

STANDARDS

FOR THE
PREPARATION OF
LITERACY
PROFESSIONALS
2017

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Managing Editor Susanne Viscarra
Editor and Special Projects Christina M. Lambert
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Cover Design Lise Holliker Dykes

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Standards for the Preparation of Literacy Professionals 2017 is dedicated to the memory of and in honor of William Herbert Teale, who served as the International Literacy Association (ILA) Vice President of the Board when the 2017 standards work was commissioned. Bill supported and encouraged committee members in their development work and was a member of the ILA Board of Directors that approved the standards in January 2018. Bill was enthusiastic about the 2017 standards, given their potential to have a major influence both on the preparation of literacy professionals and on instructional practices in schools.

Bill Teale's commitment and contributions to the field of literacy were significant and highly respected throughout the world. He served as the ILA President of the Board (2016–2017) and on the Board of Directors for the Literacy Research Association. Bill was inducted as a member of the Reading Hall of Fame in 2003. He was named a University Scholar at the University of Illinois, Fulbright Specialist, and Fellow of the National Conference on Research in Language and Literacy, and he received the President's Distinguished Achievement Award for Research at the University of Texas at San Antonio. He authored hundreds of research articles and served as editor of key professional journals in the field of language and literacy. Bill was also committed to translating his research to practice and wrote articles and made presentations that spoke directly to teachers about how to improve literacy instruction.

In addition to his many scholarly contributions, Bill will also be remembered for the passion, enthusiasm, and commitment that he brought to his work. He was always willing to go the extra mile, to get involved when there was a task to be accomplished—and he did this in a way that was respectful of and valued the views of others. When the Reading Hall of Fame was dealing with a difficult issue, Bill Teale helped resolve it. When the Standards Revision Committee 2017 had a major decision to make about its work, Bill Teale was there to provide good advice and support.

The literacy field has lost one of its major leaders, but his legacy will live on. Bill Teale was a consummate scholar, a respected teacher, and a friend and mentor to many in the literacy field.

—Rita M. Bean, PhD
Professor Emerita, University of Pittsburgh
Past President, Reading Hall of Fame
Cochair, ILA Standards Revision Committee 2017

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The International Literacy Association Standards Revision Committee 2017

ILA would like to thank the following members of the Standards Revision Committee 2017 for their work on this document.

Rita M. Bean (Cochair)
University of Pittsburgh, Pennsylvania

Diane E. Kern (Cochair)
University of Rhode Island, Kingston

Celia Banks
U-46 School District, Elgin, Illinois

Jill Castek
University of Arizona, Tucson

Allison Swan Dagen
West Virginia University, Morgantown

Beverly DeVries
Southern Nazarene University, Bethany,
Oklahoma

Christina Dobbs
Boston University, Massachusetts

Autumn Dodge
Lynchburg College, Lynchburg, Virginia

Virginia Goatley
University at Albany, State University of
New York, New York

Darion M. Griffin
American Federation of Teachers,
Washington, District of Columbia

Lori Helman
University of Minnesota, Minneapolis

Jacy Ippolito
Salem State University, Massachusetts

Jennifer Jones-Powell
Radford University, Virginia

Kevin Marie Laxalt
Nevada Department of Education, Las Vegas

Anne McGill-Franzen
University of Tennessee, Knoxville

Debra A. Miller
McDaniel College, Westminster, Maryland

Cindy Parker
Lexington, Kentucky

Katie Pekel
University of Minnesota, Minneapolis

J. Helen Perkins
University of Memphis, Tennessee

Susan Piazza
Western Michigan University, Kalamazoo

Debra Price
Sam Houston State University, Huntsville,
Texas

Iliana Reyes
University of Arizona, Tucson

Dana Robertson
University of Wyoming, Laramie

Misty Sailors
University of Texas, San Antonio, Texas

Jeanne Shay Schumm
University of Miami, Coral Gables, Florida

Jennifer Shettel

Millersville University, Pennsylvania

Vicky Zyggouris-Coe

University of Central Florida, Orlando

Doris Walker-Dalhouse

Marquette University, Milwaukee,
Wisconsin

Standards 2017 External Reviewers

ILA wishes to thank those who served as external reviewers for *Standards 2017*.

Helen R. Abadiano

Central Connecticut State University,
New Britain, Connecticut

Jennifer L. Altieri

Coastal Carolina University, Conway,
South Carolina

Julie Ankrum

Indiana University of Pennsylvania,
Indiana, Pennsylvania

Diane Barone

University of Nevada at Reno

Deanna Birdyshaw

University of Michigan, Ann Arbor

Camille Blachowicz

National Louis University, Chicago, Illinois

Kelli Cassaday

Michigan State Department of Education

Mark Conley

University of Memphis, Tennessee

Patricia Crawford

University of Pittsburgh, Pennsylvania

Bryan Dewsbury

University of Rhode Island, Kingston

Lori DiGisi

Framingham Public Schools,
Massachusetts

Joanne Eichinger

University of Rhode Island, Kingston

Laurie Elish-Piper

Northern Illinois University, DeKalb

Francine Falk-Ross

Pace University, New York City, New York

Kathy Ganske

Vanderbilt University, Nashville,
Tennessee

Elizabeth J. Gates

Greenville Senior High School, Michigan

Melanie Gonzalez

Salem State University, Massachusetts

Dana Grisham

National University, San Diego, California

Joanne Joyner-Wells

New York City School District 28, New York

Sharon Kletzien

West Chester University, Pennsylvania

Sean Kottke

Michigan State Department of Education

Linda Kucan

University of Pittsburgh, Pennsylvania

Gloria Ladson-Billings

University of Wisconsin, Madison

Joanna Lieberman

Public Schools of Brookline,
Massachusetts

Shauna Magee

Triton Regional School District, Newbury,
Massachusetts

Pamela Mason

Harvard University, Cambridge,
Massachusetts

Donna Ogle

National Louis University, Chicago, Illinois

Evan Ortlieb

St. John's University, New York City, New York

Kelly Puzio

Washington State University, Pullman

Jenee Ramos

Brookline High School, Brookline Public Schools, Massachusetts

Roopika Risam

Salem State University, Massachusetts

Victoria J. Risko

Vanderbilt University, Nashville, Tennessee

Kathleen Roskos

John Carroll University, University Heights, Ohio

Kathleen J. Sanders

Fort Hays State University, Hays, Kansas

Peggy L. Semingson

University of Texas at Arlington, Arlington

Jill Slack

Louisiana Department of Education, New Orleans

MaryEllen Vogt

Professor Emerita, California State University, Long Beach

Phillip Wilder

Clemson University, South Carolina

Arlette Ingram Willis

The University of Illinois at Urbana-Champaign, Illinois

Nancy Witherell

Bridgewater State University, Massachusetts

Susan Zoll

Rhode Island College, Providence

Foreword: International Literacy Association Sets the Standard

Thank you for taking the time to review the new *Standards for the Preparation of Literacy Professionals 2017*, published by the International Literacy Association (ILA). These standards represent thousands of hours of work by countless professionals who engaged in sustained learning and thinking to produce a revised version of the documents that have guided the professional development of teachers for several decades. You may wonder why we undertook this herculean effort. The simple answer is that a lot has changed in the world of literacy since the last standards were developed, including the name of the organization that produced them.

In 2015, the International Reading Association officially became the International Literacy Association. This change was more than semantic. The renaming of our professional organization, and the rebranding that was associated with the new name, signaled a major shift. It places appropriate emphasis on the broader scope of skills, processes, and applications that compose literacy. Although reading is important to our core beliefs and values, literacy educators today have responsibilities for oral language development, writing, digital and multiple literacies, visual literacy, and the power of literacy learning to change lives. I'm pleased to report that these new standards reflect the broader definition of literacy and will elevate the profession as we engage students, young and old, in high-quality learning experiences.

The 2017 standards have major implications for teacher education and the preparation of specialized literacy professionals, calling for universities to take a fresh look at program design and evaluation as well as conducting research in support thereof. Yes, it is time to revisit the expectations we have for teachers who are being prepared to provide meaningful educational experiences for students today. In some cases, this will require changes to the course content and sequence. Other times, it will furnish validation for the changes programs have already made. The goal of these standards is to ensure that every future teacher and specialized literacy professional has access to the best knowledge that experts and practitioners can provide. Articulating a vision of what can be, which is exactly what these standards do, is an important function for a professional organization such as ILA. But it's equally important for consumers of these standards to explore their meaning and the implications that these standards have for program development.

These standards are not limited in their impact on future teachers or specialized literacy professionals. To ensure that we collectively deliver on our promise to provide the highest quality learning experiences, we cannot neglect the learning of professionals already in school systems. They, too, deserve to have opportunities to grow and develop. We intend these standards to be useful in the literacy professional development provided for classroom teachers and principals. We have set a new bar, one that will serve students in pre-K–12 classrooms well. These standards should guide the learning we all do over the next several years.

But even beyond the future and current education professionals who will be impacted by these standards, *Standards for the Preparation of Literacy Professionals 2017* will serve as the framework for all of ILA's work, and especially our advocacy efforts worldwide, as ILA calls for systemic change to drive excellence and equity in literacy instruction. This matters because every day we see the power of literacy "to transform people's lives: developing their potential, earning their livelihoods, participating fully in their communities and society, and enjoying the fullness that continuous learning brings to their lives," which is the vision of ILA. Together, we can make a difference in the learning lives of our students, and setting the standard is an important part of the process of change. It starts with expectations for the professionals who are tasked with creating opportunities for students. These standards set those expectations, and we trust that you will find them useful on your journey of continuous improvement of your craft.

—Douglas Fisher
ILA President of the Board

Acknowledgments

Standards for the Preparation of Literacy Professionals 2017 (*Standards 2017*) was developed by the representative Standards Revision Committee 2017, appointed by the International Literacy Association (ILA) to revise the *Standards for Reading Professionals—Revised 2010*. Committee members represented many different institutions, regions of the United States, and views about the roles and responsibilities of literacy professionals.

The Committee worked for two and a half years reviewing key research and literature and associated standards about the roles of literacy professionals, and discussing the implications of that work for the 2017 standards. We acknowledge and thank the Committee members for their invaluable contributions to *Standards 2017*. We also want to recognize the leadership and scholarly efforts of those who served as lead writers of the subcommittees: J. Helen Perkins (Standard 1: Foundational Knowledge), Beverly DeVries (Standard 2: Curriculum and Instruction), Virginia Goatley (Standard 3: Assessment and Evaluation), Doris Walker-Dalhousie (Standard 4: Diversity and Equity), Allison Swan Dagen (Standard 5: Learners and the Literacy Environment), Jacy Ippolito (Standard 6: Professional Learning and Leadership), and Autumn Dodge (Standard 7: Practicum/Clinical Experiences).

We also wish to thank those who served as conveners: Jill Castek (Literacy Partners), Lori Helman (Principals), Debra Miller (CAEP Report), Dana Robertson (Coaching Competencies), and Jennifer Shettel (Teacher Educators).

Special thanks to Rita Bean, University of Pittsburgh, and Diane Kern, University of Rhode Island, for cochairing this Committee, facilitating a process that provided opportunities for all voices to be heard, and providing the background knowledge about the preparation of literacy professionals.

Special appreciation is extended also to the following ILA personnel, who supported the work of the Committee:

- Marcie Craig Post, executive director
- Dan Mangan, director of public affairs
- Shannon Fortner, former director of strategic communications
- Marcella Moore, senior assistant to the directors
- Christina Lambert, editor and special projects
- Christina Marconi, special projects manager
- Anette Schuetz, creative services manager
- Lisa Kochel, design and composition associate

Finally, we express our gratitude to the many literacy professionals and groups who provided important feedback to the Committee by serving as external reviewers, attending sessions at the ILA conferences, responding to drafts of the standards on the ILA website, and talking with Committee members informally. The Committee

sought to reflect the many voices, interests, and concerns of our constituents, with the goal of producing a document that can guide program designers in preparing literacy professionals who have the knowledge, skills, and dispositions to fulfill their roles effectively.

About the International Literacy Association

This publication was developed and produced by the International Literacy Association (ILA). Headquartered in Newark, Delaware, ILA has been the voice of literacy leadership for over six decades, using rigorous research-based approaches to demonstrate what effective literacy instruction looks like.

During this time, ILA has worked with and through a broad base of stakeholders, including its members and affiliates, to define the roles and practices of the literacy profession and develop a vision for a more literate society.

Standards for the Preparation of Literacy Professionals 2017 reflects ILA's unique perspective and experience. ILA has been at the forefront of literacy research since its founding, and it is this research base, which is applied in hundreds of thousands of classrooms around the globe, that gives these standards their force and integrity.

Mission

ILA's mission is to empower educators, inspire students, and inform policymakers with the resources they need to make literacy accessible for all.

Journals

ILA's internationally acclaimed journals—*Reading Research Quarterly*, *Journal of Adolescent & Adult Literacy*, and *The Reading Teacher*—have become the edifying and enriching professional resources relied on by more than 500,000 researchers, educators, school administrators, teacher education programs, government education offices, and education policy advocates across the globe.

Conferences

By convening 60 of the largest literacy education conferences in the world, ILA has provided more than 500,000 teachers with high-quality and comprehensive professional learning experiences in literacy instruction.

Events

Through ILA's events, including conferences, panels, workshops, briefings, and social media chats, literacy professionals have connected with colleagues around the world, advanced their craft, elevated their practice, and gained cutting-edge strategies and solutions for improving instruction and supporting all learners.

Books

ILA is responsible for placing more than 900 peer-reviewed books in the hands of over 1,000,000 classroom teachers, specialized literacy professionals, administrators, university professors, researchers, and policymakers.

Teacher Professional Learning

Since 2010, ILA has provided resources and professional learning experiences for more than 2,500 teachers around the world and impacted more than 140,000 students through improved instructional practices.

Public Advocacy

ILA is committed to public advocacy and believes:

- That literacy is a fundamental human right
- That literacy is the key to academic, professional, and personal advancement
- That literacy is the essential element of informed and engaged citizenship
- That literacy policy must be built upon fair access to books and materials, diversity in curriculum choices, and research-based instruction.

To learn more about the mission and work of ILA, please visit literacyworldwide.org.

Introduction

About *Standards 2017*

Standards for the Preparation of Literacy Professionals 2017 (Standards 2017) sets forth the criteria for developing and evaluating preparation programs for literacy professionals. These standards describe what candidates for the literacy profession know and are able to do in professional settings.

During the past 60 years, the International Literacy Association (ILA; formerly the International Reading Association) has developed standards for the preparation of reading professionals. The ILA standards for reading specialists have served as the basis for national recognition and as the basis for program development for university programs and educational policy decisions across the United States. ILA has recruited literacy experts to serve as a deliberative body to reflect on current research and their own professional experiences in the field, applying that knowledge to the development of a set of standards that addresses current issues and needs. The effort to develop high-quality, comprehensive standards for the preparation of literacy professionals is guided by several core beliefs:

- Standards are necessary to guide the preparation of literacy professionals. Changes in society, in technology, and in what is known about high-quality teaching and learning all influence the development of these standards.
- Standards provide the shared vision and common language necessary for developing excellent preparation programs for literacy programs.
- High-quality standards assist in the development of programs that address the need for preparing literacy professionals who can meet the needs of all students, and especially those for whom there has been an opportunity gap (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

The development of *Standards 2017* incorporated an examination of seminal works in literacy research and research from the past decade about important topics and trends, such as: foundations of literacy; how issues of diversity and equity impact literacy learning and achievement; teaching learners with specific language and literacy difficulties, learners with giftedness, and English learners; developing candidates' and students' information literacy capacities; using technologies as literacy tools; and how adults learn and develop in professional learning communities. *Standards 2017*

synthesizes findings from contemporary research about evidence-based practices in curriculum, instruction, assessment, leadership, and evaluation.

In this introduction, a description of the major changes between these standards and those in *Standards for Reading Professionals—Revised 2010 (Standards 2010)* is provided, followed by an overview of *Standards 2017* and a description of the uses of these standards.

Major Changes in Standards 2017

Much has happened in the field of literacy since the 2010 standards were published. The 2017 standards reflect the new knowledge and research findings about literacy, including its impact on our own professional organization.

Change From IRA to ILA

In 2015, the International Reading Association (IRA) made a major transformation in its vision and mission, acknowledging the need for educators to think more broadly about how to successfully affect the reading and writing performance of students in the United States and internationally. ILA defines *literacy* as “the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.” The Association’s name change and its definition of literacy highlights the importance of literacy as a means of “connecting people to one another and empowering them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.”

The name change and the associated expectations of that change are reflected in *Standards 2017*. These standards address more than reading; they provide expectations for writing, speaking, listening, viewing, and visually representing. Another important aspect of the 2017 standards is the focus on high-level skills, for example, critical literacy, defined as learners’ abilities to critique ideas, effect social change, and empower themselves to make a difference in their own and in others’ lives. The expectation is that candidates will be able to work with students in ways that help them become critical and creative readers. Finally, this focus on literacy is the acknowledgment of the interconnections among the English language arts and the importance of these connections to the learning growth and success of students. The standards include components that highlight the importance of preparing literacy professionals who can use these interconnections to better improve literacy instruction.

Professional Role Categories

The number of professional roles has increased from seven in *Standards 2010* to nine in *Standards 2017*. The roles are organized into five categories: Specialized Literacy Professionals (reading/literacy specialist, literacy coach, literacy coordinator/supervisor), Classroom Teachers (pre-K/primary, elementary/intermediate, middle/high school), Principals, Teacher Educators, and Literacy Partners. Figure 1 depicts the key shifts in roles from *Standards 2010* to *Standards 2017*.

Figure 1. Key Shifts in Roles From *Standards 2010* to *Standards 2017*

ROLES	
Standards for Reading Professionals Revised 2010	Standards for the Preparation of Literacy Professionals 2017
Reading Specialist/Literacy Coach	Specialized Literacy Professionals Reading/Literacy Specialist Literacy Coach Literacy Coordinator/Supervisor
Pre-K and Elementary Classroom Teachers Middle and High School Content Middle and High School Reading Teachers	Classroom Teachers Pre-K/Primary Elementary/Intermediate Middle/High School
Administrator	Principals
Teacher Educator	Teacher Educators
Educational Support Personnel	Literacy Partners

The Standards Revision Committee 2017 created standards for Specialized Literacy Professionals and literacy-specific expectations for Classroom Teachers. They then examined the standards of professional organizations associated with the preparation of principals, teacher educators, and literacy partners and augmented those standards to highlight the literacy aspects of roles. In other words, in Part 5 (Principals, Teacher Educators, and Literacy Partners), the standards serve to supplement—not supplant—the standards of these professional organizations.

Change From Reading Specialist/Literacy Coach to Reading/Literacy Specialist as a Standalone Role

Given research evidence about the differences between the role of the specialist and that of the coach (see ILA’s position statement and research brief on the multiple roles of school-based specialized literacy professionals at literacyworldwide.org/statements), the Standards Revision Committee 2017 did major rethinking about how to define and describe the expectations for the reading/literacy specialist.

In the 2017 standards, the primary role is defined as an instructional one, with the reading/literacy specialist working predominantly with students who are experiencing difficulties with reading and writing. At the same time, to fulfill the instructional role effectively, this specialized literacy professional must have the skills, knowledge, and dispositions to work with teachers effectively and collaboratively to improve general classroom literacy instruction.

The primary role of the literacy coach, on the other hand, is to work with teachers to improve literacy instruction. As such, the coach needs to have knowledge of how adults learn, leadership skills, and a deep understanding of coaching approaches and procedures as well as an understanding and knowledge of literacy instruction and assessment.

By separating the roles, we have “sharpened the terminology” as recommended by Galloway and Lesaux (2014, p. 524). Thus, institutions, rather than attempting to prepare individuals for two roles—reading/literacy specialist and literacy coach—can now focus their development efforts for the reading/literacy specialist more precisely. Also, some programs may use the 2017 standards for literacy coaches or literacy coordinators/supervisors to develop programs to prepare professionals for these roles.

