnicity, class, gender, religion, and language. This Diversity Standard is grounded in a set of principles and understandings that both reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

### The major assumptions are:

- Diversity will be as much a reality in the future as it is of our lives today and as it has been in the lives of our predecessors.
- There is a tradition of “deficit” thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when “cultural deprivation” was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change and change is the only certainty in the future.
- Creating a curriculum that values diversity requires that teacher educators and teachers step outside their personal experience within a particular linguistic, ethnic, cultural group to experience others.
- The elements of diversity in a society cannot be isolated within that society and certainly not with an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.
- There is a danger in over generalizing (stereotyping) characteristics to all members of diverse group.
- It is the responsibility of the teacher and schools to prepare learners not only in ways that value their diversity but to prepare these learners to engage in active citizenship to redress areas of inequity and privilege.

## Standard 4: Diversity

The candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
4.1 Understand, recognize and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities.	4.1.1 Recognize the forms of diversity in their own lives and understand how these may limit or enable their reading and writing. 4.1.2 Recognize the forms of diversity that exist in society with a particular focus on individual and group differences that have been used to marginalize some and privilege others (e.g., gender, race, ethnicity, culture, religion, linguistic, economic, learning differences). 4.1.3 Value diversity as a resource and show a commitment to cultural pluralism.	4.1.1 Understand the ways in which diversity can be used to strengthen a literate society making it more productive, more adaptable to change, and more equitable. 4.1.2 Understand the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 4.1.3 Understand the ways in which certain qualities of diversity interact with reading and writing development.	4.1.1 Understand the ways in which diversity can be used to strengthen a literate society making it more productive, more adaptable to change, and more equitable. 4.1.2 Understand the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 4.1.3 Understand the ways in which certain qualities of diversity interact with adolescent literacy development and learning content area information.	4.1.1 Understand the ways in which diversity can be used to strengthen a literate society making it more productive, more adaptable to change, and more equitable. 4.1.2 Understand the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 4.1.3 Understand the ways in which certain qualities of diversity interact with adolescent literacy development.	4.1.1 Understand the ways in which certain qualities of diversity interact with struggling readers reading and writing development. 4.1.2 Assist teachers as they consider and adjust instruction to take diversity into account. 4.1.3 Provide leadership at the school level in developing a climate that honor diversity. 4.1.4 Be familiar with the research on diversity and how it impacts reading and writing development.	4.1.1 Understand current theoretical perspectives and research related to multiple identities (e.g., gender, race, ethnicity, culture, religion, linguistic, economic, and the potential impact of each on student achievement and pedagogy.)

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
<p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity.</p>	<p>4.2.1 Describe specific aspects of their community and school experiences that can be used to engage and reveal students' diversity. 4.2.2 Assist in instructional practices that are linked to students' diversity, and which also acquaint students with others' traditions and diversity. 4.2.3 Assist in instructional practices that engage students as agents of their own learning.</p>	<p>4.2.1 Assess the various forms of diversity that exist in students as well as in the surrounding community. 4.2.2 Use that diversity in reading and writing instruction to develop a classroom and school climate that values the differences (e.g., uses literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges.) 4.2.3 Provide instruction and instructional materials that are linked to students' backgrounds (e.g., cultural, linguistic, religious-ethnic, gender, and class), backgrounds and which also acquaint students with others' traditions and diversity. 4.2.4 Provide instructional formats that engage students as agents of their own learning.</p>	<p>4.2.1 Assess the various forms of diversity that exist in students as well as in the surrounding community. 4.2.2 Explain and demonstrate the integration of a variety of texts (e.g. literary and informational) across the curriculum in ways that capitalize on diversity. 4.2.3 Recognize that each adolescent is different and use a variety of approaches, practices, and materials to provide differentiated instruction in content areas. 4.2.4 Provide instruction and instructional materials that are linked to students' cultural, linguistic, religious-ethnic, gender, and class backgrounds and which also positively expose students to others' traditions and identities. 4.2.5 Provide instructional formats that engage students as agents of their own learning.</p>	<p>4.2.1 Assess the various forms of diversity that exist in students as well as in the surrounding community. 4.2.2 Use that diversity in reading and writing instruction to develop a classroom and school climate that values the differences (e.g., uses literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges.) 4.2.3 Provide instruction and instructional materials that are linked to students' backgrounds (e.g., cultural, linguistic, religious-ethnic, gender, and class), backgrounds and which also acquaint students with others' traditions and diversity. 4.2.4 Provide instructional formats that engage students as agents of their own learning..</p>	<p>4.2.1 Use curriculum and instructional practices that are sensitive to the needs of struggling readers and represent a range of their diversity. 4.2.2 Collaborate with classroom teachers to identify instructional practice and that can be used to shape students' literacy across diverse groups. 4.2.3 Collaborate with the school community to encourage support for home to school and school to home literacy connections. 4.2.4 Coach other educators to recognize their diversity and teach in ways that are responsive to students' diverse backgrounds. 4.2.5 Provide leadership to educators, parents/guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</p>	<p>4.2.1 Engage reading professionals in multiple experiences to strengthen their understandings about curriculum orientations, roles of literacy instruction, and how students' multiple identities intersect to impact students' literacy development. 4.2.2 Collaborate with reading professionals to identify and advocate for forms of pedagogy, curriculum orientations, and professional development practices that focus on students' multiple identities (e.g., gender, ethnicity, culture, religion, linguistic, economic, learning differences). 4.2.3 Provide opportunities for reading professionals to reflect on and evaluate literacy-related experiences aimed at providing responsive instruction that honors students' multiple identities (e.g., gender, race, ethnicity, culture, religion, linguistic, economic, learning differences).</p>

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
<p>4.3. Develop strategies to lead and advocate for tolerance and equity in work with students in and outside school settings.</p>	<p>4.3.1 Use their literacy skills to support communities that are experiencing discrimination and working to overcome it (e.g., the education support personnel might volunteer in the development of or teaching in an adult literacy/ESL program.)</p>	<p>4.3.1 Provide students with linguistic, academic, and cultural experience that links their community and school experiences. 4.3.2 Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups (e.g., candidates might be prepared to engage their students in service learning projects in the local community.) 4.3.3 Demonstrate how community and /or service learning can be incorporated as part of the formal school and literacy curriculum. 4.3.4 Demonstrate how issues of inequity and opportunities for social justice activism in students' communities can be incorporated into the literacy curriculum. 4.3.5 Demonstrate resiliency as they interact respectfully and effectively with a variety of students and their families; teachers and other educators and other community members within and beyond schools.</p>	<p>4.3.1 Provide adolescents with linguistic, academic, and cultural experience that links their backgrounds with content area learning. 4.3.2 Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups (e.g., candidates might be prepared to engage their students in service learning projects and social justice activism related to the content area.) 4.3.3 Demonstrate how community and /or service learning can be incorporated as part of content area learning. 4.3.4 Demonstrate how issues of inequity and opportunities for social justice activism in students' communities can be incorporated into the content area and literacy curriculum. 4.3.5 Demonstrate resiliency as they interact respectfully and effectively with a variety of students and their families; teachers and other educators and other community members within and beyond schools.</p>	<p>4.3.1 Provide adolescents with linguistic, academic, and cultural experience that links their community and school experiences. 4.3.2 Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups (e.g., candidates might be prepared to engage their students in service learning projects in the local community.) 4.3.3 Demonstrate how community and /or service learning can be incorporated as part of the formal school and literacy curriculum. 4.3.4 Demonstrate how issues of inequity and opportunities for social justice activism in students' communities can be incorporated into the literacy curriculum. 4.3.5 Demonstrate resiliency as they interact respectfully and effectively with a variety of students and their families; teachers and other educators and other community members within and beyond schools</p>	<p>4.3.1 Advocate for struggling marginalized individuals or groups within school communities Be a leader for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. 4.3.2 Collaborate with the faculty and community to strive for equity in access to and support for literacy inside and outside of school settings. .</p>	<p>4.3.1 Prepare, coach, and collaborate with reading professionals to respond to literacy practices (both in and outside school) that are characteristically inequitable and unfair and replace them with practices that are equitable and fair. 4.3.2 Provide and promote experiences for reading professionals that reflect and/or nurture the ideas of tolerance and equity.</p>

### Research and Supporting Literature: Standard 4 Diversity

The content of this standard reflects our interpretation of the professional literature in the area of teacher preparation in reading as related to issues of diversity. Some of these readings are foundational to education and teacher preparation generally, while others are specific to reading teacher preparation. The list of readings is not exhaustive of this literature but represents the work of many key theorists and researchers.

- Au, K.H., & Raphael, T.E. (2000). Equity and literacy in the next millennium. *Reading Research Quarterly*, 35(1), 171-188.  
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- Delpit, L. (2006). *Other people's children: cultural conflict in the classroom*, New York: New Press : Distributed by W.W. Norton, 2006.
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- Rogers, R., & Mosley, M. (2006). Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *ReadingResearch Quarterly*, 41(4), 462-495.
- Smith, G. P. (1998). *Common sense about uncommon knowledge: The knowledge bases for diversity*. Washington, DC: American Association of Colleges of Teacher Education (AACTE) Publications.

## **Standard 5: Literate Environment**

The Literate Environment standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology; and the impact of social environment to create an environment that fosters and supports students' online and offline reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

### **The major assumptions are:**

- An effective literate environment offers both visible and “invisible” support (ie: psychological, social, emotional) to learners as they expand their literacies.
- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (making the curriculum permeable to the social context). Learning should extend beyond the walls of the educational context in order to explore the potential for acts of literacy which affect the world outside.
- Learners require a literate environment which affords them the opportunity to engage in meaningful ways (including: time, accessibility, tools, choice, and support).
- Student learning is positively impacted by positive teacher dispositions such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.
- In order to meet the needs of the learner, a co-constructed literate environment must continually change as interests and focal points for learning shift over time.

## Standard 5. Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

Element	Education Support Personnel Candidates	Pre K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
5.1 Design the physical environment to optimize students' use of online and offline resources in reading and writing instruction.	5.1.1 Assist the teacher in developing and maintaining a physical arrangement of online and offline resources that facilitate reading and writing instruction.	5.1.1 Arrange the classroom to provide easy access to online and offline materials (Standard 2.3) and to specific areas designed for a variety of individual, small group, and whole class activities. 5.1.2 Change the arrangement to accommodate students' changing needs. 5.1.3 Collaborate with reading specialists and other professionals to continuously improve classroom arrangements	5.1.1 Arrange the classroom to provide easy access to online and offline materials (Standard 2.3) and to specific areas designed for a variety of individual, small group, and whole class activities. 5.1.2 Change the arrangement to accommodate students' changing needs. 5.1.3 Collaborate with reading specialists and other professionals to continuously improve classroom arrangements	5.1.1 Arrange the classroom to provide easy access to online and offline materials (Standard 2.3) and to specific areas designed for a variety of individual, small group, and whole class activities. 5.1.2 Change the arrangement to accommodate students' changing needs. 5.1.3 Collaborate with reading specialists and other professionals to continuously improve classroom arrangements	5.1.1 Read and reflect on the research related to the importance of the physical environment to reading and writing instruction 5.1.2 Arrange areas both inside and outside the classroom in ways that provide continuity for struggling readers and writers. 5.1.3 Coach teachers in arranging physical environments and changing the environment in ways that facilitate online and offline reading and writing activities. 5.1.4 Provide opportunities for teachers to see and experience a variety of effective classroom arrangements.	5.1.1 Arrange the university classroom in ways that facilitate candidates understanding the role of the physical environment in reading and writing instruction. 5.1.2 Identify and use as role models classroom teachers who demonstrate exemplary use of physical arrangements.
5.2 Design the social environment to optimize students' opportunities for learning to read and write.	5.2.1 Assist the teacher in creating and maintaining the social environment.	5.2.1 Demonstrate a respectful attitude toward all learners and understand the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. 5.2.2 Teach students routines necessary for establishing and maintaining a positive	5.2.1 Demonstrate a respectful attitude toward all learners and understand the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. 5.2.2 Teach students routines necessary for establishing and maintaining a positive	5.2.1 Demonstrate a respectful attitude toward all learners and understand the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. 5.2.2 Teach students routines necessary for establishing and maintaining a positive	5.2.1 Read and reflect on the research related to the importance of the social environment to reading and writing instruction 5.2.2 Create a supportive environment for struggling readers. 5.2.3 Coach teachers in developing and maintaining a positive	5.2.1 Create a positive social environment in the higher education classroom. 5.2.2 Identify and use as role models classroom teachers who demonstrate positive social environments. 5.2.3 Provide opportunities for