Changes in Standards

Standards 2017 builds on the six standards found in *Standards 2010* and includes a new, seventh standard. As depicted in Figure 2, Standard 1 (Foundational Knowledge), Standard 2 (Curriculum and Instruction), Standard 3 (Assessment and Evaluation), and Standard 6 (Professional Learning and Leadership) titles remain the same. Standard 4 now includes Equity in the Diversity standard. Standard 5 adds the Learner to the Literacy Environment. Standard 7: Practicum/Clinical Experiences is a new standard that has been developed for the three Specialized Literacy Professionals roles only.

Standard 7 sets clear expectations for clinical practices that support experiences in university clinics/centers and, at the same time, emphasize the importance of field-based experiences for specialized literacy professionals. These school-based experiences may occur in candidates’ own classrooms and can be integrated

Figure 2. Key Shifts in Standards From *Standards 2010* to *Standards 2017*

STANDARDS	
Standards for Reading Professionals Revised 2010	Standards for the Preparation of Literacy Professionals 2017
Standard 1: Foundational Knowledge	Standard 1: Foundational Knowledge
Standard 2: Curriculum and Instruction	Standard 2: Curriculum and Instruction
Standard 3: Assessment and Evaluation	Standard 3: Assessment and Evaluation
Standard 4: Diversity	Standard 4: Diversity and Equity
Standard 5: Literate Environment	Standard 5: Learners and the Literacy Environment
Standard 6: Professional Learning and Leadership	Standard 6: Professional Learning and Leadership
	Standard 7: Practicum/Clinical Experiences (for Specialized Literacy Professionals only)

throughout the program and in several courses (e.g., assessing a specific student's literacy strengths and needs, lesson planning with a colleague).

Emphasis on Disciplinary Literacy

Given the emphasis on learning from informational text and the need for associated high-level skills and knowledge of academic vocabulary, disciplinary literacy in the service of content learning is now embedded in these standards. It is expected that candidates will be able to facilitate students' ability to work with content materials.

Importance of Diversity

Although diversity has always had an important place in the standards, in the 2017 standards, we define *diversity* much more broadly—specifically, as “ethnicity, race, socioeconomic status, gender, learning exceptionalities, geographic area, physical abilities, language, religion, sexual orientation, and political affiliations and other ideologies.” The 2017 standards set explicit expectations for what literacy professionals know and are able to do to effectively acknowledge, respect, and teach the diverse students in schools.

Technology and Its Impact on How We Learn and Teach

The definition of literacy is expanding to address the multitude of ways we read, write, communicate, and collaborate using print and digital technologies (i.e., digital devices, digital texts, digital tools, and digital interactions). Digital technologies have fundamentally transformed literacy practices, which have in turn expanded the ways learners read texts, access information, and interact with one another. Given the influence of technology in today's society, the 2017 standards provide a more explicit and comprehensive description of what literacy professionals know and are able to do to teach in 21st-century classrooms.

Description of Standards 2017

The framework for the Specialized Literacy Professionals and Classroom Teachers standards comprises four related parts that may be usefully thought of as an isosceles triangle, from the narrow top to the broad bottom: the standard title, the standard statement, the components, and examples of evidence of what candidates know and are able to do (see Figure 3).

The *Standard Title* captures the primary focus and content of the standard and usually becomes the shorthand identification for a standard. The *Standard Statement* is the second part, a concise statement of candidate knowledge and skills emphasizing what candidates do or have students do, and focusing on student and teacher learning. Standard statements are limited to the most essential knowledge and skills that should be attained by candidates in literacy preparation programs. Also, standard statements are written so that each concept that is to be a component appears in the language of the standard. The third part of the standards is the *Components*. Each standard has four components, which provide structure for each standard and focus

Figure 3. Framework for 2017 Standards for Specialized Literacy Professionals and Classroom Teachers

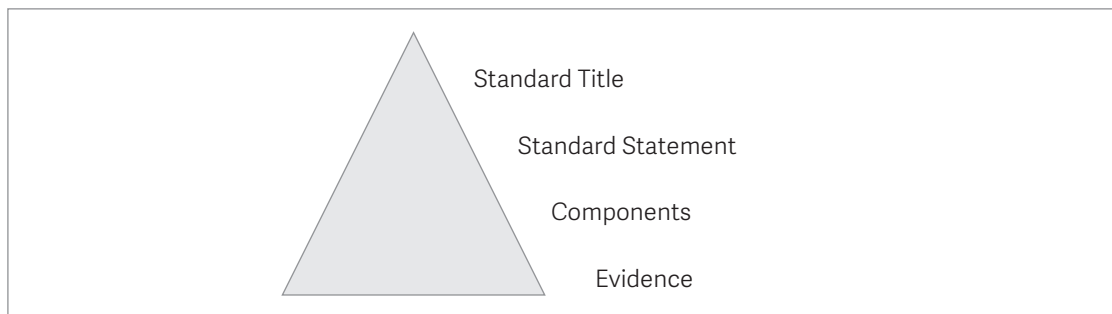


Figure 4. Partial Sample of Standard

[title] STANDARD 3: Assessment and Evaluation

[statement] Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

[component] 3.1: *Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.*

[evidence] Candidates understand how to evaluate the technical aspects of various assessment measures and determine purposes of specific measures for assessing language and literacy development. Candidates select tools, including those that are technology based, for specific purposes (i.e., screening, diagnostic, formative, benchmark, progress monitoring, and/or summative). Candidates understand how to interpret, analyze, and triangulate across multiple data sources.

on the critical aspects of that standard. Each concept that is a component appears in the language of the standard statement. The fourth and foundational portion of each standard is the *Evidence*, which offers guidance on how the standard appears in practice—what candidates know and are able to do in order to demonstrate that they meet the standard. The evidence provides essential guidance to preparation programs in planning curriculum, developing performance assessments, and creating scoring rubrics that are aligned with the standards. The supporting evidence provides examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design.

In Figure 4, we provide an example of a standard, with a title, statement, one of its components, and its corresponding evidence.

Research Base, Assumptions, and References

The Standards Revision Committee 2017 drew upon a wide range of resources in revising ILA's standards: seminal studies and new research and literature, professional standards, and policy documents. This information is shared in Part 2: Standards, Assumptions, and Research.

Uses of Standards 2017

Colleges, universities, community colleges, other educator preparation program providers, states, and pre-K–12 school administrators can use *Standards 2017* to guide initial and advanced licensure program development, certification, professional development, and program evaluation of literacy professional preparation. *Standards 2017* provides a basis for discussion about quality preparation and evaluation and a means of facilitating program design. Further, it can be useful to districts as a guide when employing professionals or when developing processes for evaluating their work.

Summary

The 2017 standards have maintained a focus on preparing highly qualified professionals by establishing high-level expectations, with explicit suggestions that program developers can use in developing, implementing, and evaluating programs. In conclusion, *Standards 2017* is intended to strengthen the field by providing a well-organized, comprehensive, and specific set of performance criteria to guide literacy professional preparation programs. The standards are the result of a deliberative and iterative process that involved thoughtful intertwining of research evidence and professional judgment. This document can contribute to evidence-based practices that ultimately improve pre-K–12 students' literacy learning.

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Standards, Assumptions, and Research

In this section, we provide the assumptions and research base that lay the foundation for each of the seven standards. These assumptions are a synthesis of the research and literature that were read and analyzed by the Standards Revision Committee 2017. Chapters from current handbooks of research, other research syntheses, journal articles, and national reports served as sources of information. Results of this review influenced the development of the standards.

Important topics and trends such as the following were considered in the review process: theoretical and conceptual foundations of literacy; how issues of diversity and equity impact literacy learning and achievement; teaching learners with specific language and literacy difficulties, with giftedness, or who are English learners; developing candidates' and students' information literacy capacities; using technologies as literacy tools; and how adults learn and develop in professional learning communities. *Standards 2017* highlights contemporary research and evidence-based practices in curriculum, instruction, assessment, leadership, and evaluation.

In the Table, we provide overarching standards for all of the literacy professional roles. Overarching standards offer general statements about the competencies expected of all literacy professionals.

Table. *Standards 2017* Overarching Standards

Standard Title	Overarching Standard
1: Foundational Knowledge	Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2: Curriculum and Instruction	Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3: Assessment and Evaluation	Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4: Diversity and Equity	Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

(continued)

Table. *Standards 2017* Overarching Standards (continued)

Standard Title	Overarching Standard
5: Learners and the Literacy Environment	Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6: Professional Learning and Leadership	Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
7: Practicum/Clinical Experiences (for specialized literacy professionals only)	Candidates apply theory and best practice in multiple supervised practicum/clinical experiences (for the roles of specialized literacy professionals only).

In the next sections, we identify the standard title followed by a summary of the research and assumptions. Related research and literature for each of the standards are listed at the end of this section.

STANDARD 1: Foundational Knowledge

As defined by ILA (2016), “Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.” In the 2017 standards, literacy is operationalized as “reading, writing, speaking, listening, viewing, and visually representing.”

Foundational literacy knowledge is at the core of preparing individuals for roles in the literacy profession and encompasses the major theories, concepts, research, and practice that share a consensus of acceptance in the field. Individuals who enter the literacy profession should understand the historically shared knowledge and develop the capacity to act on that knowledge responsibly. Components of the Foundational Knowledge Standard establish expectations related to theoretical, conceptual, historical, and pedagogical knowledge.

The following are the major assumptions that undergird Standard 1 and its components:

- Evidence from several decades of multidisciplinary research on human learning indicates that knowledge is domain specific and contextualized. Social experience and context shape the construction and development of knowledge (Alvermann, Unrau, & Ruddell, 2013; Ehri & Roberts, 2005; International Literacy Association & National Council of Teachers of English, 2017; Ruddell & Unrau, 2004; Tricot & Sweller, 2014).
- Foundational knowledge includes research-based information about the various components of literacy (e.g., reading, writing, listening, speaking, viewing, and visually representing) for teaching all learners (August & Shanahan, 2008; Cazden, 2001; Coiro, 2015; Foorman et al., 2016; Goldenberg, 2013; International Literacy Association & National Council of Teachers of English, 2017; Langer,

2001; McGill-Franzen, 2010; McGill-Franzen & Allington, 2011; Purcell-Gates, Duke, & Martineau, 2007; Shanahan & Shanahan, 2008; Willingham, 2006).

- Foundational knowledge about the roles of specific literacy professionals (e.g., classroom teachers, literacy specialists, literacy coaches) is essential for candidates preparing for those roles (Alvermann et al., 2013; Bean, 2015; Galloway & Lesaux, 2014; International Literacy Association & National Council of Teachers of English, 2017).
- Knowledge in the literacy field includes archival research-based knowledge that reflects the wisdom of practice (Allington, 2012; International Literacy Association & National Council of Teachers of English, 2017; Langer & Applebee, 2007; MacArthur, Graham, & Fitzgerald, 2016; Pearson, 2015; Samuels & Farstrup, 2011).
- Members of a professional community develop the capacity to learn from experience, reflect, and contemplate their own practice in systematic ways (Dagen & Bean, 2014; International Literacy Association & National Council of Teachers of English, 2017; Risko & Vogt, 2016).
- Knowledge represents the shared content of the literacy field, subject to change over time as new knowledge and understandings evolve and impact the development of Curriculum and Instruction (Clay, 2001; International Literacy Association & National Council of Teachers of English, 2017; Kamil, Pearson, Moje, & Afflerbach, 2011; Teale, Whittingham, & Hoffman, 2018).

STANDARD 2: Curriculum and Instruction

The Curriculum and Instruction Standard expects literacy professionals to be able to develop and enact literacy instruction that reflects a deep understanding and knowledge of the components of a comprehensive, aligned, and integrated literacy curriculum. They will need to collaborate with other educators and families to design and implement literacy curricula and instruction that are responsive to social, cultural, cognitive, and linguistic diversity, to meet the needs of all learners. In addition, they will also need to be able to identify and then implement evidence-based literacy approaches and instructional strategies in various settings (i.e., whole class, small group, individual); such instruction should align to and address local and state literacy standards.

The following are the major assumptions that undergird Standard 2 and its components:

Literacy professionals:

- Possess foundational knowledge about evidence-based, integrated literacy curricula and instruction that align with current standards and effective practices (Ellery, 2014; Gambrell & Mandel Morrow, 2015; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2009; Pearson & Hoffman, 2011; Shanahan, 2011; Taylor & Duke, 2013; What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/>).

- Understand the nature of literacy and its various components (i.e., reading, writing, speaking, listening, viewing, and visually representing) (Alvermann, Unrau, & Ruddell, 2013; Dierking & Jones, 2014).
- Develop and implement instruction focused on the foundational skills of reading (e.g., phonological awareness, alphabetic principle, concepts of print, phonics, fluency) and the unconstrained skills of vocabulary and comprehension (Biemiller, 2011; Cunningham, 2015; Foorman et al., 2016; National Reading Panel, 2000; Paris, 2005; Rasinski, 2011).
- Develop and implement writing instruction that builds learners' understanding and use of the writing process and their ability to create original compositions of all genres (Bromley, 2015; Dean, 2010; Graham & Harris, 2011; MacArthur, Graham, & Fitzgerald, 2016; Monske & Blair, 2017; Wagner, 2016).
- Develop and implement language instruction that includes studies in such areas as phonology, morphology, syntax, parts of speech, semantics, etymologies, and pragmatics (Dickinson & Porche, 2011; Gutiérrez, 1995; Hart & Risley, 1995; International Literacy Association, 2016; Moats, 2010; Soto-Hinman, 2011; Wolf, Crosson, & Resnick, 2005).
- Implement instruction that develops learners' critical thinking, research, and inquiry skills (e.g., internet usage, evaluation of sources) (Johnson, 2014; Leu, Zawilinski, Forzani, & Timbrell, 2015).
- Implement communication instruction that focuses on learners (a) adapting speech/written text to different audiences and for different purposes, (b) using formal and informal English, (c) presenting oral and written information in a logical manner, (d) participating in collaborative conversations in which learners build on each other's ideas, and (e) debating issues by giving sound reasoning and evidence (Dierking & Jones, 2014; Grugeon, Hubbard, & Smith, 2014; Palmer, 2013; Roth & Dabrowski, 2016).
- Create and implement curricula and instruction that are inclusive, differentiated, and responsive to cognitive, social, emotional, cultural, and linguistic needs of students (Au, 2013; McIntyre, 2011; Paratore & Dougherty, 2011).
- Have an in-depth understanding of literacy curriculum and instruction specific to the grade levels at which they teach and apply that knowledge to develop curriculum and implement instructional practices (Duke, Cauglan, Juzwik, & Martin, 2012; Fisher & Frey, 2014; Fisher, Frey, & Lapp, 2016; Mandel Morrow, 2011).
- Understand the need for vertical alignment of curriculum and instruction from one grade to the next as well as the need for horizontal alignment within grades to ensure a comprehensive scope and sequence of literacy skills, strategies, and knowledge (Mandel Morrow, 2011; Shanahan, 2011; Vacca & Vacca, 2011; Wonder-McDowell, Reutzel, & Smith, 2011).
- Are familiar with a wide range of instructional strategies, approaches, and practices (e.g., discussion based, explicit and systematic, strategies based, literature based) and able to determine which are appropriate for specific

students (Ellery, 2014; Gambrell & Mandel Morrow, 2015; Rasinski, 2011; What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/>).

- Differentiate instruction to meet the needs of individual learners, including but not limited to English learners; students with literacy learning disabilities, physical disabilities, dyslexia, emotional needs; the gifted and talented (August, Shanahan, & Escamilla, 2009; Connor, Alberto, Compton, & O'Connor, 2014; Gipe, 2014; International Literacy Association, 2016; McGill-Franzen & Allington, 2011; McLaughlin & Rasinski, 2015; Reutzel, Clark, & Flory, 2015; Risko & Walker-Dalhouse, 2015).
- Encourage learners to demonstrate understanding through multiple means of expression (Leu et al., 2015; Monske & Blair, 2017).
- Collaborate with other professional educators when working with whole class, small groups, and individual students to provide evidence-based, differentiated curricula and instruction (Bean & Lillenstein, 2012; Leana & Pil, 2006; Richards, Frank, Sableski, & Arnold, 2016).
- Collaborate with families and community members to create inclusive and affirming curricula and instruction that exhibit understanding and respect for their culture (Paratore, Edwards, & O'Brien, 2015; Richards et al., 2016).
- Collaborate with families to establish mutual expectations to support learner achievement (Epstein et al., 2009; Richards et al., 2016).

STANDARD 3: Assessment and Evaluation

The Assessment and Evaluation Standard recognizes the need to prepare literacy professionals to administer and use the results of multiple assessment tools to systematically evaluate literacy instruction at the individual, classroom, school, and district levels.

The following are the major assumptions that undergird Standard 3 and its components:

- The most fundamental goal of assessment and evaluation is to optimize student learning (Afflerbach, 2011). Literacy professionals understand the purposes, attributes, formats, strengths/limitations, biases, and influences of various types of tools in a comprehensive literacy and language assessment system.
- Effective assessment practices inform instruction (Scanlon, 2011). Some assessments are embedded in the process of instruction. A critical analysis of data patterns that documents students' strengths and needed areas for instruction serves to provide relevant feedback for evaluating the effectiveness of instructional practices (Lipson, Chomsky-Higgins, & Kanfer, 2011).
- Competent literacy professionals appreciate the importance of assessment, including the local, interpretive, and learning-focused contexts in which it occurs (Johnston & Costello, 2005). They systematically use assessment data to plan instruction for individuals and groups, select specific strategies for a given context or content, evaluate students' responses to instruction/intervention, engage their learners in self-appraisal, and critically reflect on practice.

- Effective literacy professionals demonstrate a skilled use of assessment processes that result in the formative and summative evaluation of literacy and language development (Roskos & Neuman, 2012). Informed teachers use a repertoire of assessment practices to systematically examine students' growth and performance over time including tools for screening, diagnosis, progress monitoring, and measuring outcomes (Wixson & Valencia, 2011).
- Literacy professionals understand and facilitate the analysis of multiple data sources including formal and informal assessment measures and student work samples to inform and enhance instructional decisions (Lipson et al., 2011) and to facilitate consensus making in establishing expectations/norms for schoolwide assessment. Literacy professionals critically analyze the types, formats, content, and fairness of evaluative assessments and recognize implications for interventions and for reading and writing performance.
- Literacy professionals participate in or provide leadership for professional learning experiences and school/district improvement initiatives based on analysis of assessment data (Bean & Lillenstein, 2012; Mokhtari, Rosemary, & Edwards, 2007). They assist in selecting and administering assessments (types, roles, uses), interpreting data, identifying relevant instructional strategies, monitoring students' ongoing growth and progress, summarizing assessment data results, and understanding instructional implications.
- Effective literacy professionals are able to analyze data and communicate findings and implications to appropriate audiences/stakeholders (Zurcher, 2016). In addition, they advocate for appropriate literacy instruction and practices, based on assessment data (Teale, 2008; Willner, Rivera, & Acosta, 2009).

STANDARD 4: Diversity and Equity

The Diversity and Equity Standard focuses on the need to prepare teachers to develop and engage their students in a curriculum that places value on the diversity that exists in society. In a world where peoples from various diverse backgrounds have experienced and continue to experience discrimination and marginalization, it is essential that *all* forms of diversity are acknowledged, respected, and valued in our schools and society. We define diversity as race, ethnicity, culture, languages and dialects, family and community practices and histories, family configurations/structure/ variations, socioeconomic status, spiritual and/or religious beliefs, gender expression, gender identity, sexual orientation, and physical and cognitive ability. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and socially just society and inform the effective preparation of literacy professionals who can endeavor to be advocates for diversity, equity, and social change across urban, rural, and suburban schools and communities.