		social environment. 5.2.3 Model and teach students appropriate ways to interact with each other and with adults. 5.2.4 Collaborate with reading specialists and other professionals to continuously improve classroom social environments.	social environment. 5.2.3 Model and teach students appropriate ways to interact with each other and with adults. 5.2.4 Collaborate with reading specialists and other professionals to continuously improve classroom social environments	social environment. 5.2.3 Model and teach students appropriate ways to interact with each other and with adults. 5.2.4 Collaborate with reading specialists and other professionals to continuously improve classroom social environments.	social environment 5.3.4 Provide opportunities for teachers to see and experience a variety of effective classrooms with positive social environments. 5.2.5 Collaborate with teachers and other professionals to continuously improve social environments.	candidates to create positive social environments. 5.2.4 Collaborate with colleagues, teachers, and other professionals to create positive social environments at the university and in schools.
<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates (plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates (plus meets the indicators at all previous levels)</b>
5.3 Use routines to support to reading and writing instruction (e.g., time allocation, transitions from one activity to another; conducting discussions, giving peer feedback)	5.3.1 Understand how and why the teacher uses specific routines. 5.3.2 Assist the teacher in creating and maintaining those routines.	5.3.1 Understand the role of routines in creating and maintaining positive learning environments for online and offline reading and writing instruction. 5.3.2 Create routines for insuring effective instruction (e.g. regular steps for sharing and responding to stories, formats for reporting) and efficient transitions among activities, spaces, and online resources. 5.3.3 Use routines to establish both social and instructional goals. 5.3.4 Collaborate with reading specialists and other professionals to develop strong routines.	5.3.1 Understand the role of routines in creating and maintaining positive learning environments for online and offline content area learning. 5.3.2 Create routines insuring effective instruction (e.g., regular steps for sharing and responding to stories, formats for reporting) and efficient transitions among activities, spaces, and online resources. 5.3.3 Use routines to establish both social and instructional goals. 5.3.4 Collaborate with reading specialists and other professionals to develop strong routines.	5.3.1 Understand the role of routines in creating and maintaining positive learning environments for online and offline reading and writing instruction. 5.3.2 Create routines insuring effective instruction (e.g., regular steps for sharing and responding to stories, formats for reporting) and efficient transitions among activities, spaces, and online resources. 5.3.3 Use routines to establish both social and instructional goals. 5.3.4 Collaborate with reading specialists and other professionals to develop strong routines.	5.3.1 Read and reflect on the research related to the importance of classroom routines to reading and writing instruction. 5.3.2 Create effective routines for supporting struggling readers. 5.3.3 Coach teachers in developing and maintaining effective classroom routines including online resources. 5.3.4 Provide opportunities for teachers to see, experience, and practice using a variety of effective classroom routines that incorporate the effective use of technology at the classroom, school, and district levels.	5.3.1 Create effective classroom routines in the higher education classroom. 5.3.2 Identify and use as role models classroom teachers who demonstrate exemplary classroom routines that include online resources. 5.3.3 Provide opportunities for candidates to create and use classroom routines. 5.3.4 Collaborate with colleagues, teachers, and other professionals to create positive social environments that incorporate the use of technology at the university and in schools.

<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates (plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates (plus meets the indicators at all previous levels)</b>
5.4 Use a variety of classroom configurations (whole class, small group, and individual) to differentiate instruction.	5.4.1 Use a variety of instructional grouping options selected by and supervised by the teacher. 5.4.2 Adjust instructional grouping in consultation with the teacher to assure the diverse needs of learners are being met.	5.4.1 Use evidence-based rationale to make and monitor flexible instructional grouping options for children. 5.4.2 Model and scaffold procedures so that students learn to work effectively in a variety of classroom configurations and activities. 5.4.3 Use practices such as cooperative learning, literature circles, partner work, research/investigation groups, etc. to differentiate instruction.	5.4.1 Use evidence-based rationale to make and monitor flexible instructional grouping options for children. 5.4.2 Model and scaffold procedures so that students learn to work effectively in a variety of classroom configurations and activities. 5.4.3 Use practices such as cooperative learning, literature circles, partner work, research/investigation groups, etc. to differentiate instruction	5.4.1 Use evidence-based rationale to make and monitor flexible instructional grouping options for children. 5.4.2 Model and scaffold procedures so that students learn to work effectively in a variety of classroom configurations and activities. 5.4.3 Use practices such as cooperative learning, literature circles, partner work, research/investigation groups, etc. to differentiate instruction.	5.4.1 Identify the most effective grouping practices to meet the specific needs of struggling readers. 5.4.2 Coach teachers to insure the effective use of a variety of classroom configurations for differentiating instruction. 5.4.3 Work with teachers and other professionals to insure effective use of grouping at the school level.	5.4.1 Prepare prospective and inservice teachers to align classroom organization and differentiated instruction 5.4.2 Provide evidence-based information to support different models of classroom organization and relative benefits and limitations. 5.4.3 Identify and use as role models classroom teachers who demonstrate exemplary grouping practices.



## Research and Supporting Literature: Standard 5 Literate Environment

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## **Standard 6: Professional Learning and Leadership**

The Professional Learning and Leadership Standard is based upon a commitment to lifelong learning by all reading professionals through communication and collaboration. The elements featured in this standard include positive dispositions, individual learning, collaborative learning, designing and evaluating professional learning, advocacy, and foundational knowledge for professional learning and leadership.

### **The major assumptions are:**

- Effective professional learning is evidence-based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents, community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of diversity.
- Effective professional learning is grounded in research related to adult learning and organizational change as well as the research on the learning and teaching of reading.
- Effective professional learning is based on the use of interpersonal, leadership, and communication skills that build trust and empower teachers.

## Standard 6. Professional Learning and Leadership

Candidates view professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, effective professional development, and importance of conditions in school culture conducive to professional learning.	6.1.1 Participate in grade level, discipline, or school wide professional development.	6.1.1 Have knowledge of the factors that influence adult learning, organizational change, professional development, and school culture.	6.1.1 Have knowledge of the factors that influence adult learning, organizational change, professional development, and school culture.	6.1.1 Have knowledge of the factors that influence adult learning, organizational change, professional development, and school culture.	6.1.1 Read and articulate the literature and research about adult learning, organizational change, effective professional development and school culture. 6.1.2 Promote awareness of the impact this foundational knowledge has on the development of an effective school wide reading program.	6.1.1 Examine and critique the literature on organizational change, adult learning, professional development, and school culture. 6.1.2 Generate research that contributes to the foundational knowledge. 6.1.3 Have knowledge of inter-institutional collaboration and cooperation.
6.2 Display positive dispositions related to one's own reading and writing and the teaching of reading and writing in working with students, parents, colleagues, and the community.	6.2.1 Respect for the importance of confidentiality. 6.2.2 Care for the well-being of students. 6.2.3 Demonstrate a belief that all students can learn.	6.2.1 Ensure that all individuals project ethical and caring attitudes in the classroom. 6.2.2 Work with families, colleagues and communities to support students' learning. 6.2.3 Promote student understanding of the value of reading both online and offline resources in and out of school.	6.2.1 Ensure that all individuals project ethical and caring attitudes in the classroom. 6.2.2 Work with families, colleagues, and communities to support students' learning. 6.2.3 Understand their role in helping students meet specific literacy demands both online and offline required for content learning. 6.2.4 Promote student understanding of the value of reading both online and offline resources in and out of school.	6.2.1 Ensure that all individuals project ethical and caring attitudes in the classroom. 6.2.2 Work with families, colleagues, and communities to support students' learning. 6.2.3 Understand their role in helping students accelerate or continue growth in reading skills that can be applied to content learning. 6.2.4 Promote student understanding of the value of reading both in online and offline school and out of school.	6.2.1 Articulate the research base related to the connectedness among teacher dispositions, student achievement, and parent/community involvement. 6.2.2 Promote the value of reading in school and out of school. 6.2.3 Demonstrate respect for colleagues and effective interpersonal communication skills. 6.2.4 Support classroom teachers and paraprofessionals by modeling a positive attitude towards reading and writing in their work with colleagues,	6.2.1 Promote a positive and ethical learning environment that responds to students, families, teachers, and communities with an emphasis on collaboration and respect. 6.2.2 Demonstrate strong interpersonal and communication skills as evident in interactions with all stakeholders. 6.2.3 Provide opportunities for reading professionals to share their own reading and writing

					students and parents. 6.2.5 Lead efforts to promote a positive and ethical learning environment that responds to students, families, teachers, and communities with an emphasis on collaboration and respect.	
<b>Element</b>	<b>Education Support Personnel Candidates</b>	<b>Pre-K and Elementary Classroom Teacher Candidates</b>	<b>Middle &amp; High School Classroom Teacher Candidates</b>	<b>Middle &amp; High School Reading Teacher Candidates</b>	<b>Reading Specialist Candidates</b> <b>(plus meets the indicators at all previous levels)</b>	<b>Teacher Educator Candidates</b> <b>(plus meets the indicators at all previous levels)</b>
6.3 pursue the development of individual professional knowledge and behaviors through goal setting and reflective practice	6.3.1 Demonstrate a curiosity and interest in practices that result in student learning.	6.3.1 Identify specific questions and goals about knowledge, skills and/or behaviors related to teaching of reading and writing. 6.3.2 Plan specific strategies for finding answers for those questions. 6.3.3 Carry out those plans and use results for one's own growth. 6.3.4 Are members of professional organizations related to reading and writing.	6.3.1 Identify specific questions and goals related to knowledge, skills and/or behaviors related to teaching of reading and writing. 6.3.2 Plan specific strategies for finding answers for those questions. 6.3.3 Carry out those plans and use results for one's own growth. 6.3.4 Are members of professional content area organizations	6.3.1 Identify specific questions and goals related to knowledge, skills and/or behaviors related to teaching of reading and writing. 6.3.2 Plan specific strategies for finding answers for those questions. 6.3.3 Carry out those plans and use results for one's own growth 6.3.4 Are members of professional organizations related to reading and writing.	6.3.1 Read and analyze articles in professional journals and other publications. 6.3.2 Conduct action research that addresses specific questions and goals. 6.3.3 Regularly participate in professional literacy organizations, conferences, symposia, and workshops. 6.3.4 Prepare and coach teachers to conduct classroom inquiry (e.g. teacher action research) to inform practice. 6.3.5 Assist colleagues in the creation of individual professional development plans.	6.3.1 Conduct research and communicate results for appropriate purposes and audiences. 6.3.2 Regularly participate in professional literacy organizations, conferences, symposia, and workshops. 6.3.3 Prepare and coach reading professionals to conduct and use teacher action research to inform practice.

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates <i>(plus meets the indicators at all previous levels)</i>	Teacher Educator Candidates <i>(plus meets the indicators at all previous levels)</i>
<p>6.4 Initiate, design, participate in, implement and evaluate effective and differentiated professional development programs to improve instructional practices and student learning.</p>	<p>6.4.1 Participate with teachers in professional development experience designed to improve student learning</p>	<p>6.4.1 Recognize the importance of professional development for improving reading and writing in schools. 6.4.2 Participate individually and with colleagues in professional development programs at the school/district level. 6.4.3 Are cognizant of and can identify and describe the characteristics of sound professional development programs. 6.4.4 Apply learning from professional development in their instructional practices.</p>	<p>6.4.1 Recognize the importance of professional development for improving reading and writing in schools. 6.4.2 Participate individually and with colleagues in professional development programs at the school/district level. 6.4.3 Are cognizant of and can identify and describe the characteristics of sound professional development programs. 6.4.4 Apply learning from professional development in their instructional practices</p>	<p>6.4.1 Recognize the importance of professional development for improving reading and writing in schools. 6.4.2 Participate individually and with colleagues in professional development programs at the school/district level. 6.4.3 Are cognizant of and can identify and describe the characteristics of sound professional development programs. 6.4.4 Apply learning from professional development in their instructional practices</p>	<p>6.4.1 Know of the research on various forms of professional development 6.4.2 Analyze and use data to inform the development of effective professional development. 6.4.3 Collaborate with teachers, administrators, parents, and the community to develop professional development 6.4.4 Plan, implement and evaluate professional development activities for teachers at grade and school levels with groups and individual teachers (e.g. leading grade level meetings; modeling, co-planning and co-teaching, observing, and providing feedback to teachers, leading workshops). 6.4.5 Create systemic change by analyzing a school's literacy program, identify strengths and needs, and develop a plan to address needs.</p>	<p>6.4.1 Know of and critique the research on PD 6.4.2 Prepare and coach reading professionals to collaboratively plan, implement and evaluate professional development activities at the grade, school, district, community, and state levels. 6.4.3 Participate in professional development at the national level through attendance and/or presentation at professional meetings, conferences, or symposia.</p>