The following are the major assumptions that undergird Standard 4 and its components:

- Diversity will be as much a reality in the future as it is in our lives today and 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. Today, society moves to embrace more forms of diversity, increasing inclusivity, respect, and social justice. Diversity is a global issue with implications for adaptations and accommodations by schools and communities worldwide (Dantas & Manyak, 2010; Diaz & Kosciw, 2009; Gollnick & Chinn, 2008).

- Individuals possess many identities that move from the background into the foreground as a function of the context and the moment (Delgado & Stephancic, 2012; Zamudio, Russell, Rios, & Bridgeman, 2011).
- Diversity is a potential source of strength within a society and should be encouraged, not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future (Au & Raphael, 2000; Gonzalez, Moll, & Amanti, 2005; Moll & Gonzalez, 1994).
- Issues of diversity and social justice can be in conflict with the beliefs of educators (e.g., teacher educators, teachers, specialized literacy professionals, or district personnel). Creating a curriculum that values *all forms* of diversity requires stepping outside of one's personal experiences with or beliefs about a particular form of diversity to understand the value of other groups' experiences, beliefs, identities, and practices. Creating such curricula also requires literacy professionals to evaluate and reflect on their own identities, biases, privileges, and belief systems (Jiménez, Smith, & Teague, 2009; Ladson-Billings, 2009; Ryan, Patraw, & Bednar, 2013; Sleeter, 2012).
- There is a danger in overgeneralizing (i.e., stereotyping) characteristics to all members of a group. Literacy professionals together must disrupt monolithic views of members of a certain group; further, they must be cognizant of issues of intersectionality as well as the invisibility of certain minority and/or marginalized groups (Johnson, 2011; Lippi-Green, 2011; Whittaker, Salend, & Elhoweris, 2009).
- Both higher education and pre-K–12 institutions play a significant role in educating students about the kinds of diversity around them and the importance of respecting individuals from different backgrounds. They must also prepare students to engage in critiques of social inequity and promote and involve them in active citizenship to redress areas of inequity and privilege. Students at all levels need to develop respect for the many forms of diversity as they engage in a democratic society (Derman-Sparks & Ramsey, 2011; Murrell, 2006; Nieto, 2015; Reyes, DaSilva Iddings, & Feller, 2015).
- Students from all backgrounds and all forms of diversity should receive instruction that is relevant and sensitive to their individual literacy instructional needs and embraces their diversity as an asset (Gay, 2010). Collaboration among teachers, specialized literacy professionals, or district personnel can help create and support literacy curricula, literacy instruction, and social justice pedagogies that value difference; are inclusive of *all forms* of diversity; and create safe spaces where all students can flourish academically and socially. The development and implementation of such curricula, instruction, and social

justice pedagogies requires an advocacy approach that actively endeavors to disrupt inequality at the school and societal level (Gutiérrez, 2008; Hamilton & Moore, 2004; Ryan & Hermann-Wilmarth, 2013; Suárez-Orozco & Suárez-Orozco, 2001).

- Students who are learning English as an additional language need appropriate and differentiated language and literacy instruction if they are to be successful academically. Students' first language(s) should be viewed as an asset and a bridge to learning English. So-called nonstandard varieties of English should be recognized in the classroom as expressions of students' individual and cultural identities. The goal is to ensure that all students have the opportunity to learn standard English, while valuing their nonstandard varieties of English and using it as leverage in teaching academic language (Creese & Blackledge, 2010; Velasco & Garcia, 2014).

STANDARD 5: Learners and the Literacy Environment

The Learners and the Literacy Environment Standard is foregrounded in the recognition that literacy is evolving and expanding in the digital information age. As the contexts for learning shift, teaching and learning must guide learners toward becoming fully literate within a complex, globally connected, digital world that revolves around digital devices and tools, use of social media, and digital interactions. The term *digital literacies* (plural) suggests multiple opportunities to leverage digital texts, tools, and multimodal representations for design, creation, play, and problem solving. Central to digital literacies are practices that incorporate ways of learning and sharing knowledge from fields such as math, science, engineering, and art as well as other disciplines.

The following are the major assumptions, divided into three categories of Learners, Digital Literacies, and the Learning Environment, that undergird Standard 5 and its components:

Learners

- Models and theories of learner development (Wood, 2007), reading (Tracey & Mandel Morrow, 2017) and writing (National Council of Teachers of English, 2016) are key foundations for creating a learner-focused literacy environment (Dozier & Deeney, 2013). Literacy professionals should apply this knowledge to design literacy instruction and experiences that meet the needs of all learners.
- Adopting a learner-focused lens allows educators to consider an individual's development (typical and atypical), talents, strengths, interests, culture, and background as central variables to literacy learning (Moll, Amanti, Neff, & Gonzalez, 1992). These variables influence equitable access to educational opportunities aimed at meeting the needs of all learners (e.g., English learners, the gifted, those experiencing difficulties with literacy).
- Literacy learners' motivation, interest, and engagement are impacted by their self-efficacy, beliefs, goals, abilities, and choice. This is particularly significant for those who experience difficulties with reading, writing, or language tasks (Gambrell, 2011; Guthrie & Wigfield, 2000).

- Home, family, and community all have an influence on student motivation for literacy (Baker, 2003; Paratore, Cassano, & Schickedanz, 2010). Literacy professionals must work to establish communication and partnerships with home and family to bridge in- and out-of-school learning (Hull & Schultz, 2001).

Digital Literacies

- The definition of literacy is expanding to address the multitude of ways we read, write, communicate, and collaborate using print and digital technologies (i.e., digital devices, digital texts, digital tools, and digital interactions) and is referred to in the plural, *literacies*. Digital technologies have fundamentally transformed literacy practices, which have in turn expanded the way learners read texts, access information, and interact with one another (Leu, Kinzer, Coiro, Castek, & Henry, 2013).
- Skilled use of digital technologies is essential for college and career readiness, success in the workplace, personal fulfillment, civic engagement, and democratic participation (Office of Educational Technology, 2017). Without scaffolded experiences in school to acquire and develop digital literacies, students can neither thrive nor become fully literate (Coiro, Castek, & Quinn, 2016).
- Instruction in digital literacies increases engagement with learning and plays a critically important role in ensuring that students are able to interact digitally in appropriate, safe, and effective ways.
- A comprehensive plan for digital literacies is an essential part of literacy instruction. Lack of equity in access to, and instruction with, digital technologies (Leu et al., 2015) may further exacerbate the reading achievement gap between under-resourced and other schools. Introducing digital tools, scaffolding students' use, and providing feedback to students to encourage them to act responsibly encourages thoughtful use of online resources, social networks, digital texts, and digital tools.
- Incorporating digital texts, tools, and online resources into learning activities aids in the development of the skills needed to locate and evaluate information, create representations of learning, and share ideas in ways that extend learning (Castek, 2015).
- Literacy practices can be made more accessible for all, including those who experience difficulties with specific reading and writing tasks, through the use of digital technologies (Castek, Zawilinski, McVerry, O'Byrne, & Leu, 2011).

Learning Environment

- Creating a positive learning environment and/or classroom climate includes the consideration of both *physical components* and *nonphysical components* to establish a safe and supportive literacy learning climate that provides opportunities for individual and collaborative learning, positive social interactions, and challenging and engaging learning experiences (Kriete, 2014; Snow, Burns, & Griffin, 1998; Wolfersberger, Reutzel, Sudweeks, & Fawson, 2004).

- Inclusive learning environments consist of adaptive instructional routines, accessible and quality materials, and differentiated instructional approaches (Allington, 2001; Rose, Meyer, & Hitchcock, 2005).
- Providing access to a range of materials in literacy instruction, both print and digital, for use both in and out of school, with an emphasis on student choice (Cunningham & Stanovich, 1998; Dalton & Proctor, 2007; Gambrell, 2011; Guthrie & Wigfield, 2000) encourages motivation and engagement in literacy learning.
- Literacy learning occurs both inside and outside of school (Moje et al., 2004) and special attention is needed to create safe and positive physical and *virtual* learning spaces. (Cohen, McCabe, Michelli, & Pickeral, 2009).

STANDARD 6: Professional Learning and Leadership

The Professional Learning and Leadership Standard is based on the need for a commitment by all literacy professionals to become lifelong learners and leaders, within educational communities, and to engage with colleagues in professional learning opportunities. Educational professionals require a wide variety of ongoing learning experiences—to develop, improve, and share literacy-focused instructional practices. Thus, the components featured in this standard emphasize the wide variety of knowledge, practices, and dispositions that educators need, as they collaboratively engage in, support, or lead literacy professional learning. Each of the components emphasizes different aspects of the work of those educators who participate in and/or lead literacy learning in a school, district, and/or community.

These professionals:

- Seek to become lifelong learners and leaders within their schools, districts, and communities.
- Collaboratively engage in, support, or lead literacy professional learning.
- Understand and support adult learning and development of self and colleagues.
- Engage in and model for others effective reflection, communication, and collaboration.
- Interact with and synthesize research and policy to engage in promising practices.
- Engage in or lead collaborative decision-making efforts.
- Advocate for and coordinate efforts that bolster innovative and sustainable school- and district-improvement efforts.

The following are the major assumptions that undergird Standard 6 and its components:

Effective professional learning:

- Is context specific, ongoing and iterative, authentic and meaningful, and differentiated (Breidenstein, Fahey, Glickman, & Hensley, 2012; Desimone, Smith,

- & Ueno, 2006; Garet, Porter, Desimone, Birman, & Yoon, 2001; Risko & Vogt, 2016; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).
- Leads to reflection that results in intentional decision making (Bean & Ippolito, 2016; Breidenstein et al., 2012; Guskey, 2000; Peterson, Taylor, Burnham, & Schock, 2009; Stover, Kissel, Haag, & Shoniker, 2011).
 - Is part of a larger culture of professional learning including systems and structures that support learning for all educators (Galloway & Lesaux, 2014; Garet et al., 2001; Risko & Vogt, 2016; Wei et al., 2009).
 - Is inclusive and collaborative across families, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators (Bean & Ippolito, 2016; Paratore, Edwards, & O'Brien, 2015).
 - Is focused on content determined by careful consideration and assessment of the needs of students, teachers, families, and the larger community of stakeholders (Bean & Ippolito, 2016; Guskey, 2000; Risko & Vogt, 2016; Vogt & Shearer, 2016).
 - Supports both individual and systemic development and growth (Bean & Ippolito, 2016; Mangin & Dunsmore, 2015; Matsumura, Bickel, Zook-Howell, Correnti, & Walsh, 2016; Walpole & McKenna, 2012).
 - Supports instruction that is responsive to the range of diversity in schools and districts (Bean & Ippolito, 2016; Gay, 2014; Risko & Vogt, 2016; Sailors, Minton, & Villarreal, 2016).
 - Is grounded in research related to adult learning and organizational change as well as research on literacy acquisition, development, assessment, and instruction (Bean & Ippolito, 2016; Breidenstein et al., 2012; Guskey, 2000; Snow, Griffin, & Burns, 2005; Taylor & Duke, 2013; Walpole & McKenna, 2012).
 - Requires collaboration, is job embedded, builds trust, and empowers teachers; those who lead such efforts must have effective interpersonal, leadership, and communication skills (Bean, 2015; Bean & Ippolito, 2016; Breidenstein et al., 2012; Bryk, Gomez, Grunow, & LeMahieu, 2015; Galloway & Lesaux, 2014; Walpole & McKenna, 2012).

STANDARD 7: Practicum/Clinical Experiences (for Specialized Literacy Professionals only)

Standard 7 describes the foundations and components that enable specialized literacy professionals to demonstrate through practicum experiences what they have learned about content and pedagogical knowledge. The Practicum and Clinical Experiences Standard describes the expectations for multiple practicum experiences in which candidates apply theory to practice. Quality supervision expectations are described as are the support systems required for candidates to develop and demonstrate proficiency of the knowledge, skills, and dispositions required in ILA Standards 1–6 for specialized literacy professionals.

The following are the major assumptions that undergird Standard 7 and its components:

- The most fundamental goal of practicum experiences is to optimize student learning. Practicum experiences for all three specialized literacy professionals' roles enable candidates to apply what they have learned and demonstrate their skills, dispositions, and knowledge of content that will enable them to have a positive impact on literacy outcomes in schools (Bean et al., 2015; Risko et al., 2008).
- Practicum experiences must be authentic and embedded in schools, with candidates working in the roles for which they are being prepared (Council for the Accreditation of Educator Preparation, 2015; National Council for Accreditation of Teacher Education, 2010).
- Practicum experiences should not be standalone, but should instead be integrated throughout coursework, assessments, and other program components (Lacina & Block, 2011; National Council for Accreditation of Teacher Education, 2010).
- Candidates' success in practicum experiences should be continuously assessed by qualified supervisors who provide structured, ongoing observation/supervision, feedback, and opportunities for collaborative reflective practice as a means of improving instruction (Lacina & Block, 2011).
- High-quality supervised practicum experiences are essential to prepare specialized literacy professionals who can effect positive change in the literacy field (Bean et al., 2015; Council for the Accreditation of Educator Preparation, 2015; Lacina & Block, 2011; National Council for Accreditation of Teacher Education, 2010).
- Feedback is essential for improving practice (National Council for Accreditation of Teacher Education, 2010). Candidates should receive consistent, ongoing, cyclical feedback from qualified practicum supervisors (Lacina & Block, 2011). Feedback from other teachers/colleagues and peers is also important to improving practice (Lacina & Block, 2011).
- Candidates' success and efficacy in practicum experiences rely on ongoing, cyclical reflective practice with supervisors, peers, and other colleagues (Lacina & Block, 2011). Reflection is vital for evaluating, revising, and improving ongoing practice.
- Professional learning communities play an important role in fostering meaningful exchange of feedback and shared reflection (Bean, 2015; National Council for Accreditation of Teacher Education, 2010). Professional learning communities can also strengthen partnerships between universities and schools/districts and candidates and schools (Bean, 2015; International Literacy Association, 2015).
- Technology can be used to enhance practicum experiences, (e.g., in observing, reflecting, providing feedback, or facilitating professional learning communities). Technology can also increase opportunities for flexible communication among

stakeholders (Christ, Arya, & Chiu, 2012; Kopcha & Alger, 2011; Lacina & Block, 2011; National Council for Accreditation of Teacher Education, 2010; Ortlieb, Mcvee, & Shanahan, 2015; Rousmaniere, Abbass, & Frederickson, 2014; Schmidts, MacSuga Gage, Gage, Cox, & McLeskey, 2015).

- Practicum experiences should be informed by relevant theory and research (Lacina & Block, 2011; National Council for Accreditation of Teacher Education, 2010).

Related Research and Literature

The content of each standard reflects the interpretation by the Standards Revision Committee 2017 of the professional literature in the area of literacy professional preparation as related to a specific standard. Some of the references are foundational to education and teacher preparation generally, whereas others are specific to the preparation of literacy professionals. The following list of readings, although not exhaustive of the literature in the literacy field, represents the work of key theorists, researchers, and educators.

Standard 1: Foundational Knowledge

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Specialized Literacy Professionals

Specialized literacy professionals is an overarching or umbrella term that encompasses three roles described in *Standards 2017*: reading/literacy specialist, literacy coach, and literacy coordinator/supervisor. Although there may be times when role responsibilities overlap, there are specific and meaningful distinctions among the reading/literacy specialist, literacy coach, and literacy coordinator/supervisor in terms of primary emphasis and in the professional qualifications needed to be effective.

This section provides specific information to those responsible for designing programs for preparing these professionals. Also, this information should be useful to state departments of education that develop certification or licensure regulations and to schools and districts in making employment decisions. The ILA position statement and accompanying research brief, *The Multiple Roles of School-Based Specialized Literacy Professionals* (International Literacy Association, 2015a, 2015b), provides a comprehensive description of the research and rationale for this distinction in roles.

One way to distinguish between and among the roles is to consider the emphases or primary focus of each role-group (see Figure 5; Bean & Kern, 2018). The primary focus for the reading/literacy specialist is the *student*; however, the role also requires that the reading/literacy specialist be able to collaborate with and support teachers and understand the school or system in which he or she works. The primary emphasis of the literacy coach is the *teacher*, but to be effective, a literacy coach must understand how to work effectively within the system, and some coaches may even have teaching responsibilities. The literacy coordinator/supervisor's primary focus is at the *system* level, for example, leading efforts to design the pre-K through grade 12 literacy program. At the same time, the literacy coordinator/supervisor will most likely have responsibilities for leading professional learning efforts and may even have instructional responsibilities.

In summary, there can be overlaps in responsibilities. Reading/literacy specialists may serve as a resource to teachers, providing them with suggestions, materials, or approaches about how they might improve classroom instruction. Likewise, literacy coaches may serve only half time in a coaching role and may, in addition, have instructional responsibilities. Literacy coordinators/supervisors often have responsibilities similar to those of coaches in that they may lead and facilitate teacher professional learning as an important aspect of their position.

Figure 5. Levels of Emphases

Reading/Literacy Specialist	Sy	T	S
Literacy Coach	S	Sy	T
Literacy Coordinator/ Supervisor	S	T	Sy

Less
➤
 More

Note: S = Students; T = Teachers; Sy = System

Given the possible overlaps, the 2017 standards state explicitly that all specialized literacy professionals serve in some way as *literacy leaders*. Therefore, they need to have some knowledge about leadership, school change, and adult learning (International Literacy Association, 2015b). In *Standards 2017*, the components for Standard 6: Professional Learning and Leadership provide explicit suggestions about what specialized literacy professionals must know and be able to do as literacy leaders.

In the following sections, each of the three roles is addressed, beginning with a brief description about certification or completion expectations. We then provide the standards for each role, followed by examples of evidence that provide more specific information about what candidates need to know or be able to do. These statements of evidence provide a more in-depth explanation of the standards and can be used by programs to inform or guide content and assignments. A matrix of the standards for the three Specialized Literacy Professionals roles of reading/literacy specialist, literacy coach, and literacy coordinator/supervisor is provided in Appendix A.

In Appendix B, we provide a description of the coaching competencies tasks that can be used by those interested in ideas for assessing the knowledge and skills of candidates in either a reading/literacy specialist or literacy coaching program. The tasks provide opportunities for candidates to demonstrate their understanding of and ability to apply what they know about coaching individual teachers.

READING/LITERACY SPECIALISTS

The primary role of *reading/literacy specialists* is an instructional one, in which these professionals work predominantly with students who are experiencing difficulties with reading and writing, in grades pre-K–12 (International Literacy Association, 2015b).

Such instruction may be provided either within or outside students' classrooms. At times, these specialists may provide literacy intervention instruction designed to meet the specific needs of students or instruction that enables them to meet demands of the classroom (literacy or content instruction), or both.

To fulfill their instructional role effectively, reading/literacy specialists must have the skills, knowledge, and dispositions to work with teachers effectively and collaboratively to improve general classroom literacy or content instruction. They may support teachers by providing resources and ideas about assessment and instruction, and they may have some basic coaching responsibilities such as modeling lessons, problem solving with teachers, or facilitating group discussions about assessment or instruction.

For certification, it is recommended that reading/literacy specialist candidates have the following:

- A valid teaching certificate
- Teaching experience, preferably two years of teaching at the completion of the reading/literacy specialist program
- Equivalent of 21–27 graduate credits in literacy and related courses
- Supervised practicum experiences, related to their work with students and their work with colleagues

Standards for Reading/Literacy Specialist Preparation

There are seven standards for reading/literacy specialist preparation comprising 28 components. The standards are written for advanced reading/literacy specialist preparation programs and represent competencies expected of reading/literacy specialist candidates who have earned an initial teaching license, have successfully completed an advanced reading/literacy specialist program, and are prepared to begin professional practice.

Given that the primary focus of the reading/literacy specialist is that of working with students who experience difficulty with reading and writing tasks, the following standards emphasize that responsibility. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describe what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

Candidates understand the relationship between language acquisition and learning to read and the ways in which young readers develop concepts of print. Candidates also understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension. Candidates also understand the research about various learners (e.g., English learners, those with difficulties learning to read, the gifted). Candidates understand how the theories of motivation, new literacies, digital learning, and the connections and potential integration of reading with other aspects of literacy influence reading instruction throughout the grades and in the academic disciplines.