Element	Education Support Personnel Candidates	Pre-K and Elementary Classroom Teacher Candidates	Middle & High School Classroom Teacher Candidates	Middle & High School Reading Teacher Candidates	Reading Specialist Candidates (plus meets the indicators at all previous levels)	Teacher Educator Candidates (plus meets the indicators at all previous levels)
<p>6.5 Understand the ways in which local, state, and national policy decisions influence their instruction and how they can impact policy and advocate on behalf of students and the community.</p>	<p>6.5.1 Recognize that policy mandates influence their responsibilities.</p>	<p>6.5.1 Are informed about important professional issues and effectively advocate with administrators, school boards, and local, state, and federal policymaking bodies. 6.5.2 Advocate for needed organizational and instructional changes to promote effective literacy instruction.</p>	<p>6.5.1 Are informed about important professional issues and effectively advocate with administrators, school boards, and local, state, and federal policymaking bodies. 6.5.2 Advocate for needed organizational and instructional changes to promote effective literacy instruction.</p>	<p>6.5.1 Are informed about important professional issues and effectively advocate with administrators, school boards, and local, state, and federal policymaking bodies. 6.5.2 Advocate for needed organizational and instructional changes to promote effective literacy instruction.</p>	<p>6.5.1 Are knowledgeable about local, state, and national policies that affect reading and writing instruction. 6.5.2 Write proposals that enable schools to obtain additional funding to support literacy efforts. 6.5.3 Communicate information regarding the reading/literacy program to local government officials and the community. 6.5.4 Model and promote effective communication and collaboration among all stakeholders, including parents, teachers, administrators, policy makers and community members. 6.5.5 Advocate for and lead positive systemic changes within the school</p>	<p>6.5.1 Read and critique the literature about state and federal initiatives that have implications for reading and writing instruction. 6.5.2 Provide opportunities for reading professionals to learn about these initiatives and implications for reading and writing instruction. 6.5.3 Advocate for needed organizational and instructional changes to promote effective literacy instruction.</p>

## Research and Supporting Literature: Standard 6 Professional Learning and Leadership

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## VIGNETTES

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### **Middle and High School Reading Teacher**

The middle and high school reading teacher is a professional responsible for teaching reading at the middle or high school level. In this role, the middle or secondary reading teacher might have multiple responsibilities (see each of the standards describing the role and function of the middle and high school reading teacher).

Mr. Jose Rodriguez is a reading teacher at Readmore Middle-Senior High School where students are bused to school from various sections of the city. The student population is diverse, and their ethnicity and language enriches this school's curriculum. Mr. Rodriguez is a former social studies teacher who had taught for six years before earning his master's degree in which several reading classes comprised his course work. He has been a successful classroom teacher and is able to communicate with students and faculty in his new role as a reading teacher. He understands when many of the teachers in the school tell him that they are teachers of their content; not reading teachers. It was only when he first enrolled in a course on content literacy that he began to realize the importance of knowing how to improve literacy practices with his students. Although he knew that there was a range of reading abilities within a single classroom and that using the same social studies text with all of the students was problematic, no one had explained how student differences and reading achievement could be addressed. Now, as a reading teacher, these past experiences combined with what he has learned about teaching reading to adolescents provide an important venue for the melding of literacy practices and skills. This is being accomplished by collaborating with classroom teachers addressing their concerns, and enabling students by teaching them how to improve their reading prowess by selecting meaningful materials rather than relying primarily on programmatic materials with specified goals and outcomes.

Mr. Rodriguez has the opportunity to work with students both individually and as a group. He maintains several bookcases filled with reading materials on a wide variety of topics and reading levels. Included are trade books, books on tape, and a listing of electronic texts that take into account the linguistic and cultural differences of the student population. He also has classes of students who are striving to become better readers of both academic and personal reading materials. Mr. Rodriguez is quick to mention a direct relationship between their world experiences and reading comprehension when teaching adolescents. In these classes, Mr. Rodriguez administers reading assessments, plans lessons and assignments, and selects reading materials through which students can practice the skill after they have received instruction. During and after these class sessions, he analyzes students' needs and interests, and arranges these skill activities in logical order.

His classes consist of students who have a range of reading abilities, even those who have difficulties. John, for example, said, "I don't read much." When he asked John to read aloud from a passage in his book, he just stared at the words. He asked John to read any word that he knew and was met with silence. Mr. Rodriguez gave John a list of words ranging from primer to eleventh grade difficulty with the same result: Silence. He wrote the word "cat" on a sheet of paper and John continued to stare. Mr. Rodriguez said, "cat." John replied, "You mean the kind that run around the house?" Mr. Rodriguez had met students like John before in his classes. These students were not "putting him on," they were enduring. Even though John was 19 years

old and in the eleventh grade, Mr. Rodriguez knew that he had to address the literacy challenges John, and others with limited literacy, presented.

Throughout the school year, Mr. Rodriguez works collaboratively with the classroom teacher in learning about the various content subjects and the difficulties encountered by students in these classrooms. He offers suggestions and shares examples of strategies that the teacher can construct as adjunct aids to introduce lessons before assigning the reading of the text, during the reading of the text, and after reading the text. He stresses the importance of having students learn *with* instead of *from* the text that includes print and digital discourse. Mr. Rodriguez is well-aware that meaningful learning is preferred over rote memorization, so he demonstrates to the teacher that meaning resides within each learner, and therefore no one can learn for another. He also demonstrates how the patterns of organization (simple listing, time order, comparison/contrast, cause/effect, and problem/solution) are prevalent in these textual readings and also in their own writings. When demonstrating strategies to the teacher, Mr. Rodriguez models how the classroom teacher can administer some informal diagnostic instruments to his students in order to better determine their interest and reading abilities. These include the use of standardized reading test scores to plot each student's score to determine the range of reading achievement in a given class, developing and administering a cloze test from a passage of the textbook that will be used for the class, an interest inventory that centers on the students and course content, and perhaps the development of a group informal reading inventory with teacher-constructed literal, vocabulary, and interpretive questions from the assigned textbook.

Mr. Rodriguez has been invited by several teachers to come into their classrooms to demonstrate a lesson using adjunct aids such as graphic organizers, visual literacy guides, reading/study guides, and thematic organizers. These demonstrations have peaked interest and has resulted in Mr. Rodriguez working with them to construct their own adjunct aids. While walking down the hallway, or stopping at the faculty lounge several teachers have asked, "What can students do to learn for themselves?" On these occasions, Mr. Rodriguez has met individually with these teachers and explained strategies that can be taught to their students. He showed examples and used their respective texts by demonstrating how they could teach their students how to take notes, construct electronic concept maps, and apply SQ5R and several other strategies that students can initiate on their own so as to cause their own learning. Realizing the importance of content literacy for all members of the faculty, Mrs. Williams, the principal, asked if he would be willing to conduct professional development workshops. He replied, "Let's conduct a needs assessment with our faculty to see what they feel is needed to address the teaching and learning of our students." As a former classroom teacher, Mr. Rodriguez feels that addressing perceived problems from within a school is far more meaningful than just conducting a series of sessions that may or may not be significant or personally relevant.

Mr. Rodriguez notes that he must be up-to-date with reading methods and materials, and that he may be the one person in the school who works under the obligation to be knowledgeable about current reading practices, curriculum, methods, and resources. He seeks financial support to attend and present at local, state, national, and international conferences so as to better inform his practice and personal knowledge. Mr. Rodriguez values the teachers and students he works with, and looks forward to learning more about literacy and its practice by pursuing an advanced reading specialist degree in the doctoral program at a nearby university.

## **Reading Specialist/Literacy Coach**

The reading specialist/literacy coach works at all levels, including early childhood, elementary, middle school, secondary, and/or adult levels.

Below are examples of what these individuals might do in a school. Notice that in some instances the reading specialist has responsibilities that may require them to work with students and with teachers. They may also have responsibility for leading efforts to develop the reading program in a school. Thus, the requirement, that reading specialists are prepared to fulfill duties across all three role definitions.

### **Shala – An Elementary Reading Specialist**

Shala is a reading specialist working in an elementary school in a large inner-city school district; she is also known as a Title I teacher and her position is funded by those federal funds. Shala's primary responsibility is working with students who are having difficulties meeting the demands of the classroom. To fulfill this role, Shala meets with teachers in the beginning of the year to discuss the students in their classrooms. This meeting occurs after teachers have an opportunity to work with their students to get a sense of their instructional strengths and needs and to collect data from several screening tools. What Shala does is meet with grade level teams where decisions are made about students with whom she will work, the instructional focus of her work, and various grouping options. Shala will also talk with teachers about when she can work in the classrooms with small groups of students. In some cases, she will meet with individuals or small groups in a pullout setting. For example, Shala plans her day so that she is in the classrooms of first grade teachers for 30 minutes each day of the week. She is there when teachers are doing differentiated instruction; she works with a small group of students who need additional support while the teacher works with another small group. She may review a specific skill or strategy, e.g., a phonemic lesson that requires students to blend and segment, or she may facilitate fluency practice by asking students to participate in shared or repeated reading. This schedule requires Shala to plan carefully with teachers on a consistent basis. In the afternoons, Shala also meets with individual third grade students who are reading below grade level to provide 20 minutes of intensive reading instruction.

Because Shala works in a school where four of the teachers are new to the profession, her principal has asked her to use some of her time to help these new teachers plan lessons, to model lessons for teachers, and to help teachers when they request support. Shala, therefore, may co-teach or observe teachers; this would be followed by a conversation with teachers to help them think about or reflect on what they are doing. But Shala has also found that she can provide support for these teachers in two other ways. She meets with them informally before school once a week, over coffee, to talk about common concerns and to answer questions that they have. Second, they and other interested teachers participate in a Study Group during the schools' regularly scheduled professional development (PD) time (once a month for 2 hours). On the day of the PD session, students are dismissed early and teachers have some choice as to how they are going to use that time effectively to improve instruction in the school. Shala leads the group of teachers especially interested in reading instruction and they are reading and discussing a book about differentiated instruction.

Another aspect of Shala's work is to lead efforts to inform and involve parents of students in this school. The leadership team in the school is making a concerted effort to work with parents in ways that reinforce and support their role in promoting children's literacy development.

The above example illustrates a reading specialist whose primary task is working with students in the school. However, in order to do this job well, she must work collaboratively with teachers to enhance classroom instruction. (Snow, Burns, and Griffin, Position Statement of IRA on Role of Reading Specialist). Moreover, in order to enhance classroom instruction, Shala has been given the time by her principal to coach or facilitate the work of teachers. Moreover, she is involved informally in coaching through her work with leading grade level meetings and study groups. Although coaching is not a primary responsibility, it is certainly an aspect of her position that supports student learning.

### **Hank – A Reading Specialist/Literacy Coach**

Hank, a former middle school English teacher, is a reading specialist working in a large high school in a rural community. His formal title is literacy coach and his job description indicates that his primary responsibility is to provide support for the content area teachers as they use various literacy strategies and activities to promote student learning in their respective content areas. Hank works one-on-one with teachers and he also works with groups of teachers in various content disciplines. For example, Suzie, a History teacher, indicated that her students didn't seem to comprehend the material that they were assigned to read and she wanted to learn some ways of holding class discussions that would help students critically think and talk about what they had read. Also, because there were always so many new vocabulary words essential to learning the material, she asked Hank if he could help her think of ways to build vocabulary understanding of students. Hank met with Suzie, talked with her about her students, and then the two of them sat down and co-planned a discussion that involved both peer conversations and a larger group discussion. Hank agreed to co-teach this lesson with Suzie. He also gave Suzie some ideas for building vocabulary before a lesson, but they agreed to focus on the comprehension/discussion concerns. In this example, Hank worked with Suzie one-on-one—using co-planning, and co-teaching—as coaching approaches. He knew that Suzie would also want him to observe her teaching such a discussion lesson, but that would come later after they had worked together to address this particular concern.