1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.

Candidates understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive). Candidates understand the writing process (i.e., prewriting, drafting, revising, editing, publishing, voice, audience). Candidates understand the research and literature about foundational aspects of writing, especially as they relate to enhancing the reading and writing skills of students experiencing difficulty with reading and writing tasks. Candidates also understand how the new literacies, digital learning, and the integration of writing with other aspects of literacy influence writing development across the grades and in the academic disciplines. Candidates understand the research underlying the ways to effectively teach diverse learners (e.g., English learners, those with difficulties learning to read, the gifted) across the grades and in the academic disciplines.

1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

Candidates understand the underlying research and literature about the development of language, speaking, and listening, and their importance as prerequisites for learning to read and write. Candidates understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics). Candidates understand that students, influenced by their culture and family, come to school with marked differences in language, and understand the effect that these differences have on students' instructional needs. Candidates understand the research about conventions of formal and informal language. Candidates also understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Given the ways in which the role of the reading/literacy specialist has evolved through the years, candidates have a knowledge of the research and literature about the instructional and leadership dimensions of the role. Candidates understand the research about the ways in which reading/literacy specialists can have a positive influence on classroom instructional practices and student learning. Candidates understand the research that identifies the importance of the relationships among the cultural context of the school, the community, and literacy learning.

STANDARD 2: Curriculum and Instruction

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

2.1: Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

Candidates apply their foundational knowledge to evaluate literacy curricula. Candidates have knowledge of available curricula and identify their strengths and limitations for meeting the needs of diverse learners, especially those experiencing difficulty with literacy learning. Candidates understand the need for and can participate in the development of curricula that are both horizontally (within grade or department) and vertically (across grade levels) aligned and coherent. Candidates and their colleagues design a coherent, integrated literacy curriculum, with specific materials, approaches, and programs, that are aligned to school literacy goals and research and meet the needs of diverse learners. (Such curricula are also aligned to state standards, district standards, or national standards that inform their development.)

2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

Candidates apply their foundational knowledge to implement instruction that is evidence-based and meets the needs of diverse learners, across the grades and in the disciplines. Candidates can adapt and modify various instructional approaches when teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing) to meet the needs of students. Candidates provide opportunities for student engagement in high-level thinking processes and provide for student choice. Candidates provide access to many different texts (both print and digital), children's and adolescent literature, and multiple means of expression. Candidates develop instruction that is integrated and provides students with opportunities to work with their peers.

2.3: Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

Candidates design instructional approaches and use these approaches and materials to meet the needs of students, especially those who experience difficulty with reading and writing. Candidates modify instruction so that it is more explicit, intensive, and provides necessary scaffolding for student learning. Candidates are familiar with and use multisensory approaches that may be necessary for students identified as having specific learning disabilities. Candidates work with peers to develop supplemental or intervention approaches that are responsive to students' language and literacy needs and their social, cultural, and linguistic diversity. Candidates use various grouping configurations and routines that support student learning. Candidates use multiple sources of literacy data to inform instruction. Candidates engage students in high-level thinking processes and encourage them to demonstrate knowledge through multiple means of expression. Candidates provide experiences that are engaging and develop in students the motivation to read and write.

2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Candidates model, coplan, and coteach with their colleagues to develop, implement, and evaluate effective and evidence-based literacy instruction. Candidates observe in classrooms and provide supportive feedback to assist teachers in meeting students' instructional needs. Candidates serve on literacy leadership teams to analyze data so that the results inform instructional practices. Candidates participate in efforts to design literacy curricula. Candidates demonstrate the ability to communicate in positive and constructive ways with their peers.

STANDARD 3: Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.

Candidates understand how to evaluate the technical aspects of various assessment measures and determine purposes of specific measures for assessing language and literacy development. Candidates select tools, including those that are technology based, for specific purposes (i.e., screening, diagnostic, formative, benchmark, progress monitoring, and/or summative). Candidates understand how to interpret, analyze, and triangulate across multiple data sources.

3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

Candidates administer and analyze multiple sources of data (e.g., assessments, writing artifacts, student self-assessments, work samples, classroom observation, parent interviews). Candidates, on the basis of results of multiple data sources, develop, implement, and evaluate data-informed, developmentally appropriate instruction/interventions for all students, especially those experiencing difficulties with literacy. Candidates develop student and classroom literacy profiles to inform instructional plans for literacy and language improvement.

3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

Candidates collaborate with classroom teachers to develop literacy profiles for students in a classroom, at a specific grade level or discipline for instructional decision making. Candidates lead and participate in data team meetings or literacy teams and support their colleagues in analyzing, interpreting, and using results of assessments for instructional decision making in classrooms and schools. Candidates assist colleagues in developing grouping plans and positive classroom environments on the basis of data. Candidates work with colleagues to monitor students' ongoing growth and progress. Candidates interpret data to determine schoolwide strengths and needs.

3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

Candidates use data to develop and communicate information about student needs, achievement trends, instructional strengths, and areas of need to stakeholders. Candidates seek input from and make recommendations to families, teachers, and administrators, about instructional resources, approaches, and professional learning activities.

STANDARD 4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

Candidates understand the research and relevant theories about aspects of diversity (e.g., critical race theory, second language acquisition theories, sociocultural theory, third space and hybridity theories, transgender and queer theory). Candidates understand key pedagogies such as culturally and linguistically relevant pedagogy and social justice pedagogy. Candidates understand essential concepts such as funds of knowledge, linguistic variation, cultural competence and learning, and intersectionality.

4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

Candidates are reflective about their own belief systems and able to engage in difficult discussions about race, bias, and privilege. Candidates develop an understanding of intersectionality across all forms of diversity. Candidates assist teachers in creating opportunities for students to understand and appreciate their own and others' diversity.

4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

Candidates assist teachers in analyzing, transforming, and creating diverse learning experiences that reflect students' language and culture. Candidates link and connect school, community, and family literacy practices. Candidates leverage their knowledge to increase student motivation, engagement, and achievement.

4.4: Candidates advocate for equity at school, district, and community levels.

Candidates demonstrate how issues of equity and access, opportunities for social justice, advocacy and activism, and resiliency can be incorporated into the literacy curriculum to promote understanding and awareness. Candidates use literacy practices to contest inequitable practices within the school and beyond. Candidates provide coaching, leadership, and support about diversity and equity to teachers, schools, families, and communities.

STANDARD 5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

Candidates understand theories related to learner development (e.g., cognitive, linguistic, social, emotional, physical, and cultural) to address learner differences. Candidates apply knowledge of these theories to develop intervention approaches, strategies, and modifications for learners with reading disabilities/differences/difficulties. Candidates develop opportunities to integrate families and community in learning experiences, creating a bridge between in- and out-of-school literacy experiences.

5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.

Candidates provide opportunities for student choice and expand students' access to a range of reading materials (e.g., digital and print texts; narrative and informational) for those experiencing difficulties with reading and writing as well as those who demonstrate proficiency and advanced aptitude. Candidates encourage multiple ways of interacting with and responding to texts (including digital) and promote use of a range of instructional approaches and digital tools that encourage self-expression through the integration of text and other modalities (e.g., image, audio, drawing, voice). Candidates integrate literacy pedagogy and content knowledge with technology-enabled learning principles to expand opportunities for reading, writing, and collaboration.

5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

Candidates effectively use a range of digital technologies to aid literacy and learning development. Candidates guide students' use of digital technologies in appropriate, safe, and effective ways. Candidates support colleagues in learning to use a range of digital tools that encourage creativity, expand access to texts, build knowledge collaboratively, promote organizational skills, and transform teaching and learning.

5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Candidates design and modify aspects of the physical and social literacy learning environment including materials, settings, routines, and grouping structures to support student learning. Candidates create literacy-rich, developmentally appropriate, low-risk learning environments that nurture positive social interaction, offer choice, and support independent learning in both face-to-face and virtual spaces.

STANDARD 6: Professional Learning and Leadership

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

Candidates understand the theories and literature related to professional adult learning and development. Candidates intentionally seek out and participate in literacy professional learning activities that enable them to meet personal goals and those of the institution within which they work. Candidates belong to professional organizations. Candidates self-assess and reflect on their own roles as literacy leaders and learners. Candidates reference research, pilot promising practices, and actively engage in reflective conversations with colleagues about research and its implications for practice.

6.2: Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.

Candidates facilitate discussions that call for collaborative decision making. Candidates support and guide colleagues in implementing and aligning literacy instructional practices in and across classrooms. Candidates engage with colleagues and school

leaders (including literacy coaches and administrators) to design, lead, and/or participate in relevant professional learning activities.

6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

Candidates have a knowledge of the literature about shared leadership, facilitation, and communication theories. Candidates demonstrate effective technical and workplace written and oral communication skills and regularly communicate with students, teachers, leaders, families, and other community stakeholders. Candidates coach colleagues (e.g., building relationships, collaborating, and analyzing practice) as a means of improving classroom practices.

6.4: Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Candidates have knowledge of how the research and theories related to school change and community–school partnerships affect their role. Candidates develop programmatic initiatives to share and obtain input from students, families, and communities as a means of improving literacy instruction. Candidates critically analyze and interpret policy (e.g., local, state, and national), sharing key policy and practice implications with stakeholders.

STANDARD 7: Practicum/Clinical Experiences

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

7.1: Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.

Candidates assess the literacy needs of the individual and small group by using multiple assessments that may include pertinent family and school information, attitude/interest inventories, and formal and informal reading, writing, and language assessments. Candidates provide a cycle of evidence-based intervention and reassessments to meet the literacy needs of each student. Candidates share self-selected clips of lessons with supervisor, peers, and colleagues for the purposes of reflection, improvement of practice, and evaluation. Candidates complete case studies (e.g., individual or small

group) of intervention experiences to show impact of student learning. Candidates share assessment results and recommendations with teachers and family.

7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.

Candidates use multiple approaches to engage in purposeful review, evaluation, and critique of their own and their peers' pedagogical practices (e.g., language use, quality responses to learners, explicit instruction, modeling). Candidates engage in novice coaching practice (e.g., facilitating and/or leading the development of professional learning communities, leading book study discussions, coplanning). Candidates collaboratively reflect, evaluate, analyze, and note improvements in novice coaching practices.

7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences.

Candidates instruct students and/or collaborate with peers and colleagues in school-based practice. Candidates use reflections on teaching and collaborating to improve practice.

7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.

Candidates participate in collaborative dialogue with peers, other teachers, and supervisors via multiple formats (e.g., videoconference, face-to-face, online) and engage in collaborative reflection, evaluation, and critique to improve practice regardless of program format (e.g., online, hybrid, face-to-face). Candidates are aware of state and federal guidelines for gaining permission for any work with students (e.g., videos, case studies) and receive necessary permissions. Candidates have multiple opportunities to receive timely feedback from program supervisors.

LITERACY COACHES

The primary role of *literacy coaches* is to work with individual and groups of teachers and to facilitate schoolwide improvement of literacy teaching and learning (pre-K–12).

Literacy coaches provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing effective literacy programs and practices. Some coaches may serve as a resource to teachers, helping them select or develop materials. Others may lead teachers through observation–feedback cycles as a means of facilitating inquiry about instructional practices (International Literacy Association, 2015b). These professionals work with both individual and groups of teachers to address many different topics related to literacy (e.g., ways that assessment results data can inform instruction, lesson, or curriculum design, differentiating instruction to meet the literacy needs of students, improving the learning of content in the disciplines).

Literacy coaches must understand the processes of coaching, professional learning, organizational leadership, and assessment, each described in the following standards. At the same time, they must also have the pedagogical and foundational knowledge related to literacy acquisition, development, and instruction. Standards 1 and 2 describe these foundational knowledge and pedagogical skills more specifically. Indeed, there will be some overlap between expectations for reading/literacy specialists and literacy coaches in terms of both the foundational knowledge base and pedagogical skills related to literacy.

Literacy coaching at the middle and secondary levels, as suggested by the *Standards for Middle and High School Literacy Coaches* (International Reading Association, 2006), focuses more on content area and disciplinary literacy instruction than does coaching in the earliest elementary grades; thus, the content that coaches address will be different (e.g., how to increase student awareness of the demands of discipline-specific texts). At the same time, coaches at the secondary levels must still understand the processes of coaching.

In other words, the differences in elementary versus secondary work for coaches (Ippolito & Lieberman, 2012) may be more a matter of degree than of fundamental differences in the nature of the work. Given the focus of content area teachers at these secondary levels on helping students learn both content and the habits of mind and ways of working within specific disciplines, they may need coaching support when incorporating various disciplinary literacy skills into their instruction as a means of increasing student learning of content.

Regardless of the level at which literacy coaches work, they must be able to establish credibility, a trusting relationship, and the ability to work collaboratively with teachers. Further, coaches may be required to implement different models of coaching (e.g., supporting teachers in becoming proficient with specific instructional approaches as required by the school, working more responsively to teacher requests). Regardless of model, we suggest that a key role of literacy coaches is to participate in a collaborative process of inquiry that promotes teacher reflection, decision making, and problem solving (International Literacy Association, 2018). Some literacy coaches

may serve in a coaching role on a part-time basis, and they might then serve in an instructional role, similar to that of the reading/literacy specialist, instructing students who are experiencing difficulties with reading and writing.

For certification or endorsement, it is recommended that literacy coach candidates have the following:

- A valid teaching certificate
- Teaching experience, preferably three to five years of teaching at the completion of the literacy coaching program
- Reading/literacy specialist certification (21–27 credit hours) or its equivalent and nine to 12 graduate credits in facilitating adult learning, designing and leading professional learning activities, developing coaching competencies, and related courses
- Supervised practicum experience(s), related to their work with colleagues and literacy coaching, especially at the school level at which they plan to work

Standards for Literacy Coach Preparation

There are seven standards for literacy coach preparation comprising 28 components. The standards are written for advanced licensure, endorsement, or credential literacy coach preparation programs. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describe what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidenced-based foundations of literacy and language and the ways in which they interrelate; demonstrate knowledge base of effective schoolwide professional learning; demonstrate knowledge of research about schoolwide literacy programs; demonstrate understanding of the role of the literacy coach.

1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visually representing from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning.

Candidates understand the relationship between language acquisition and learning to read and write and the ways in which young readers develop concepts of print. Candidates understand key concepts about adolescent and disciplinary literacy.

Candidates understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension. Candidates understand the research that provides evidence about how to teach various learners (e.g., English learners, those with difficulties learning to read, the gifted). Candidates understand how the theories of motivation, new literacies, digital learning, and the connections and potential integration of each of the aspects of literacy influence instruction throughout the grades and in the academic disciplines.

1.2: Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, collaboration, coaching, and leadership.

Candidates understand the research and literature that support effective individual and schoolwide professional learning, including research about adult learning, leadership, coaching, reflection, and collaborative inquiry. Candidates have knowledge of approaches to schoolwide professional learning (e.g., professional learning communities, coaching). Candidates have knowledge of coaching models and theories and how they influence and impact professional learning.

1.3: Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.

Candidates understand the research and literature about comprehensive literacy programs, curricula, and instruction, pre-K through grade 12. Candidates demonstrate knowledge of the research about evidence-based approaches for meeting the needs of all students, including research about multiple literacies, the use of digital and print materials, and children's and adolescent literature. Candidates demonstrate knowledge of effective models of school reform and improvement (e.g., implementation science).

1.4: Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.

Candidates understand the historical and evidence-based foundations about the role of the literacy coach, including their instructional and leadership responsibilities. Candidates have knowledge of the research about effective coaching behaviors and models. Candidates understand the similarities and differences between coaching at the elementary and secondary levels and literature describing efforts to implement coaching at those levels.

STANDARD 2: Curriculum and Instruction

Candidates develop, analyze, and evaluate the school's literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices and improve literacy learning of individuals and groups of students; facilitate or participate in efforts to develop a vision and goals for the literacy program.

2.1: Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards.

Candidates understand state and district standards that inform the development of the literacy curriculum and coach and support classroom teachers in aligning curriculum to these standards. In collaboration with colleagues, candidates select, analyze, develop, and evaluate literacy curricula, their strengths and limitations, across grade levels and in the academic disciplines, to determine their appropriateness for all learners (e.g., English learners, those with difficulties learning to read, the gifted). Candidates, in collaboration with colleagues, develop, adapt, or select a literacy needs assessment tool for evaluating the literacy curriculum.

2.2: Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school).

Candidates apply their foundational knowledge to implement literacy instruction that is evidence based and meets the needs of diverse learners, across the grades and in the disciplines. Candidates adapt and modify various instructional approaches for teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing). Candidates provide opportunities for student engagement in high-level thinking processes and provide for student choice. Candidates provide access to many different texts (e.g., informational, narrative, print, digital) and opportunities for multiple means of expression. Candidates develop an integrated instructional program and provide students with opportunities to work with their peers. Candidates work collaboratively with teachers to design and implement instructional approaches that meet the needs of all students, suggesting various ways to adapt (e.g., being more explicit, providing additional scaffolding, or increasing intensity).

2.3: Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning.

Candidates increase teachers' understanding of evidence-based, high-impact literacy instructional practices and their ability to use these practices on the basis of students'

strengths and needs. Candidates assist classroom teachers in selecting materials that take into consideration reading abilities, interests, cultural relevance, and linguistic background of all students. Candidates demonstrate how effective literacy practices can enhance teaching and learning across the disciplines.

2.4: Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines, that reflects evidence-based practices, and effective integration of all dimensions of language and literacy.

Candidates collaborate with other professionals to develop a vision and goals for the school or district-based literacy program that is comprehensive, coherent, and evidence based. Candidates develop an action plan for developing a comprehensive literacy plan that includes goals, activities or action steps, and an evaluation plan. Candidates support content area teachers in integrating disciplinary literacy strategies in their curriculum and instruction. Candidates integrate technology in the literacy plan and ensure that the plan provides for the needs of diverse learners.

STANDARD 3: Assessment and Evaluation

Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate schoolwide instruction and interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders as a means of advocating for effective literacy practices.

3.1: Candidates foster teachers'/specialists' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.

Candidates select, evaluate, and/or design various types and formats of assessment (including those that are technology based) and facilitate teachers' understanding of assessment and assessment tools. Candidates measure student performance on various multimodal assessment tools. Candidates facilitate the use of observational and home/community-based data (parent interviews, community information) as an aspect of an assessment system. Candidates systematically monitor student progress and document student learning at a schoolwide level and lead efforts to align the assessment system with curriculum and instructional goals.

3.2: Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and schoolwide decisions, instruction, and interventions.

Candidates understand the technical characteristics of assessments, their strengths, and limitations. Candidates facilitate the analysis of multiple data sources including formal and informal assessment measures and student work samples to inform and enhance instructional decisions. Candidates facilitate consensus making in establishing expectations/norms for schoolwide assessment. Candidates use assessment data to assist classroom teachers in identifying students' literacy strengths and areas of need. Candidates collaborate with teachers to develop classroom and intervention plans based on students' literacy profiles. Candidates collaborate with teachers to develop schoolwide action plans for carefully analyzing the effectiveness of instruction and/or intervention, using ongoing data analysis procedures.

3.3: Candidates facilitate professional learning activities that incorporate focused analysis of assessment data and goal setting across grade levels, content areas, and school improvement initiatives.

Candidates design and implement relevant professional learning experiences about the appropriate ways of using assessment results (e.g., using data to identify grade-level, department, or schoolwide strengths). Candidates facilitate cross-grade-level and content area discussion. Candidates conduct team-level data meetings and individual data conversation to inform instruction.

3.4: Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.

Candidates seek input from, and disseminate and explain assessment information to, multiple stakeholders through various means (e.g., parent seminars, workshops, brochures, fact sheets). Candidates communicate effectively in writing and orally with stakeholders. Candidates serve as liaisons among faculty, administrators, and schoolwide leaders. Candidates advocate at the school and district level for students, teachers, and effective literacy practices.