Hank also works with groups of teachers, believing that teachers learning from each other, and that one of his responsibilities is facilitating teacher sharing and networking within the teams. This also gives him an opportunity to learn from the teachers in the various content areas. He recognizes that he needs to rely on them for the content knowledge that they want their students to learn. Hank began working with the English Department, facilitating their efforts in promoting active engagement, especially in the discussions that teachers were leading in their classrooms. However, members of the Social Studies Department asked Hank to meet with them also; they were especially interested in developing better strategies for active engagement and classroom discussion. Hank actually brought both groups of teachers together so that the English teachers could share some of what they found successful with their colleagues.

The school in which Hank works just received funding from the state to promote literacy across the curriculum and Hank is now holding PD sessions in which he shares ideas that he has learned as a result of attending state-wide meetings of literacy coaches in the funded schools. He is also leading efforts in the various content areas to review and revise the curriculum guides to infuse the literacy framework that has been adopted by his school as a result of the grant.

One of Hank's important tasks is to review the state assessment data of test given at the 9<sup>th</sup> and 11<sup>th</sup> grades. He discusses the results of these data with teachers at those grade levels and helps them understand what the results mean for instruction. For example, although 9<sup>th</sup> grade students were scoring above the national mean in math computation, their scores in story problem section were not as high. Hank and the math teachers are meeting to discuss ways that they can help students use a problem-solving approach in working with story problems. But another of Hank's tasks is to schedule classes for small groups of students whose performance on the test was poor; Hank works with these students for about a month, 45 minutes twice a week, on test taking strategies. (At the same time, Hank has shared the strategies he teaches to these students with teachers so that they can reinforce them with their classes).

As one can observe, Hank is a busy professional. His primary role is literacy coaching and he does this with individuals and groups of teachers. At the same time, Hank works with students, either by co-teaching or modeling, and there are times when he teaches small groups of students – although this instruction is most frequently short term. Hank also has major responsibility for leading efforts to improve the school's instructional program across all content areas by using research-based ideas about literacy learning into the curriculum.

# **APPENDIX**

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## **The Administrator Role**

### **Standard 1: Foundational Knowledge**

- 1.1.1 Recognize major theories and research evidence of reading and writing processes and development in school-age children and youth.
- 1.1.2 Identify the specific reading and writing expectations of K-12 students as described in national and state standards.
- 1.1.3 Plan for environments that support individual motivation to read and write (e.g., access to print, choice, challenge, interests).
- 1.1.4 Value the scholarship of the reading profession and seeks to understand the theoretical knowledge base in relation to one's administrative charge.
  
- 1.2.1 Recognize historical milestones in reading scholarship and seeks to understand their bearing on K-12 language arts curriculum in the current social context.
- 1.2.2 Identify evidence based instructional approaches, techniques and procedures relevant to the reading and writing demands of K-12 instruction.
- 1.2.3 Use critical thinking skills to examine effective practices that contribute to practical knowledge of reading education in one's administrative role.
  
- 1.3.1 Understand the role of professional judgment and practical knowledge for improving students' reading development and achievement.

### **Standard 2: Curriculum and Instruction**

- 2.1.1 Monitors instruction to determine that standards are met.
- 2.1.2 Provides opportunities for review and alignment of curriculum with standards.
  
- 2.2.1 Provides professional development opportunities that allow the demonstration and modeling of practical and evidence-based approaches.
- 2.2.2 Provides opportunities for teachers' self-reflection and interaction with peers.
- 2.2.3 Provides professional materials and encourages study/discussion groups.
  
- 2.3.1 Provides opportunities for demonstrations, evaluations, and usage of a wide range of instructional materials that support student learning.
- 2.3.2 Encourages participation in the development and discussion of action research activities.

### **Standard 3: Assessment and Evaluation**

- 3.1.1 Understand the role of teachers and reading specialists in analyzing, selecting, and using assessment tools.
  
- 3.2.1 Provides time and fiscal resources to facilitate assessment.
- 3.2.2 Supports the development of sound assessment design across classrooms.

- 3.3.1 Use aggregated student data to analyze literacy personnel staffing patterns within schools and across schools and within the district.
- 3.4.1 Communicate federal, state, and local assessment results to internal staff and external partners, e.g., community members, policymakers, and other stakeholders.
- 3.4.2 Understand and communicate literacy performance goals as identified in federal and state law and implications of those goals on literacy curriculum, instruction, and assessment.

#### Standard 4: Diversity

- 4.1.1 Examine, evaluate and articulate how students' diversity informs pedagogy, selection of curricula, and professional development practices.
- 4.1.2 Support and collaborate with teachers, parents and community members to provide experiences responsive to students' diverse needs.
- 4.1.3 Plan for and sustain a school culture that is appropriate for diverse teachers and diverse students.
- 4.2.1 Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students.
- 4.2.2 Identify human and material resources to effectively shape learning environments that are responsive to student's diversity (e.g., gender, race, ethnicity, culture, religion, linguistic, economic, learning difference).
- 4.3.1 Ensure that –school contexts, structures, and teachers' professional practices are supportive of, responsive to and respectful of teachers', students', and parents' diversity.
- 4.3.2 Secure resources necessary for creating a diverse and strong learning community within and outside the school
- 4.3.3 Collaborate with all stakeholders to mobilize efforts responsive to students' diversity.

#### Standard 5: Literate Environment

- 5.1.1 Support professional personnel as they create effective learning environments. This may include providing resources and encouraging flexibility at the building level.
- 5.2.1 Foster a climate in the school that consistently demands positive social interactions from adult and students.
- 5.3.1 Understand how classroom routines can facilitate reading and writing instruction.
- 5.3.2 Provide a school level infrastructure that supports effective classroom routines.
- 5.4.1 Provide support as necessary to encourage the use of literacy beyond the classroom walls through speakers, community resources, and materials.
- 5.5.2 Recruit community members as mentors, tutors, volunteers, and resource-providers to support literacy growth at the school.