STANDARD 4: Diversity and Equity

Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity as well as the ability to apply this knowledge to their daily practice of working with teachers and students; facilitate the operation of the school's literacy program; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.

4.1: Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.

Candidates understand the literature and theories related to diversity and equity including, but not limited to, critical race theory, second language acquisition theories, sociocultural theory, third space and hybridity theories, and transgender and queer theory. Candidates understand key pedagogies such as culturally and linguistically relevant pedagogy and social justice pedagogy. Candidates understand essential concepts including funds of knowledge, linguistic variation, cultural competence and learning, and intersectionality.

4.2: Candidates recognize their own cultures, belief systems, and potential biases and participate in and facilitate teacher engagement in both personal and systematic reflective practice to recognize teachers' cultures, belief systems, and potential biases.

Candidates recognize their own cultures, belief systems, and potential biases. Candidates participate in and lead individual or groups of teachers as they engage in both personal and systematic reflective practice. Candidates collaborate with teachers and learn together about the resources and characteristics of the diverse communities they serve. Candidates lead and support teachers through a variety of professional learning experiences (e.g., coplanning opportunities for students to understand and appreciate their own and others' diversity). Candidates model ways to develop empathy for and understanding of intersectionality across all forms of diversity. Candidates create classroom environments and instructional experiences that are culturally and linguistically relevant and socially just.

4.3: Candidates collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge.

Candidates have knowledge about nonstandard English, dialects, and translanguaging. Candidates collaborate with teachers in implementing culturally and linguistically relevant curriculum and instruction (e.g., leveraging English learners' native language proficiencies, dialects/"nonstandard" varieties of English); selecting and using authentic materials representative of all forms of diversity and variety of text types (e.g., print, visual, multimodal). Candidates demonstrate how issues of equity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum.

4.4: Candidates advocate for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.

Candidates understand how to use pedagogies in literacy/literature as a means of social change. Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. Candidates demonstrate how issues of equity and access, opportunities for social justice, advocacy and activism, and resiliency can be incorporated into the literacy curriculum. Candidates use literacy practices to contest inequitable practices within the school and beyond and provide leadership and support to schools, families, and communities (i.e., urban, rural, suburban).

STANDARD 5: Learners and the Literacy Environment

Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

5.1: Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.

Candidates understand learner development and learning theories. Candidates design and implement learning opportunities that recognize language and learner development (e.g., cognitive, linguistic, social, emotional, physical, and cultural), address learner differences, and meet individual needs of learners. Candidates demonstrate ability to develop differentiation strategies based on learner developmental differences and facilitate teachers' learning by engaging in planning/formative observing/debriefing cycles. Candidates facilitate partnerships with family and the community that build on learners' strengths/differences while recognizing the importance of nurturing in- and out-of-school literacy engagement.

5.2: Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners and optimize access to materials that increase student choice and support school goals.

Candidates have knowledge of a variety of literacy genres and digital and online reading materials. Candidates access and evaluate the quality of digital reading materials. Candidates support and facilitate teachers' use of appropriate digital and print literacies for reading, writing, and communicating. Candidates lead professional learning opportunities that demonstrate how print and digital technologies can be used to aid learning development, motivate learners, and optimize access to reading materials that increase student choice. Candidates make recommendations to teachers about selection of print, digital, and online texts and use of digital tools that align with promising practices and support the literacy goals of the school/district.

5.3: Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways.

Candidates understand the laws and guidelines (e.g., Child Online Privacy Protection Act) designed to protect children in online environments. Candidates collaborate with teachers to evaluate the content of digital materials. Candidates integrate digital technologies in ways that aid students' learning and lead professional learning opportunities that demonstrate how digital technologies can be used in appropriate, safe, and effective ways. Candidates invite participation in professional learning communities (e.g., face-to-face and/or online) to enhance the discussion and application of digitally enabled learning principles and practices outlined within the

integrated literacy curriculum and instructional technology plan. Candidates generate discussions that lead to implementation of transformative teaching practices that integrate digital technologies across the literacy curriculum.

5.4: Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.

Candidates understand research about promising practices for digital learning and for grouping. Candidates develop effective classroom learning environments and assist teachers by making recommendations to enhance or modify the classroom climate and literacy learning environment. Candidates collaborate with colleagues to make scheduling and grouping decisions. Candidates support reflective conversations that lead to improvements in student learning and foster a positive climate that encourages both social interaction and independent learning in face-to-face and virtual spaces.

STANDARD 6: Professional Learning and Leadership

Candidates demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; advocate on behalf of teachers, students, families, and communities.

6.1: Candidates reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders.

Candidates intentionally seek out and participate in literacy professional learning activities that enable them to meet personal goals and those of the institution within which they work. Candidates reference research, pilot promising practices, and actively engage in reflective conversations with colleagues. Candidates model effective reflection, communication, and collaboration within professional learning experiences within and/or across schools.

6.2: Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes.

Candidates design, facilitate, and lead professional learning experiences that support the ongoing improvement of literacy teaching and learning at the classroom, department/grade level, and school levels. Candidates collaboratively collect and analyze student work and school-level student achievement data to use in the data team meetings. Candidates facilitate group decision-making processes. Candidates

engage teachers in the planning, preparing, and delivery of professional learning opportunities to create shared ownership and build capacity. Candidates model the norms and practices of collaboration in facilitating group work.

6.3: Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work with individual and groups of teachers.

Candidates develop and maintain confidential and trusting relationships with teachers. Candidates use coaching tools and processes to support individuals and groups of teachers (e.g., modeling, problem solving, observation–feedback cycles, coteaching, coplanning). Candidates self-assess and reflect on their own facilitative work in order to better meet the instructional needs of the students and education professionals with whom they work. Candidates support teachers in reflective inquiry and problem-solving. Candidates facilitate teachers' development of their own professional learning plans. Candidates, through ongoing coaching, support teachers' sustained implementation of evidence-based, high-impact instructional practices.

6.4: Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

Candidates lead collaborative decision-making and advocacy efforts on behalf of teachers, students, families, and communities. Candidates pursue opportunities for external partnerships with community agencies, universities, and families. Candidates participate in writing for and implementing initiatives that are externally funded. Candidates support teachers in acquiring and using knowledge about the communities they serve. Candidates assist in developing teacher knowledge about various ways to enhance school/family/community partnerships. Candidates build awareness of strong evidence-based literacy programs with families, school board members, and administration.

STANDARD 7: Practicum/Clinical Experiences

Candidates complete supervised, integrated, and extended practica/clinical experiences that include both collaborative and coaching roles with teacher(s) and schoolwide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships; practicum experiences are ongoing in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

7.1: Candidates collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include candidate's own school, literacy clinic, other school, or community settings.

Candidates collaborate with and lead teacher(s) in evaluating, revising, and/or developing texts/instructional materials, assessments, instructional practices, and literacy curriculum. Candidates model best practices through coaching (e.g., conversations), facilitate teacher reflectivity and problem solving, and provide ongoing feedback. Candidates collaborate with and lead teachers at a range of grade levels.

7.2: Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.

Candidates collaborate with and lead the evaluation, revision, and development of literacy curriculum or instructional practices. Candidates collaborate in designing and facilitating schoolwide professional learning experiences and professional learning communities. Candidates collaborate with teachers/administrators to lead initiatives for family/community–school partnerships that improve literacy outcomes. Candidates collaborate with teachers/administrators and lead schoolwide data assessment discussions to inform instruction.

7.3: Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.

Candidates participate in networking activities with other coaches that develop their knowledge base about literacy instruction and coaching processes. Candidates discuss various dilemmas or problems related to coaching and professional learning. Candidates are knowledgeable about protocols for observation, reflection, and evaluation.

7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Candidates participate in coaching activities that allow for collaborative dialogue between candidates, teachers, administrators, peers, and supervisors in varied formats (e.g., videoconference, face-to-face). Candidates participate in multiple formats and configurations for collaborative reflection, evaluation, and critique regardless of type of program (e.g., online, hybrid, face-to-face). Candidates are aware of state and federal guidelines for gaining permission from parents/students when video productions are used.

LITERACY COORDINATORS/SUPERVISORS

The role of *literacy coordinators/supervisors* is to lead, coordinate, and/or evaluate the literacy program in schools (pre-K–12) or districts.

In their role, literacy coordinators/supervisors may have responsibility for leading systemic change efforts, for example, facilitating the development of a district literacy plan or undertaking a needs assessment process. Some write and then manage proposals for Title I or other grants, whereas others collaborate with families or community agencies, developing partnerships that can have a positive effect on the literacy program. These professionals may also be asked to work closely with administrators to implement a system of teacher performance evaluation, requiring them to make judgments about teacher performance and then providing the professional learning experiences needed to improve teaching practices. At times, literacy coordinators/supervisors serve in a coaching role and are responsible for designing professional learning experiences for teachers, possibly at a school or district level.

For certification or endorsement, it is recommended that literacy coordinator/supervisor candidates have the following:

- A valid teaching certificate
- Teaching experience, preferably at least five years of teaching at the completion of the literacy coordinator/supervisor program
- Reading/literacy specialist certification (21–27 graduate credits) or its equivalent and 15–18 graduate credits in facilitating adult learning, leadership, literacy curriculum development, school change, and related courses
- Supervised practicum experience(s), related to their work with colleagues at the school or district level

Standards for Literacy Coordinator/Supervisor Preparation

There are seven standards for literacy coordinator/supervisor preparation comprising 28 components. The standards are written for advanced licensure, endorsement, or credential literacy coordinator/supervisor preparation programs. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describe what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language; knowledge of effective schoolwide professional learning; knowledge base

for developing, implementing, and evaluating school- or districtwide literacy programs, pre-K through grade 12; knowledge of the integral role of the literacy coordinator/supervisor.

1.1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of language and literacy (reading, writing, speaking, listening, viewing, and visually representing) from pre-K through grade 12, including connections and potential integration for literacy learning, including in the academic disciplines.

Candidates demonstrate knowledge and understanding of theories and research of foundations of language acquisition and literacy, from pre-K through grade 12, including in the academic disciplines for all learners (e.g., English learners, those with difficulties learning to read, the gifted). Candidates understand the connections and potential integration of reading, writing, and communication across the grades and in the disciplines.

1.2: Candidates demonstrate knowledge about effective schoolwide professional learning, adult learning theory, leadership, and an understanding of how policy at the local, state, and national levels affects literacy programs.

Candidates demonstrate knowledge and understanding of theories and research on effective schoolwide professional learning, adult learning theory, and leadership. Candidates are knowledgeable about local, state, and national policies and how they affect literacy assessment and instruction.

1.3: Candidates demonstrate knowledge of and can critique research about models of school reform and the implementation and evaluation of comprehensive schoolwide literacy programs, pre-K through grade 12.

Candidates demonstrate knowledge and understanding of theories and research of foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum from pre-K through grade 12. Candidates apply knowledge of qualitative, quantitative, and descriptive research methods to critique evaluation studies of models of school reform using the tools of improvement science (e.g., randomized controlled trials, formative evaluation, and design experiments).

1.4: Candidates demonstrate knowledge of historical and evidence-based foundations related to the leadership and administrative role of the literacy coordinator.

Candidates demonstrate knowledge and understanding of the research related to the role of the literacy coordinator/supervisor and its instructional and leadership dimensions to ensure all students have equitable access to school- and districtwide comprehensive literacy instruction and curriculum from pre-K through grade 12.

STANDARD 2: Curriculum and Instruction

Candidates lead the development, implementation, and evaluation of school- and districtwide literacy curriculum and instructional practices; advocate for and lead efforts to engage families and communities.

2.1: Candidates lead school- and districtwide literacy curriculum efforts and analyze needs assessments resulting in an action plan that provides for horizontal and vertical alignment, is comprehensive and evidence based, provides for ongoing evaluation, and is aligned with district and state standards.

Candidates develop and lead pre-K-through 12 literacy curriculum efforts (lead literacy leadership teams, develop and implement needs assessments, develop an action plan). Candidates evaluate the district's literacy curriculum to determine its horizontal (within grades) and vertical (grade to grade) alignment and to ensure that it is comprehensive and aligned to district and state standards. Candidates lead groups of teachers, administrators, and other professionals in evaluating the efficacy of current literacy curriculum and ensuring the curriculum meets the learning needs of all students.

2.2: Candidates lead and support school- and districtwide literacy instructional efforts to develop, implement, and evaluate evidence-based literacy practices across classrooms and in academic disciplines, pre-K through grade 12.

Candidates apply foundational knowledge and understanding to develop and lead professional learning activities with teachers, administrators, and other professionals. Candidates organize professional learning experiences that meet the needs of the organization and facilitate individual teacher learning. Candidates promote literacy within and across the disciplines in collaboration with content area teachers, literacy specialists, and coaches.

2.3: Candidates develop, in collaboration with school and district personnel, a vision and goals for the literacy program that reflect evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.

Candidates lead efforts to develop a comprehensive literacy plan for the school or district. Candidates collaborate with teachers in facilitating a needs assessment tool to develop an action plan for the district. Candidates convene meetings with school and district personnel to advance literacy curricular change and instructional practices that are inclusive, differentiated, and socially, culturally, and linguistically responsive.

2.4: Candidates advocate for and lead efforts to engage families and communities in literacy initiatives that improve student learning, including the development of literacy curricula and instructional practices that are inclusive, differentiated, and socially, culturally, and linguistically responsive.

Candidates lead school/community forums to engage families and stakeholders in conversations about curricular and instructional efforts and initiatives. Candidates seek

input from families and communities about how to improve the literacy program. Candidates collaborate with teachers to develop a systemic program for enhancing family/community involvement. Candidates develop partnerships with universities, community agencies, or businesses to facilitate family and community engagement. Candidates seek funding opportunities to enhance the literacy program.

STANDARD 3: Assessment and Evaluation

Candidates provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform and evaluate districtwide instruction, including interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate district improvement initiatives with appropriate professional learning experiences; communicate districtwide assessment results and advocate for appropriate literacy practices.

3.1: Candidates, in collaboration with colleagues, develop, monitor, and evaluate a districtwide comprehensive language and literacy assessment system to improve curriculum, instruction, and student learning; monitor gaps and/or redundancy across assessments and adjust the assessment system accordingly.

Candidates demonstrate knowledge and understanding of the features and implications of using assessment tools (e.g., formative, summative, screening), how to choose appropriate assessment tools (form, type, reliability, validity), and produce data necessary to inform district literacy and language action plans. Candidates use districtwide data to align and improve curriculum, instruction, and student achievement; monitor gaps and/or redundancy across assessments; and make recommendations to adjust the assessment system accordingly.

3.2: Candidates lead and facilitate discussions with administrators, teachers, and other stakeholders to interpret and analyze data patterns at the district level and to develop recommendations for improving student learning districtwide.

Candidates demonstrate knowledge and understanding of current research and policy related to assessment. Candidates establish expectations/norms for districtwide assessment and instructional implications. Candidates interpret and analyze assessment data within and across grade levels, identifying strengths, areas of need, instructional implications, and interventions. Candidates use data and research findings to develop district assessment practices; design support plans to assist teachers, specialists, and coaches; and oversee assessment (e.g., setting benchmarks, creation of district-level assessments). Candidates facilitate literacy assessment and evaluation discussions with administrators, teachers, literacy specialists, and/or coaches.

3.3: Candidates design district improvement initiatives that incorporate focused analysis of assessment data, goal setting, and the design and implementation of relevant professional learning experiences.

Candidates lead district improvement initiatives that incorporate focused analysis of assessment data and goal setting. Candidates develop, design, and lead professional learning experiences for the successful implementation of district improvement initiatives. Candidates use data results and trends to recommend professional learning activities and additional resources across the district and in individual school settings.

3.4: Candidates communicate with, seek input from, and explain districtwide assessment results to stakeholders such as teachers, administrators, families, community leaders, and policymakers and advocate for effective literacy practices and programs.

Candidates demonstrate knowledge and understanding of technical aspects of district assessments, including mandated state assessments, and effectively explain technical aspects of those assessments to teachers, administrators, other professionals, and families. Candidates collaborate with district-level administrators to communicate the importance of data-based decision making and comprehensive literacy assessment plans. Candidates advocate for appropriate literacy and language practices to stakeholders such as teachers, administrators, families, community leaders, and policymakers.

STANDARD 4: Diversity and Equity

Candidates apply foundational knowledge to lead and guide school- and districtwide efforts to advance diversity and equity; promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; develop, organize, and lead professional learning experiences related to diversity for school and district staff; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.

4.1: Candidates apply foundational knowledge and theories to lead and guide school- and districtwide efforts to advance diversity and equity.

Candidates demonstrate knowledge and understanding of theories and research that include, but are not limited to, critical race theory, second language acquisition theories, sociocultural theory, third space and hybridity theories, and transgender and queer theory. Candidates demonstrate knowledge of pedagogies that include, but are not limited to, culturally and linguistically relevant pedagogy and social justice pedagogy. Candidates demonstrate knowledge and understanding of essential concepts that include, but are not limited to, funds of knowledge, linguistic variation, cultural competence and learning, and intersectionality. Candidates apply this knowledge to their daily practice of leading, guiding school- and districtwide evaluation efforts that address the alignment of theory and practice related to diversity and equity.

4.2: Candidates engage with districtwide personnel in self-reflection about the effect of culture, beliefs, and potential biases on literacy instruction and how to create school environments and instructional experiences that are culturally and linguistically relevant and socially just.

Candidates demonstrate knowledge and understanding of theories and research on approaches to leading and/or guiding reflective practice on teaching diverse students and developing empathy. Candidates demonstrate knowledge and understanding of approaches to leading and/or guiding reflection on personal cultures, belief systems, and potential biases. Candidates apply this knowledge and understanding to develop, lead, and implement district programs that foster reflection about the cultures, belief systems, and potential biases of site-based personnel and how these take shape in classroom literacy practices. Candidates develop, lead, and provide opportunities for educational personnel to create classroom environments and instructional experiences that are culturally and linguistically relevant and socially just.

4.3: Candidates develop, organize, and lead professional learning experiences that assist school personnel in transforming and creating diverse learning experiences for students that reflect their language and culture throughout the grades and in the academic disciplines and link school, home, community, and family literacy practices.

Candidates demonstrate knowledge and understanding of theories and research on culturally and linguistically relevant pedagogy in literacy contexts and approaches for enacting social justice pedagogy and activism in literacy contexts. Candidates develop professional learning experiences on the resources and characteristics of the diverse learners and communities in which they serve.

4.4: Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups and construct strong and ongoing school, community, and family relationships.

Candidates demonstrate knowledge and understanding of theories and research on the history and current state of institutional inequities. Candidates demonstrate knowledge and understanding of the approaches to social change through pedagogies in literacy/literature and in community literacy practices. Candidates facilitate the work of district and school leaders in developing and implementing curricula and programs that promote social justice and challenge societal and institutional inequities.

STANDARD 5: Learners and the Literacy Environment

Candidates develop, lead, and evaluate school- and districtwide opportunities to differentiate instruction to meet the developmental needs of all learners; develop with colleagues programs that incorporate a variety of digital and print materials that engage and motivate all learners; create policy and support the appropriate, safe, and effective integration of digital technologies in literacy programs; foster a positive climate that supports a literacy-rich learning environment.

5.1: Candidates develop, lead, and evaluate literacy plans to ensure that they meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.

Candidates understand theories and research on learner development (e.g., cognitive, linguistic, social, emotional, physical, and cultural) and learning theories to address learner differences. Candidates apply their knowledge and understanding to assist teachers and other professionals to create student literacy plans that address the need for personalized and differentiated instruction, intervention approaches, strategies and modifications, and developmentally appropriate practices. Candidates facilitate and reflect upon opportunities for school- and districtwide collaborative efforts to address learner literacy development and differences.

5.2: Candidates develop, lead, and evaluate opportunities for the systemic use of a variety of digital and print materials to engage and motivate all learners.