## Standard 6: Professional Learning and Leadership

- 6.1.1 Connect foundational knowledge associated with educational leadership to the organizational and instructional knowledge required to implement an effective school wide reading program.
- 6.1.2 Apply knowledge from a variety of disciplines to promote a positive school culture and climate for students and adults.
  
- 6.2.1 Ensure a positive and ethical learning context for reading that respects students, families, teachers, colleagues, and communities.
- 6.2.2 Foster community involvement in school wide literacy initiatives.
  
- 6.3.1 Encourage and support teachers and reading specialists to develop their professional knowledge, skills, and dispositions.
- 6.3.2 Provide information and opportunities for teachers and reading specialists to engage in professional development.
- 6.3.3 Provide leadership by participating in ongoing professional development with staff and others in leadership positions.
  
- 6.4.1 Work collaboratively with school staff to plan, implement, and monitor sustained professional development programs appropriate to meet established needs at the school, grade/discipline, and individual levels.
- 6.4.2 Provide varied professional development opportunities, modes of delivery, and participation among staff and all those having responsibility and interest in the welfare of students.
  
- 6.5.1 Provide leadership in establishing opportunities to promote effective communication and collaboration among parents, community, and school staff.
- 6.5.2 Provide professional development opportunities that inform, demonstrate effective practices, and explain data-driven decisions that promote student achievement and model instructional strategies for teachers.
- 6.5.3 Understand the importance of hiring highly qualified literacy personnel and providing clear role descriptions for literacy positions.

## **GLOSSARY**

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**Accreditation.** The process for assessing and enhancing academic and educational quality through voluntary peer review.

**Accuracy in Assessment.** The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

**Action Research.** Research, usually informal, designed for direct application to behavior or to a situation, as research by teachers in their classrooms.

**Advocate.**

**Apprenticeship.** An experience whereby a candidate spends a specified length of time with an experienced individual to master their pedagogical skills and knowledge.

**Assessment.** An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

**Assessment System.** A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

**Balanced Curriculum.**

**Candidates.** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teacher continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

**Certification.** The process by which a non-governmental agency or association grants professional recognition to an individual or program that has met certain predetermined qualifications specified by that agency or association.

**Clinical Faculty.** School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

**Clinical Practice.** Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

**Comprehensive Curriculum.**

**Cooperative Groups.**

**Cultural Background.** The context of one’s life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Curriculum.** Course, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or teach a specific subject area.

**Differentiated Reading Instruction.** The provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence. Differentiated instruction is designed to meet the needs of each student in the classroom. It makes explicit and builds on individual students’ knowledge and capabilities while teaching specific skills and strategies that are needed by each student. Differentiated instruction within the classroom includes small and flexible grouping arrangements and at times, instruction for individuals.

**Dispositions.**

**Distance Learning.** A formal educational process in which over half of the required courses in the program occur when the learner and the instructor are not in the same place at the same time through virtually any media including asynchronous or synchronous, electronic or printed communications.

**Diversity.** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Elementary Grades.** Most often includes grades K–6. However, in some school district configurations elementary grades may include K–9.

**Elements of Standards.** The major components of each standard that are described in the rubrics and the explanations that accompany the standards. “Standards” is the term that describes the primary level and “elements” is the next level.

**Ethnicity.** Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to, national origin, ancestry, language, shared history, traditions, values, and symbols – all of which contribute to a sense of distinctiveness among members of the group.

**Evidence-based.**

**Exceptionalities.** A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

**Field Experiences.** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

**Full-time Faculty.** Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

**Guided Reading.**

**Indicator.**

**Initial Teacher Preparation.** Programs at baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach.

**Internship.** Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

**Integrated Curriculum.**

**Intertextual Strategies.** (or across text levels)

**Literacy.**

**Literate.**

**Licensure:** The official recognition by a state governmental agency that an *individual* has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials).

**Middle Grades.** (See Secondary Grades). Most often refers to grades 6–8. However, many districts may use 5–8, 7–8, or 7–9 as middle grade designations.

**Multiple Literacies.**

**New Literacies.**

**Off-Campus Programs.** Programs offered by a unit on sites other than the main campus. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

**Other Professional School Personnel.** Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents and instructional technology specialists.

**Partner Schools.** Public and private schools with whom the program collaborates in designing field experiences, practical assignments, and internships in reading for candidates under the supervision of school and program faculty. These field experiences/assignments can occur both in their school and in other school settings.

**Part-time Faculty.** Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of

the college or university with a portion of the assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

**Pedagogical Content Knowledge.** The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

**Pedagogical Knowledge.** The general concepts, theories, and research about effective teaching, regardless of content areas.

**Performance Assessment.** A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge and skills including their abilities to have positive effects on student learning.

**Professional Community.** Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

**Professional Development.** Opportunities for professional education faculty to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

**Professional Education Faculty.** Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

**Program.** A planned sequence of courses and experiences for preparing P–12 teachers and other professional school personnel. These courses and experiences sometimes lead to a recommendation for a state license to work in schools.

**Reading Acquisition.**

**Reading Development.** The course of change in an individual's reading processes from their emergence to the more mature skills and abilities of the competent reader.

**Research/Investigation Groups.**

**Rubrics.** Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

**Scholarly Work.** Research and other creative work including presentations, exhibits, and demonstrations that contribute to knowledge building.

**School Faculty.** Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

**Schools.** P-12 institutions (public and private schools) that provide instruction in a prescribed curriculum delivered by licensed practitioners. Candidates are placed in local schools for pre-student teaching experiences related to the reading program.

**Secondary Grades.** (See middle grades). Grades 7–12 depending on school district configurations.

**Standards.** Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level.

**State Approval.** Governmental activity requiring specific professional development education programs within a state to meet standards of quality so that their graduates will be eligible for state approval.

**Student Teaching.** Preservice clinical practice for candidates preparing to teach.

**Students.** Children and youth attending P–12 schools as distinguished from “teacher candidates”.

**Text Level Strategies.**

**Third Space.**

**Word Level Strategies.**