Candidates envision, plan, and direct school- and districtwide literacy initiatives that focus on accessing digital and print materials that expand the range of reading materials available and increase student choice. Candidates facilitate collegial decision-making teams that study, recommend, and evaluate the selection and use of digital tools and print-based literacy materials that align with promising practices and support the literacy goals of the schools within the district. Candidates integrate the school- and districtwide literacy curriculum and the instructional technology plan to encourage use of digital technologies for reading, writing, communicating, and collaborating. Candidates evaluate how print and digital technologies are being used to aid literacy and learning development and facilitate implementation of digital learning tools that encourage self-expression through the integration of text and other modalities (e.g., image, audio, drawing, voice). Candidates explore the effectiveness of digitally enabled learning practices to encourage creativity, expand access to texts, build knowledge collaboratively, promote organizational skills, and transform teaching and learning.

5.3: Candidates develop, lead the implementation of, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways, and assist teachers in these efforts.

Candidates influence and implement district guidelines and policies for an integrated literacy curriculum and instructional technology plan that addresses the use of digital technologies in the literacy program. Candidates collaborate with the instructional leadership teams to study technology-enabled learning and pedagogical practices and incorporate what is discovered into professional learning experiences. Candidates support school- and districtwide integration of digital technologies in appropriate, safe, and effective ways and support in- and out-of-school access to digital and print materials that expand the range of reading materials available and increase student choice. Candidates revise the integrated literacy curriculum and instructional technology plan as needed to ensure that digitally enabled learning practices remain up-to-date as digital tools and technologies change.

5.4: Candidates develop, lead, and evaluate initiatives to create a positive, literacy-rich climate in the schools and district to support physical and social learning environments that include appropriate routines, grouping structures, and positive social interactions.

Candidates influence and implement guidelines and policies that advance a positive, literacy-rich district climate. Candidates develop systemic plans for creating a literacy-rich climate in the schools and district. Candidates facilitate, in collaboration with teachers, professional learning activities on promising practices in literacy classroom routines, grouping structures, and positive social interactions and share these with families and community partners.

STANDARD 6: Professional Learning and Leadership

Candidates are reflective literacy professionals who demonstrate the ability to coordinate ongoing school and district literacy improvement efforts; lead curriculum revision and change efforts; design, facilitate, and coordinate effective professional learning experiences; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.

6.1: Candidates demonstrate ability to be reflective literacy professionals who use their knowledge to coordinate ongoing school and district literacy improvement efforts.

Candidates demonstrate knowledge and understanding of theories and research on literacy and learning, professional learning and adult learning/development, distributed leadership, collaborative decision making, school change, and community-school partnerships. Candidates apply this knowledge as a basis for coordinating ongoing improvement efforts aimed at refining and aligning literacy teaching and learning within and/or across schools and the district. Candidates read and critically analyze research, policy, and promising practices to inform literacy program improvement.

6.2: Candidates facilitate efforts to design, implement, and evaluate school- or districtwide literacy curriculum.

Candidates demonstrate knowledge of evidence-based curricula and instruction approaches. Candidates facilitate a needs assessment and gap analysis of current curriculum. Candidates facilitate the work of literacy leadership teams in evaluating and updating the literacy curriculum.

6.3 Candidates design, facilitate, and coordinate effective professional learning experiences that lead to the development, implementation, and evaluation of school- and districtwide literacy programs.

Candidates demonstrate knowledge and understanding of theories and research on professional learning and adult learning/development, school change, and the

evaluation of literacy instruction, materials, and programs. Candidates apply this knowledge and understanding to design, facilitate, and coordinate professional learning experiences for individuals and to address school or districtwide needs. Candidates participate in the evaluation of literacy-focused school and/or district personnel and the evaluation and alignment of programs and student achievement.

6.4: Candidates advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.

Candidates demonstrate knowledge and understanding of theories and research related to schools as learning organizations that continually improve. Candidates apply this knowledge and understanding to analyze, review, and revise literacy materials, methods, and programs. Candidates effectively read, write, review, apply for, and manage federal, state, and/or local grants. Candidates lead efforts to seek input from and disseminate information about district literacy efforts with the community.

STANDARD 7: Practicum/Clinical Experiences

Candidates complete supervised, integrated, extended practica/clinical or school-based experiences that include developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system. School-based practicum experiences also include developing and leading school- and districtwide professional learning efforts and literacy initiatives involving families and communities; supervision includes observation and ongoing feedback by qualified supervisors.

7.1: Candidates, in collaboration with other school leaders, have experiences developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and the assessment system. Settings may include candidate's own school, other school, or community settings.

Candidates collaborate with and lead teacher(s) in evaluating, revising, and/or developing texts/instructional materials, assessments, instructional practices, and literacy curriculum. Candidates model promising practices through coaching (e.g., conversations) and provide feedback that promotes teacher reflectivity and a sense of inquiry. Candidates collaborate with and lead teachers at a range of grade levels and across the academic disciplines. Candidates lead school- and districtwide level revision and development of school- and districtwide literacy curriculum. Candidates lead teachers and administrators in evaluating, revising, and/or developing texts/instructional materials, assessments, instructional practices, and literacy curriculum. Candidates lead in assessment of school- and districtwide data to inform curriculum development and standard alignment.

7.2: Candidates, in collaboration with other school leaders, develop and lead school- and districtwide professional learning efforts and literacy initiatives involving families and communities. Settings may include candidate's own school, other school, or community settings.

Candidates collaborate in designing, facilitating, and evaluating schoolwide professional learning experiences including the development and implementation of professional learning communities. Candidates collaborate with teachers/administrators and lead initiatives for family/community–school partnerships to improve literacy outcomes. Candidates collaborate with teachers/administrators and lead schoolwide data assessment discussions to inform instruction. Candidates lead literacy initiatives for family/community–school partnerships at local school and district level.

7.3: Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coordinators or professionals in similar positions.

Candidates have multiple opportunities to receive timely feedback from program supervisors. Candidates collaborate with peers and colleagues in school-based practica. Candidates provide opportunities for teacher reflection and problem solving as a means of leading and coordinating a literacy program. Candidates receive quality feedback from supervisors, who use online, hybrid, and/or face-to-face methods of supervision.

7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand the role of the coordinator, have literacy content and pedagogical knowledge, and understand literacy assessment and literacy leadership.

Candidates participate in collaborative dialogue with peers, other teachers, and supervisors via multiple formats (e.g., videoconference, face-to-face, online) and use reflection, evaluation, and critique, to improve practice, regardless of program format (e.g., online, hybrid, face-to-face). Candidates are aware of state and federal guidelines for gaining permission for any work with students and teachers (e.g., videos, case studies) and receive necessary permissions.

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Classroom Teachers

Quality teaching has been identified as the most significant variable associated with student learning (Hanushek, 2011; Rivkin, Hanushek, & Kain, 2005; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). In fact, teacher quality—whether measured by content knowledge, experience, preparation and credentials, or general intellectual skills—is strongly related to student achievement. In other words, well-prepared teachers produce better student results (Harris & Sass, 2011). Given the importance of literacy as a foundation for all learning, the 2017 standards provide specific information about what teacher candidates, pre-K through grade 12, need to know and be able to do to prepare their students to address literacy challenges and demands in the classroom, in their everyday world, and in the future.

The development of the 2017 standards was influenced by several bodies of work, including those of Anders, Hoffman, and Duffy (2000), Hoffman et al. (2005), Risko et al. (2008), and Lacina and Block (2011). In Risko et al.'s (2008) comprehensive review of empirical research about literacy teacher preparation, the following findings were highlighted: Teacher education candidates need opportunities to apply what they are learning, see demonstrations of practice, and receive explicit explanations and examples of effective literacy instructional practices. In other words, those learning to teach must be given opportunities to practice what they are learning in simulated and real classroom situations.

In the *Frameworks for Literacy Education Reform* white paper (International Literacy Association, 2016), two key recommendations were made that support and extend Risko et al.'s findings: Literacy must be addressed at every level of study during coursework and clinical practice, and preservice teachers should gain the knowledge, skills, and dispositions to teach 21st-century literacy strategies needed for all students to become effective readers and writers. In the *Literacy Teacher Preparation* research advisory (International Literacy Association & National Council of Teachers of English, 2017), four critical quality indicators of effective programs were identified: an emphasis on depth and breadth of knowledge, coherence across the program, preparation to teach culturally and linguistically different students, and opportunities to apply their knowledge in authentic settings.

In the following sections, each of the three roles is addressed, beginning with a brief description about certification or completion expectations. We then provide the standards for each role, followed by examples of evidence that provide more specific

information about what candidates need to know or be able to do. The statements of evidence provide a more in-depth explanation of the standards and can be used by programs to inform or guide content and assignments. A matrix of the standards for the three Classroom Teachers roles of the pre-K/primary classroom teacher, the elementary/intermediate classroom teacher, and the middle/high school classroom teacher is provided in Appendix C.

PRE-K/PRIMARY CLASSROOM TEACHERS

Pre-K/primary classroom teachers are professionals responsible for teaching language and literacy to young children (generally ages 4–7, though ages vary by state). These professionals teach in either self-contained or departmentalized settings. These professionals may also be responsible for teaching content (e.g., social studies, science).

At this early level, teachers must be especially knowledgeable about how to support the language development and literacy learning of their students. Regardless of their specific role, these professionals must be able to provide effective instruction for all students in the classroom, from those who struggle with literacy learning to those who need enrichment experiences. These teachers must be able to collaborate with specialized literacy professionals and other professionals to improve instruction and to modify the physical environments as needed.

For certification, it is recommended that pre-K/primary classroom teacher candidates have the following:

- An undergraduate or graduate degree with a major in early childhood/elementary education
- Literacy and literacy-related course work (typically nine to 12 credits) that enables candidates to demonstrate mastery of the standards and components identified in the 2017 standards

Standards for Pre-K/Primary Classroom Teachers

There are six standards for the pre-K/primary classroom teachers, comprising 24 components. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describes what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate.

1.1: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.

Candidates demonstrate knowledge of the underlying research and literature about various stages of reading development (e.g., prereading, initial reading, emergent reader, fluent reader). Candidates demonstrate knowledge of the literature of the key elements of reading comprehension, that is, the reader, the text, and the activity. Candidates understand the rationale for the use of multiple texts in various genres and formats (e.g., environmental print, big books, predictable texts, decodable texts, authentic literature, informational texts), including print, digital, visual, and multimodal. Candidates understand the literature underlying the importance of the integration of reading with other aspects of literacy and how this influences reading instruction throughout the pre-K/primary grades and in subject areas (e.g., art, social studies, science). Candidates identify factors that may cause difficulty for students when developing as readers.

1.2: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.

Candidates understand the underlying research and literature about how writing develops (e.g., scribbling, strings of letters, invented spelling) and the importance of experiences in communicating in writing through a variety of purposes (e.g., grocery lists, invitations, signs) and genres (e.g., narrative, expository, persuasive). Candidates understand the use of writing as a means of communicating with a variety of audiences for multiple purposes. Candidates understand the stages of writing (i.e., prewriting, drafting, revising, editing, publishing). Candidates understand the literature about the basic foundations of writing (i.e., spelling, handwriting, keyboarding, grammar, conventions, word choice). Candidates understand the literature underlying the importance of the integration of writing with other aspects of literacy and how this influences both reading and writing development throughout the pre-K/primary grades and in subject areas (e.g., art, social studies, science). Candidates understand how writing can be used to facilitate learning (e.g., drawing pictures, note-taking, keeping records).

1.3: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.

Candidates understand the underlying research and literature about the developmental stages of oral language (e.g., babbling, telegraphic stage, beginning oral fluency) and how language development and processes affect overall literacy development. Candidates understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics). Candidates understand that students, influenced by their culture and family, come to school with marked differences in language, and they understand the effect that these differences have on students' instructional needs. Candidates understand that every child's language deserves respect

as an important and valid form of communication. Candidates understand the research about conventions of formal and informal language. Candidates understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the pre-K/primary grades and in subject areas (e.g., art, social studies, science).

1.4: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.

Candidates demonstrate knowledge of the research about the interrelationships among all the language arts and the importance of integrated literacy instruction when teaching other subject areas. Candidates have a basic understanding of the structure of language and its relationship to literacy development and acquisition. Candidates understand the literature about the ways in which literacy instruction serves to enhance subject area learning. Candidates have a basic understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.

STANDARD 2: Curriculum and Instruction

Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated, and motivating literacy program.

2.1: Candidates demonstrate the ability to critically examine pre-K/primary literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program.

Candidates have knowledge of state and local standards that have an influence on literacy curriculum and instruction. Candidates evaluate various literacy curricula to determine their alignment with research and literature and the ways in which they meet the needs of pre-K/primary learners, taking into consideration their developmental, social, cultural, linguistic, and academic diversity. Candidates determine whether literacy curricula align with local, state, and professional standards. Candidates understand factors (e.g., quantitative, qualitative, reader/task variables) that determine text complexity.

2.2: Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/primary learners.

Candidates use evidence-based instructional reading strategies that are aligned to district and state standards to develop reading skills, processes, and abilities of pre-K/primary learners. Candidates implement practices that meet student needs and are engaging, relevant, and of interest to students. Candidates scaffold instruction to support student reading. Candidates differentiate instruction (adjusting in terms of intensity, focus, group size, delivery mode, and materials). Candidates use text-based discussions as a means of improving reading comprehension and developing academic vocabulary. Candidates read aloud quality, high-level texts to students to develop vocabulary and comprehension and provide a variety of high-quality texts and genres to meet individual students' interests and needs. Candidates use appropriate content area and disciplinary literacy strategies to enhance learning. Candidates use the backgrounds and interests of students to develop reading experiences that develop student vocabulary, comprehension, and critical thinking. Candidates apply their knowledge of narrative and expository text structure to plan instruction for students. Candidates provide opportunities for reading across the curriculum and in a variety of settings (e.g., centers, small homogeneous and heterogeneous reading groups, free reading, read-alouds).

2.3: Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners.

Candidates select and implement evidence-based instructional writing strategies that are aligned to district and state standards and develop writing skills based on student needs and interests. Candidates provide opportunities for students to plan, draft, and revise in collaboration with peers and adults (e.g., interactive writing, family journals, observation logs). Candidates invite students to write narrative, informational text, and other genres. Candidates use good models of writing and environmental print to develop students' understanding of writing and the writing process. Candidates use backgrounds and interests of students to engage them in authentic writing experiences. Candidates encourage learners to demonstrate understandings through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual, print). Candidates provide opportunities for writing across the curriculum and in a variety of settings (e.g., centers, free writing, sharing writing with a family member).

2.4: Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/primary learners.

Candidates select and implement evidence-based instructional strategies in speaking, listening, viewing, and visually representing that are based on student needs and interests. Candidates use large- and small-group activities to build language, listening, speaking, viewing, and visually representing skills. Candidates adapt instruction and materials. Candidates design integrated instructional experiences that enable students

to represent personal experiences and world knowledge by speaking, listening, reading, writing, viewing, or visually representing. Candidates facilitate conversations in which learners use their language skills to discuss what they have read or written. Candidates design a variety of authentic opportunities for students to apply language and literacy skills (e.g., performances, art, centers, personalized computer work).

STANDARD 3: Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students' language acquisition and literacy development for instructional and accountability purposes.

3.1: Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.

Candidates understand the purposes for the assessments they are using. Candidates measure students' language development and literacy processes (e.g., high-frequency word knowledge, concepts of print). Candidates evaluate the strengths and limitations of various instruments.

3.2: Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Candidates recognize the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks, and observation, including daily classroom conversation, running records, writing samples). Candidates select assessments for specific purposes. Candidates administer and appropriately score formal and informal assessments at individual, group, and classroom levels.

3.3: Candidates use results of various assessment measures to inform and/or modify instruction.

Candidates use multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels. Candidates use classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures.

3.4: Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.

Candidates identify student progress markers (e.g., strengths, needs, literacy goals). Candidates use assessment data to engage families in dialogue about how to support their child's literacy development. Candidates value and integrate the cultural and

societal contributions of both home and school in assessment processes and practices (e.g., student writing, artifacts). Candidates collaborate with colleagues (e.g., coaches, specialists, special educators, teacher assistants) to examine assessment trends for young learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of text complexity, narrative/informational text differences).

STANDARD 4: Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

4.1: Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.

Candidates understand essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity. Candidates understand how cultural practices and norms within and across diverse communities and school settings influence student learning. Candidates understand the development and use of first and additional languages and literacies across multiple language contexts. Candidates are aware of dialectal differences and their impact on student identity and learning. Candidates identify the forms of diversity present in schools and communities in which they teach and interact. Candidates interact with families and communities in both school-based and community-based settings.

4.2: Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.

Candidates leverage students' ways of communicating, variations in discourse, and language expression to provide optimal instructional practices that support social development and identities of diverse learners. Candidates understand students' multiple ways of communicating and variations in discourse and language expression. Candidates recognize the impact of and value students' multiple ways of communicating, variations in discourse, and language expression. Candidates understand various pedagogies related to diversity including, but not limited to, those about culturally and linguistically relevant pedagogy and social justice pedagogy.

4.3: Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.

Candidates create a learning environment that builds on the numerous funds of knowledge students and their families possess. Candidates engage students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources. Candidates identify/recognize stereotypes in literature

and respond appropriately. Candidates seek equity in the classroom and challenge inequities in the school setting.

4.4: Candidates forge family, community, and school relationships to enhance students' literacy learning.

Candidates develop, implement strategies for, and encourage advocacy for equity. Candidates encourage collaborative, reciprocal relationships among family, community, and school personnel. Candidates examine school structures and practices to ensure responsiveness to diversity. Candidates encourage and facilitate student, family, and community empowerment.

STANDARD 5: Learners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

5.1: Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.

Candidates understand theories and concepts related to pre-K students' learning. Candidates recognize individual learners' development and unique needs. Candidates promote cognitive engagement to connect all subject areas and develop student interests to build intrinsic motivation for literacy learning. Candidates facilitate learning opportunities that incorporate play, social interaction, discovery, and creativity to address individual learners' developmental needs. Candidates plan instruction and interactions that nurture intrinsic motivation and support the authentic use of reading, writing, and language skills in the subject areas.

5.2: Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.

Candidates use a range of instructional approaches, including assistive technologies, to personalize, enhance, and adapt materials, activities, and the learning environment to meet the needs of individual students. Candidates encourage student self-expression through the integration of text and other modalities. Candidates facilitate students' access to a range of digital and print texts from a variety of genres and across subject areas to promote opportunities for inquiry learning, critical thinking, collaboration, creativity, and problem solving. Candidates connect literacy processes across subject areas and provide opportunities for students to create artifacts of learning, including digital products.

5.3: Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.

Candidates explicitly teach children how to be safe and positive digital citizens (e.g., online safety and appropriate behaviors, protection of personal identity, proper use of digital tools, devices, and applications).

5.4: Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.

Candidates use a range of materials, settings, routines, and grouping structures to support literacy learning in meaningful and authentic ways. Candidates foster a positive climate that encourages risk taking and active participation and ownership of literacy learning. Candidates collaborate with students to create organized, safe, and respectful literacy learning spaces with clear expectations and routines that build an inclusive classroom community. Candidates encourage positive social interactions that allow learners opportunities for authentic literacy growth and to work cooperatively while developing their ability to communicate effectively with peers and adults. Candidates model and nurture mind-sets, routines, and habits of reading and writing to promote lifelong learning.

STANDARD 6: Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.

6.1: Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.

Candidates participate in a wide range of individual professional learning activities (e.g., journaling, reflective note-taking, blogging) that support lifelong professional growth. Candidates participate in professional learning activities designed to improve a school's literacy program. Candidates belong to literacy- and content-focused professional organizations. Candidates regularly read and critique professional publications on promising practices and education research. Candidates identify relevant and authentic professional learning opportunities.

6.2: Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.

Candidates reflect on their own practices related to student learning and the role that such professional reflection plays in individual (i.e., personal) change as well as larger school change. Candidates critically engage with promising practices, research, and policy. Candidates engage in ongoing, individual self-reflection (e.g., through journaling, blogging).

6.3: Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.

Candidates contribute to the collective improvement of literacy teaching and learning in their school through participation in and/or coplanning and cofacilitation of professional learning opportunities. Candidates collect, analyze, and act on context-specific data as part of inquiry work. Candidates address and solve instructional dilemmas with colleagues within professional learning communities to improve literacy teaching and learning. Candidates understand the importance of their role as literacy leaders.

6.4: Candidates advocate for the teaching profession and their students, schools, and communities.

Candidates provide information about students to families and request input from them as a means of improving student learning. Candidates implement practices that involve families as part of the school experience (e.g., ideas for increasing student home reading, providing information about homework assignments). Candidates advocate for the teaching profession and their students, schools, and communities.

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHERS

Elementary/intermediate classroom teachers are professionals responsible for teaching language and literacy to students (generally ages 7–11, though ages vary by state). These professionals may teach in either self-contained or departmentalized settings. These professionals may also be responsible for teaching content, (e.g., social studies, science).

At the elementary/intermediate level, teachers must be knowledgeable about how to support the language development and literacy learning of their students. Further, they must be able to support students in learning content by incorporating both content area and disciplinary literacy strategies into their instruction. Regardless of their 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. These teachers must be able to collaborate with specialized literacy and other professionals to improve instruction and to modify the physical environments as needed.

For certification, it is recommended that elementary/intermediate classroom teacher candidates have the following:

- An undergraduate or graduate degree with a major in early childhood/elementary education
- Literacy and literacy-related course work (typically nine to 12 credits) that enables candidates to demonstrate mastery of the elements identified in the 2017 standards

Standards for Elementary/Intermediate Classroom Teachers

There are six standards for the elementary/intermediate classroom teachers, comprising 24 components. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describes what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.

1.1: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.

Candidates demonstrate knowledge of the literature about key elements of reading comprehension, that is, the reader, the text, and the activity and the importance of foundational skills to support comprehension. Candidates understand the rationale for the use of multiple texts in various genres and formats, including print, digital, visual, and multimodal. Candidates understand the literature underlying the importance of the integration of reading with other aspects of literacy and how this influences reading instruction throughout the grades and in the academic disciplines. Candidates identify factors that may cause difficulty for students when reading.

1.2: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.

Candidates understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive). Candidates understand the use of writing as a means of communicating with a variety of audiences for multiple purposes. Candidates understand the stages of writing (i.e., prewriting, drafting, revising, editing, publishing). Candidates understand the literature about the basic foundations of writing (i.e., spelling, handwriting, keyboarding, grammar, conventions, word choice). Candidates understand the literature underlying the importance of the integration of writing with other aspects of literacy and how this influences both reading and writing development throughout the grades and in the academic disciplines. Candidates understand how writing can be used to facilitate learning (e.g., research, note-taking).

1.3: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.

Candidates understand the underlying research and literature about the development of oral language and how it affects overall literacy development. Candidates understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics). Candidates understand that students, influenced by their culture and family, come to school with marked differences in language, and they understand the effect that these differences have on students' instructional needs. Candidates understand the research about conventions of formal and informal language. Candidates understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

1.4: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.

Candidates demonstrate knowledge of the research about the interrelationships among all the language arts and the importance of integrated instruction. Candidates have a basic understanding of the structure of language and its relationship to literacy development and acquisition. Candidates understand the literature about the ways in which literacy serves to enhance disciplinary learning. Candidates have a basic understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.

STANDARD 2: Curriculum and Instruction

Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.

2.1: Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.

Candidates have knowledge of state and local standards that have an influence on literacy curriculum and instruction. Candidates evaluate various literacy curricula to determine their alignment with research and literature and the ways in which they meet the needs of elementary/intermediate learners, taking into consideration their social, cultural, linguistic, and academic diversity. Candidates can determine whether literacy curricula align with local, state, and professional standards. Candidates understand factors (e.g., quantitative, qualitative, reader/task variables) that determine text complexity.

2.2: Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/intermediate learners.

Candidates use evidence-based instructional reading strategies that are aligned to district and state standards and develop reading skills and abilities of elementary/intermediate learners. Candidates scaffold instruction to support student literacy learning. Candidates implement practices that meet student needs and are engaging, relevant, and of interest to students. Candidates differentiate (adjusting in terms of intensity, focus, group size, and materials) instruction to meet reading needs of all students. Candidates use text-based discussions as a means of improving reading

comprehension and developing academic vocabulary. Candidates read quality, high-level text to students to develop vocabulary and comprehension. Candidates use appropriate content area and disciplinary literacy strategies to enhance learning. Candidates use the backgrounds and interests of students to develop reading experiences that develop student vocabulary, comprehension, and critical thinking. Candidates apply their knowledge of narrative and expository text structure to plan instruction for students. Candidates use strategies to assist students in developing research skills and motivate students to become critical consumers of different types of texts (e.g., digital, visual, print, multimodal). Candidates teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

2.3: Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/intermediate learners.

Candidates select and implement evidence-based instructional writing strategies that are aligned to district and state standards and develop writing skills based on student needs and interests. Candidates provide opportunities for students to plan, draft, and revise in collaboration with peers. Candidates require students to write narrative, informational text, and other genres. Candidates use good models of writing to develop students' understanding of the writing process. Candidates use backgrounds and interests of students to engage them in authentic writing experiences. Candidates encourage learners to demonstrate understandings through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual, print). Candidates provide opportunities for writing across the curriculum.

2.4: Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners.

Candidates select, adapt, and implement evidence-based instructional strategies in speaking, listening, viewing, and visually representing that are based on student needs and interests. Candidates use large- and small-group activities to build students' language, listening, and speaking skills across the curriculum. Candidates design integrated instructional literacy experiences across the curriculum based on students' personal experiences and world knowledge. Candidates facilitate conversations in which learners use their language skills to discuss what they have read or written.

STANDARD 3: Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.

3.1: Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.

Candidates understand the purposes for the assessments they are using. Candidates understand how to measure students' disciplinary literacy and literacy processes, including academic vocabulary. Candidates evaluate the strengths and limitations of various instruments.

3.2: Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Candidates recognize the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks, and observation, including daily classroom conversation, writing). Candidates select assessments for specific purposes. Candidates administer and appropriately score formal and informal assessments at individual, group, and classroom levels.

3.3: Candidates use results of various assessment measures to inform and/or modify instruction.

Candidates use multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels. Candidates use classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures. Candidates interpret data in various formats.

3.4: Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.

Candidates identify student progress markers (e.g., strengths, needs, literacy goals). Candidates use assessment data to engage families in dialogue about how to support their child's literacy development. Candidates value and integrate the cultural and societal contributions of both home and school in assessment processes and practices (e.g., student writing, artifacts). Candidates collaborate with colleagues (e.g., coaches, specialists, special educators, teacher assistants) to examine assessment trends for learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of text complexity, narrative/informational text differences).

STANDARD 4: Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

4.1: Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.

Candidates understand various pedagogies related to diversity including, but not limited to, those about culturally and linguistically relevant pedagogy and social justice

pedagogy. Candidates understand essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity. Candidates understand how cultural practices and norms within and across diverse communities and school settings influence student learning. Candidates understand the development and use of first and additional languages and literacies across multiple language contexts. Candidates are aware of dialectal differences and their impact on student identity and learning. Candidates identify the forms of diversity present in schools and communities in which they teach and interact. Candidates interact with families and communities from within and outside the school.

4.2: Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.

Candidates understand students' multiple ways of communicating and variations in discourse and language expression. Candidates recognize the impact of and value students' multiple ways of communicating, variations in discourse, and language expression. Candidates leverage students' ways of communicating, variations in discourse, and language expression to provide optimal instructional practices that support social development and identities of diverse learners.

4.3: Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.

Candidates create a learning environment that builds on the numerous funds of knowledge students and their families possess. Candidates engage students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources. Candidates engage students in literacy/disciplinary content to critically examine stereotypes in text and media. Candidates identify/recognize stereotypes in literature and respond appropriately. Candidates seek equity in the classroom and challenge inequities in the school setting.

4.4: Candidates forge family, community, and school relationships to enhance students' literacy learning.

Candidates develop, implement strategies for, and encourage advocacy for equity. Candidates encourage collaborative, reciprocal relationships among family, community, and school personnel. Candidates examine school structures and practices to ensure responsiveness to diversity. Candidates demonstrate how literacy teaching can leverage social justice activism by teachers and students. Candidates encourage and facilitate student, family, and community empowerment.

STANDARD 5: Learners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

5.1: Candidates apply knowledge of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.

Candidates understand theories and concepts related to elementary/intermediate students' learning. Candidates recognize individual learners' development and unique needs. Candidates promote cognitive engagement in concrete, symbolic, and abstract thinking to connect all content areas and develop student interests to build intrinsic motivation for literacy learning. Candidates facilitate learning opportunities that address individual learners' developmental needs. Candidates plan instruction and interactions that nurture intrinsic motivation and support the authentic use of reading and writing across content areas.

5.2: Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment.

Candidates use a range of instructional approaches, including assistive technologies, to differentiate, enhance, and adapt materials, activities, and the learning environment to meet the needs of individual students. Candidates encourage student self-expression through the integration of text and other modalities in the disciplines. Candidates facilitate students' access to a range of digital and print texts from a variety of genres and across disciplines to promote active and deep learning as well as opportunities for inquiry, critical thinking, collaboration, creativity, and problem solving. Candidates teach students how to use digital tools to effectively communicate and present information for a variety of authentic purposes and audiences. Candidates connect literacy processes across content areas and provide opportunities for students to create artifacts of learning, including digital products.

5.3: Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.

Candidates demonstrate knowledge and skills of ways to use digital technologies in safe, ethical, and appropriate ways. Candidates explicitly teach children how to be safe and positive digital citizens (e.g., online safety and appropriate behaviors, protection of personal identity, proper use of digital tools, devices, and applications). Candidates model how to evaluate the quality and reliability of digital information and teach students how to appropriately remix, repurpose, cite, and/or share digital and print sources.

5.4: Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.

Candidates use a range of materials, settings, routines, and grouping structures necessary to support literacy learning in meaningful and authentic ways. Candidates foster a positive climate that encourages risk taking and active participation and ownership of literacy learning. Candidates collaborate with students to create

organized, safe, and respectful literacy learning spaces with clear expectations and routines that build an inclusive classroom community. Candidates encourage positive social interactions that allow learners opportunities for authentic literacy growth and to work cooperatively while developing their ability to communicate effectively with peers and adults. Candidates model and nurture mind-sets, routines, and habits of reading and writing to promote lifelong learning.

STANDARD 6: Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.

6.1: Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.

Candidates participate in a wide range of individual professional learning activities (e.g., journaling, reflective note-taking, blogging) that support lifelong professional growth. Candidates participate in professional learning activities designed to improve a school's literacy program. Candidates belong to professional organizations that support lifelong professional growth. Candidates regularly read and critique professional publications on promising practices and education research. Candidates identify relevant and authentic professional learning opportunities. Candidates select and engage, critically and strategically, with professional learning content, to improve literacy-related teaching and learning practices.

6.2: Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.

Candidates reflect on their own practices related to student learning and the role that such professional reflection plays in individual (i.e., personal) change as well as larger school change. Candidates critically engage with promising practices, research, and policy. Candidates engage in ongoing, individual self-reflection (e.g., through journaling, blogging).

6.3: Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.

Candidates contribute to the collective improvement of literacy teaching and learning in their school through participation in and/or coplanning and cofacilitation of professional learning opportunities. Candidates collect, analyze, and act on context-specific data as part of inquiry work. Candidates address and solve instructional dilemmas with colleagues within professional learning communities to improve literacy teaching and learning. Candidates understand the importance of their role as literacy leaders.

6.4: Candidates advocate for the teaching profession and their students, schools, and communities.

Candidates provide information about students to families and request input from them as a means of improving student learning. Candidates implement practices that involve families as part of the school experience (e.g., ideas for increasing student home reading, providing information about homework assignments). Candidates advocate for the teaching profession and their students, schools, and communities.

MIDDLE/HIGH SCHOOL CLASSROOM TEACHERS

Middle/high school classroom teachers are professionals responsible for teaching language and literacy to students (generally ages 11–18, though ages vary by state) in one of the academic disciplines (i.e., science, math, English, and history) at either the middle or high school level.

These teachers teach the content of the discipline and are responsible for helping students not only engage in and learn the content but also develop the skills and strategies necessary to read, write, and communicate in discipline-specific ways, as an initial induction into various professional disciplinary communities. Middle and high school content classroom teachers collaborate with specialized literacy and other professionals to improve instruction and to modify the physical and social learning environments as needed.

For certification, it is recommended that middle/high school classroom teacher candidates have the following:

- An undergraduate or graduate degree in education with a major in a specific academic discipline
- Successful completion of a literacy course (e.g., disciplinary literacy, content area literacy, adolescent literacy) as part of the licensure program

Standards for Middle/High School Classroom Teachers

There are six standards for the middle/high school classroom teachers, comprising 24 components. What follows is the full text of each standard title, standard statement, component statement, and examples of evidence for each component that describes what candidates should know and be able to do. The evidence statements provide explicit examples of how the standard components might be actualized; they are not prescriptive, but rather serve as a guide for faculty to consider in program design and evaluation.

STANDARD 1: Foundational Knowledge

Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.

1.1: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction.

Candidates understand the difference between content area reading strategies and disciplinary literacy strategies specific to their discipline. Candidates understand the major theories and concepts on adolescent reading engagement and motivation.

Candidates identify factors that may cause difficulty for students when reading. Candidates have basic knowledge of the components of reading and how they might affect students' performance in the academic disciplines.

1.2: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline.

Candidates demonstrate knowledge of how to teach learners to compose a variety of texts (e.g., narrative, expository, argument). Candidates demonstrate knowledge of ways to teach writing to learn (e.g., research, visual representation, note-taking).

1.3: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline.

Candidates have a basic understanding of language structures, genres, discourse patterns, and strategic strategies for dealing with spoken and written academic texts. Candidates understand the research and evidence-based practice about conventions of formal and informal language. Candidates understand evidence-based practices and the importance of discussion (e.g., one-to-one, group and teacher-led) and presentations (e.g., formal and informal) in students' speaking and listening in the disciplines. Candidates understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influence the other dimensions of literacy across the grades and in the disciplines.

1.4: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.

Candidates understand the underlying research and literature about the interrelationships among literacy processes, their discipline, and integrated instruction. Candidates understand the literature about the ways in which literacy serves to enhance disciplinary learning. Candidates have a basic understanding of how knowledge about literacy acquisition has changed over time and has influenced disciplinary literacy instruction.

STANDARD 2: Curriculum and Instruction

Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.

2.1: Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy.

Candidates evaluate various content curricula to determine their alignment with literacy and discipline-specific research and the ways the curricula meet the needs of middle/high school learners, taking into consideration their social, cultural, linguistic, and academic diversity. They determine key attributes of curriculum and materials using quantitative (e.g., readability), qualitative (e.g., content analysis, levels of meaning and purposes, text structure and organization, visual supports), and reader/text variables (e.g., students' language proficiency, background knowledge, motivation). Candidates align curriculum with local, state, and professional standards.

2.2: Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners.

Candidates use evidence-based approaches to align reading instruction to district and state standards. Candidates implement practices to develop the reading strategies, fluency, general vocabulary, and academic language of middle/high school learners. Candidates implement practices that meet student needs and are engaging, relevant, and of interest to students. Candidates model and teach general and discipline-specific comprehension strategies (e.g., visual representation, making connections, question generating) to support students' comprehension of print, digital, and visual texts. Candidates use evidence-based instructional methods to teach critical thinking and enhance students' ability to generate their own ideas and knowledge. Candidates scaffold instruction to adjust to the reading skills and abilities of students, set purpose(s) for reading, and foster student motivation and perseverance. Candidates teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

2.3: Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning.

Candidates encourage and instruct learners to demonstrate understanding through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual, traditional print). Candidates use students' backgrounds, interests, and issues to engage them in authentic writing experiences. Candidates permit students to choose their own topics and formats. Candidates model their own writing, provide frameworks and exemplars for writing in their specific discipline, and encourage students to write for a variety of purposes and audiences. Candidates monitor student writing, provide formative feedback, and evaluate written projects both for content and technical effectiveness. Candidates provide opportunities for students to plan, draft, and revise in collaboration with peers. Candidates collaborate with colleagues within their own disciplines and across disciplines in integrating, planning, and implementing writing to learn in the content areas.

2.4: Candidates use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests.

Candidates adapt instruction and materials to facilitate the varying language, speaking, listening, viewing, and visually representing skills of learners (e.g., English learners, those experiencing difficulty with reading or writing, the gifted). Candidates teach students how to use etymology and morphology to comprehend and communicate discipline-specific language. Candidates facilitate discussions (e.g., teacher-led, small group, one-to-one) and provide and solicit student feedback on the effectiveness of the discussion, content accuracy, and ways to improve speaking and listening in future discussions. Candidates design, plan, implement, and evaluate lessons that require students to analyze presentations (e.g., determine speaker's point of view, argument, claims, use of rhetorical devices) and to make their own presentations, individually, with a partner, and in cooperative groups. Candidates collaborate with colleagues within their own disciplines and across disciplines in integrating, planning, implementing, and evaluating listening, speaking, viewing, and visually representing.

STANDARD 3: Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.

3.1: Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.

Candidates demonstrate understanding of specific purposes for assessments and how to analyze assessments for fairness and bias. Candidates are aware of appropriate measures of students' disciplinary literacy and literacy processes, including academic vocabulary. Candidates evaluate the strengths and limitations of various assessment and evaluation instruments.

3.2: Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.

Candidates select assessments for specific purposes (e.g., knowledge of content, measure disciplinary literacy skills, use of informational texts). Candidates use different types of data sources that may include standards, assessment frameworks, performance tasks, student self-assessments, and observation. Candidates administer and appropriately score formal and informal assessments at individual, group, and classroom levels.

3.3: Candidates use the results of student work and assessment results to inform and/or modify instruction.

Candidates use multiple sources of assessment data to inform instruction and intervention at the individual student, small group, class, and grade levels. Candidates use classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures. Candidates use applications and computer programs to organize, disaggregate, and analyze data.

3.4: Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.

Candidates use student progress markers (e.g., strengths, needs, literacy goals) and assessment data to engage families and their adolescents in dialogue about how assessment informs learning opportunities and progress. Candidates value and integrate the cultural and societal contributions of both home and school in assessment processes and practices (e.g., student writing, artifacts). Candidates collaborate with colleagues (e.g., teachers within and across disciplines, coaches, literacy specialists, special educators, media specialists) to examine assessment trends for learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of text complexity, narrative/informational text differences).

STANDARD 4: Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

4.1: Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.

Candidates demonstrate understanding of pedagogies including, but not limited to, culturally and linguistically relevant pedagogy and social justice pedagogy. Candidates demonstrate knowledge of essential concepts that include, but are not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity. Candidates understand cultural practices and norms within and across diverse communities and school settings. Candidates understand the development and use of first and additional languages and literacies across multiple language contexts. Candidates demonstrate awareness of dialectal differences and their impact on student identity and learning. Candidates understand individual differences and identify the forms of diversity present in schools and communities in which they teach and interact. Candidates interact positively with families and communities.

4.2: Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.

Candidates recognize students' multiple ways of communicating and variations in discourse and language expression. Candidates leverage students' ways of communicating, variations in discourse, and language expression to provide optimal instructional practices that support the social and academic development of diverse learners.

4.3: Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.

Candidates create a learning environment that builds on the numerous funds of knowledge that students and their families possess. Candidates engage students as agents of their own learning through art, multi-modal experiences, and the use of all of their cultural and linguistic resources. Candidates engage students in literacy/disciplinary content to critically examine stereotypes in text and media. Candidates identify/recognize stereotypes in literature and respond appropriately and seek equity in the classroom and challenge inequities in the school setting.

4.4: Candidates forge family, community, and school relationships to enhance students' content and literacy learning.

Candidates develop, implement strategies for, and encourage advocacy for equity. Candidates encourage collaborative, reciprocal relationships among peers, family, community, and school personnel. Candidates examine school structures and practices to ensure responsiveness to diversity. Candidates demonstrate understanding of how disciplinary content can leverage social justice activism by teachers, students, and peers (e.g., using critical literacy practices to analyze history and respond to current events and issues of inequity). Candidates encourage and facilitate student, family, and community empowerment.

STANDARD 5: Learners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.

5.1: Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners.

Candidates recognize individual learners' literacy development and identify areas of strength and those that require support. Candidates engage and expand students' interests to increase intrinsic motivation to learn. Candidates facilitate active learning and encourage application of ideas in their discipline. Candidates plan student interactions that encourage thinking from multiple perspectives.

5.2: Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment.

Candidates use a range of instructional approaches, including assistive technologies, to differentiate, enhance, and adapt materials, activities, and the learning environment to meet the needs of individual students. Candidates use multimodal materials and texts to encourage student self-expression. Candidates facilitate students' access to a range of digital and print texts in a variety of genres and across disciplines to promote active and deep learning as well as opportunities for inquiry, critical thinking, collaboration, creativity, and problem solving. Candidates teach students how to use digital tools to effectively communicate and present information for a variety of authentic purposes and audiences. Candidates connect literacy processes across content areas and provide opportunities for students to create artifacts of learning, including digital products.

5.3: Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.

Candidates explicitly teach students how to be safe and positive digital citizens (e.g., online safety and appropriate behaviors, protection of personal identity, proper use of digital tools, devices, and applications). Candidates model how to evaluate the quality and reliability of digital information and teach students how to appropriately remix, repurpose, cite, and/or share digital and print sources.

5.4: Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.

Candidates use a range of materials, settings, routines, and grouping structures necessary to support learning in meaningful and authentic ways. Candidates foster a safe, inclusive, and positive classroom climate that encourages risk taking, active participation, and ownership of literacy learning within all disciplines/content areas. Candidates use grouping structures that support collaborative and self-paced learning to encourage self- and peer evaluation. Candidates encourage positive social interactions that allow learners opportunities for authentic literacy growth within all disciplines. Candidates model and teach learning routines, positive mind-sets, and habits of reading and writing to promote lifelong learning.

STANDARD 6: Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.

6.1: Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.

Candidates participate in a wide range of individual professional learning activities (e.g., reading, journaling, reflective note-taking, blogging) that support lifelong professional growth. Candidates participate in professional learning activities designed to improve a school's literacy program. Candidates belong to literacy- and content-focused professional organizations. Candidates regularly read and critique professional publications on promising practices and education research. Candidates identify relevant and authentic professional learning opportunities. Candidates select and engage critically and strategically with professional learning content, to improve literacy-related teaching and learning practices.

6.2: Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.

Candidates reflect on their own practices related to student learning and the role that such professional reflection plays in individual (i.e., personal) change as well as larger school change. Candidates critically engage with promising practices, research, and policy. Candidates engage in ongoing, individual self-reflection (e.g., through journaling, blogging).

6.3: Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.

Candidates contribute to the collective improvement of disciplinary literacy teaching and learning in their school through participation in and/or coplanning and cofacilitation of in-school, district, state, national, and/or virtual professional learning opportunities. Candidates collect, analyze, and act on context-specific data as part of inquiry work. Candidates address and solve instructional dilemmas with colleagues within the professional learning community to improve discipline-specific literacy teaching and learning. Candidates understand the importance of their role as teacher leaders.

6.4: Candidates advocate for the teaching profession and their students, schools, and communities.

Candidates provide information about students to families and request input from students and their families as a means of improving student learning. Candidates implement practices that involve families as part of the education experience (e.g., ideas for increasing students' home reading, providing information about assignments). Candidates advocate for the teaching profession and their students, schools, and communities.

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Principals, Teacher Educators, and Literacy Partners

In this section, we describe literacy-specific standards for three roles that are closely connected to student literacy learning: Principals, Teacher Educators, and Literacy Partners. We acknowledge the efforts of professional organizations that have developed a full set of standards for these positions. Our goal was to develop literacy-specific standards and expand on the general descriptions available. We view these literacy-specific standards as a supplement to the standards set by the professional organizations associated with each role-group.

PRINCIPALS

Principals' role in a school and school district is powerful and complicated, requiring "a hand in everything" while empowering knowledgeable professionals to share in leading and facilitating the work of instructional improvement. The principal's role as an instructional leader is critical for ensuring all students receive effective literacy instruction.

Given the important role of principals as literacy leaders in their schools, we expect the information in this section to be useful to both principals on the job and those preparing principals. Detailed professional standards that govern the preparation of principals fall under the purview of the National Policy Board for Educational Administration (2015). The goal in this section is to provide a detailed description of the principal's role in literacy instructional leadership and to share key resources for principals striving to improve their knowledge of literacy research and best practices.

Description of Role

Marzano, Waters, and McNulty (2005) state that over 25% of the effect on student learning is a result of principal leadership and that the teachers that principals select, develop, and evaluate are responsible for just over 33% of the effects. Several key actions that principals take to ensure that a systematic literacy framework takes root and grows in their school are as follows:

- Make sure that new information—the latest research on literacy learning and instruction, knowledge of culturally and linguistically relevant curriculum and assessments—is reaching the teaching staff in the building. This happens when the principal works collaboratively with literacy professionals on-site or in the district to support professional development opportunities related to local needs.
- Structure frequent and ongoing opportunities for instructional staff to meet regularly to reflect on student progress, examine systemic inequities, and implement and align successful literacy practices across classrooms. This happens through regular professional learning communities or other formats that are structured with clear expectations. The principal provides intellectual and material support for these interactions, reviews the progress of these meetings, and participates when appropriate.
- Work intentionally with literacy professionals. The principal understands the essential responsibilities of classroom teachers, reading/literacy specialists, and literacy coaches and how to evaluate and support these professionals to enhance their impact. In an elementary setting, there may be one or more reading/literacy specialists or literacy coaches with whom the principal interacts. If there are no on-site literacy professionals at an elementary school, the principal will need to plan and coordinate with a district-based literacy professional or with teacher leaders who exhibit strong knowledge and understanding of literacy instruction.

- Secondary school principals must also be proactive and responsive to efforts aimed at prioritizing a literacy framework in which students become proficient and motivated readers and writers who engage with print and electronic texts in all their content area courses. This happens when teachers understand literacy's critical role in the service of content learning and explicitly support their students in accessing and interacting with content from texts and media.
- Build capacity in instructional staff to understand and address the literacy learning needs of all students, regardless of their current level of development. This happens when principals create a community where everyone works together and is responsible for student literacy success, and not where teachers hand off responsibility to "another specialist."
- Select, develop, and evaluate staff who have the knowledge, skills, and dispositions to work collaboratively to improve literacy instruction.

Recommended Competencies

In the following sections, important considerations for principals as they align with the 2017 standards are addressed.

STANDARD 1: Foundational Knowledge

Effective principals know and can demonstrate the following:

- A familiarity with the ILA standards.
- Knowledge of the theoretical and evidence-based research on the complexities of literacy development, options for literacy assessment, disciplinary literacy, and purposeful integration of technology to support contemporary literacies (e.g., Fisher, Frey, & Hattie, 2016; Institute for Education Sciences, What Works Clearinghouse, n.d.).
- Use of national and state standards for literacy (reading, writing, speaking, listening, viewing, and visually representing) to set expectations for all pre-K–12 students (e.g., Calkins, Ehrenworth, & Lehman, 2012).
- How to support the implementation of differentiated literacy instructional practices that work for all students, including English learners, those with difficulties learning to read, and the gifted (Reading Rockets for Principals, n.d.).
- Ways to engage staff in the development and continuous refinement of a shared vision for effective teaching and learning of literacy that ensures a standards-based curriculum, relevance to student needs and interests, evidence-based effective practice, academic rigor, and high expectations for student performance in every classroom.
- Fostering a culture throughout the school in which literacy activities are designed to engage students in cognitively challenging work that is aligned to standards.
- Reflecting on data to make decisions regarding literacy resources, instructional practices, and supports.

STANDARD 2: Curriculum and Instruction

Effective principals understand the importance of the following elements of literacy instruction:

- The integration of components of literacy: The form and context of this integration may differ in regard to disciplinary literacies (e.g., Buehl, 2011). In the primary and intermediate grades, students learn to read and write not just during designated “reading time,” but also throughout the day as they explore science, social studies, and other subjects. In the secondary grades, where emphasis is placed on learning from complex academic texts, students develop habits of mind within specific disciplines for reading, writing, and communication (Carnegie Council on Advancing Adolescent Literacy, 2010).
- Research-supported practices: Research-supported practices for developing the foundational skills (concepts of print, phonological awareness, phonics, fluency) as well as vocabulary, comprehension, and writing, along with a focus on engagement and motivation. Although structured programs and/or pacing guides may pinpoint *what* skills to teach all learners and *when*, pacing guides and structured, scripted programs neither acknowledge the role of differentiation according to student need and the developmental continuum, nor do they ensure learners’ needs are being appropriately met. Research-supported practices should vary according to where students reside across the developmental continuum of literacy, determined through assessment.

STANDARD 3: Assessment and Evaluation

Effective principals know and can demonstrate the following:

- Multiple forms of literacy assessment should be considered when looking at student, classroom, and school profiles.
- Clear understandings of the appropriate uses and limitations of the assessments to use them most effectively (e.g., McKenna & Stahl, 2015).
- Teachers need support in using assessments to develop plans of instruction and set instructional goals for individuals and groups.
- There is a relationship between assessment and instruction regarding differentiation and in providing multiple tiers/systems of support for all learners.

STANDARD 4: Diversity and Equity

Effective principals know and can demonstrate the following:

- An understanding of the cultural and linguistic context of the school community and how the capacities that students bring from their communities are necessary foundations for becoming proficient readers and writers and understanding advanced academic content.
- Ways to lead school staff in affirming this diversity and advocating for relevant curriculum, materials, and instruction in school and classroom contexts.

STANDARD 5: Learners and the Literacy Environment

Effective principals support learners in their school and understand the need for strong learning environments:

- That provide for variability in learner attributes, needs, and interests. Many different factors affect literacy learner growth and development and require instructional modifications.
- Across the pre-K/primary, elementary/intermediate, and middle/secondary grades. Although the physical classroom environment varies in regard to space/setting and resources, text- and information-rich classrooms are an imperative at every level.
- Through texts used in the learning environment. *Texts and resources* in classrooms at every level should encompass both print and digital forms as well as other modalities (e.g., images, video, voice).
- Via the social nature of learning within the environment. Literacy-rich classroom environments *engage* students. Effective learning environments nurture positive social interaction among students and aid in their interactions and responses to text. Through these interactions, students have opportunities to engage in collaborative learning and collaborative conversation. Choice is honored and practiced.

STANDARD 6: Professional Learning and Leadership

Effective principals create structures to enhance the instructional practices at their sites:

- Fortified with the foundational knowledge outlined previously, principals use their understanding of literacy learning and teaching to institutionalize a school climate that sets high expectations for all students in literacy.
- Although principals may not have the same level of preparation or experience in literacy as the teaching professionals in their schools and districts, they do have a responsibility for working collaboratively to look to research for answers, use data-based continuous improvement practices, pilot promising practices, and engage in facilitated, reflective conversation with colleagues.
- Without the focus, vision, and participation of principals, a cohesive plan for successful literacy attainment for all students is unlikely to be enacted and carried through.
- A key ingredient for ensuring the use of best practices in literacy education is that principals distribute leadership for this goal across all personnel rather than positioning it tightly within a limited few. In collaboration with specialized literacy professionals, principals ensure that all teachers see themselves as responsible for meeting the literacy goals of all their students, rather than deferring responsibility for their success to specialists. To facilitate this, principals create intentional structures for collaborative decision making in relation to literacy teaching, learning, assessment, multitiered systems of support,

and continuous school improvement (e.g., Dufour & Dufour, 2012). Example structures for collaborative decision making include the following:

- Responses to intervention/multitiered system of supports
- Coteaching and partnerships
- Use of data in program planning and implementation
- Principals prioritize, structure, and participate in regular learning and collaboration among students, teachers, leaders, families, and other stakeholders. Principals are self-aware, lifelong learners who set this standard for every member of the school community.

Summary

Principals are the key drivers of successful literacy instruction. Effective, knowledgeable, proactive principals encourage and lead teachers, specialists, partners, and ultimately learners to success by understanding and supporting effective literacy practices at the school, classroom, and individual student levels.

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TEACHER EDUCATORS

Teacher educators are professionals who engage in literacy teacher preparation for candidates seeking teaching credentials at the undergraduate and graduate levels and those seeking advanced graduate credentials in literacy. Teacher educators also include those who provide professional learning activities for educators who already have credentials, via school district staff development, meetings with nonprofit organizations or at conferences, for-profit institutes, and so forth.

Teacher educators are uniquely situated and have an impact on the field of literacy education in meaningful, visionary, and powerful ways. Yet research about teacher educators and teacher preparation was not a priority of researchers until the past two decades (Anders, Hoffman, & Duffy, 2000; Lacina & Block, 2011; Roller, 2001). Risko and colleagues' (2008) comprehensive review of teacher preparation programs provided detailed information about effective programming, identifying the importance of applied experiences for candidates in simulated and real classroom situations. The *Frameworks for Literacy Education Reform* white paper (International Literacy Association, 2016) outlined several steps that teacher education programs designers may want to consider when designing or redesigning courses and programs that prepare teachers of literacy. In the *Literacy Teacher Preparation* research advisory, a synthesis of current research on teacher preparation in literacy (International Literacy Association & National Council of Teachers of English, 2017), four critical quality indicators for preparing effective literacy teachers are identified: knowledge development, application of knowledge within authentic contexts, ongoing teacher development, and ongoing assessments.

These recent ILA documents contribute to an understanding of what teacher educators might need to know and be able to do as they prepare literacy professionals. In conjunction with the *Standards for Preparation of Literacy Professionals 2017*, they provide important information for institutional personnel to consider when hiring and supporting teacher educators and for developing and aligning programs for preparing future teacher educators. The Association of Teacher Educators (ATE) provides standards for those identified as teacher educators.

In this section, we address standards as related to teacher educators responsible for preparing literacy professionals.

Description of Role

Depending on their part-time or full-time status, teacher educators may have multiple responsibilities (e.g., participating in scholarly activities, including creative works and research studies, providing service to the university and community, teaching in pre-K–12 classrooms, and forging university–school partnerships with other education agencies to promote the advancement of literacy). These educators participate in and may be responsible for developing programs for preparing literacy professionals, including the development/coordination of course work and field site experiences, early induction mentoring, and long-term professional learning for school districts.

They may also be responsible for supervising and mentoring teacher candidates in the field. These professionals seek out and draw upon the expertise of role models in schools (classroom-based mentor teachers and literacy specialists) who demonstrate exemplary use of evidence-based literacy instruction.

It is recommended that teacher educators have the following:

- A minimum of three years of teaching experience, including the teaching of literacy
- A doctorate or exceptional expertise in teaching literacy, a license/certification in the fields he or she teaches or supervises, and a record of demonstrated excellence in the teaching of literacy

Recommended Competencies

In the following sections, the competencies for teacher educators, as they align with the 2017 standards, are described.

STANDARD 1: Foundational Knowledge

Effective teacher educators know and can demonstrate the following:

- Understanding of the theoretical and evidence-based foundations of language acquisition and literacy for all learners, in varied contexts.
- Understanding of the theoretical and evidence-based foundations of writing development, the writing processes, and the integral connections between reading and writing for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theoretical and evidence-based foundations of language, its development, and the ways in which it influences literacy development for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theory and research related to preparing literacy professionals.

STANDARD 2: Curriculum and Instruction

Effective teacher educators know and can demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how to design and implement large-group and small-group evidence-based literacy instruction.
- Understanding of the quality and effectiveness of programs and curricula currently used in schools.
- Ability to evaluate effectiveness of these programs.
- Ability to teach preservice and inservice teachers how to differentiate literacy instruction, including approaches for organizing and managing small-group instruction.

- Ability to establish strong field-based partnerships with exemplary literacy teachers and schools.
- Ability to teach classroom teachers and specialized literacy professionals how to develop and facilitate comprehensive and culturally sensitive literacy curriculum and supports for all learners, and especially for learners who are experiencing literacy difficulties.
- How to organize their own classrooms to model comprehensive and culturally sensitive instruction.

STANDARD 3: Assessment and Evaluation

Effective teacher educators know and can demonstrate the following:

- Ability to teach literacy professionals how to understand the purpose, format, features, strengths/limitations, and uses of various tools in a comprehensive literacy and language assessment system (including reliability, validity, formative/summative, inherent language, dialect, and/or cultural bias).
- Ability to understand and be able to teach methods of implementing a data-based decision and evaluation plan, with systematic analysis and interpretation of assessment data (e.g., data patterns across a district), and to design support systems for literacy professionals to ensure reliable and valid results.
- How to use assessment data to design and implement relevant professional learning experiences. They should be able to teach literacy professionals how to use assessment data, results, and trends to thoughtfully recommend professional learning needs and additional resources for instruction.
- How to explain technical aspects of various assessments and advocate for and collaborate with school districts on best assessment practices.

STANDARD 4: Diversity and Equity

Effective teacher educators know and can demonstrate the following:

- A deep understanding of critical pedagogies that apply to diversity and equity in literacy education.
- A deep understanding of their own cultural experiences and how they affect their teaching.
- How to involve teacher candidates in conversations, exercises, and reflective practices that deepen their understanding of issues of diversity and equity in the literacy classroom.
- Ability to ensure that teacher candidates have field-based experiences in diverse school settings.

STANDARD 5: Learners and the Literacy Environment

Effective teacher educators know and can demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how language and literacy develops from birth through adolescence.
- Ability to teach classroom teachers and specialized literacy professionals how to effectively structure the learning environment in pre-K–12 settings.
- Ability to model instructional practices that reflect principles of differentiation, using both traditional and online formats.
- Ability to model effective practices of engaged learning in both traditional and online formats.

STANDARD 6: Professional Learning and Leadership

Effective teacher educators know and can demonstrate the following:

- The role of self-reflection in teacher education.
- Ability to design assignments that provide teacher candidates with opportunities to collaborate.
- Ability to engage in self-reflective, professional development opportunities that increase their teaching performance.
- Ability to engage in programmatic self-study.
- Ability to model political advocacy and activism.
- Ability to conduct research that contributes to the development of the literacy field; such research can be theoretical/empirical or it can be the “scholarship of engagement” (Boyer, 1990).
- Understanding of the 2017 standards for literacy professionals and how they affect the programming for preparing classroom teachers and specialized literacy professionals.

Summary

The 2017 standards for teacher educators, in conjunction with the more general standards developed by ATE (2007), can provide the basis for selecting and providing support for those professionals who prepare classroom teachers and specialized literacy professionals whose focus is literacy instruction. Teacher educators have a huge responsibility as they make decisions about the emphases in the content and processes in their programs. They must use current research and literature to develop, implement, and then evaluate their programs. Given the criticism of teacher education, especially as related to the preparation of literacy professionals, teacher educators have a responsibility to conduct research on their practices and programs as a means of improving their preparation programs.

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LITERACY PARTNERS

Literacy partners come from different sectors and can be loosely organized into four categories: (1) parents and families, (2), allied professionals, (3) community agencies and volunteers, and (4) teaching assistants.

The literacy development of students involves collaborative participation and partnership building among classroom teachers, other school personnel, and individuals or organizations in the community who contribute to a student's motivation, engagement, and academic achievement. School involvement in partnerships addresses the multiple spheres of influence on a child's learning and can have an impact on literacy at home, in the community, and beyond (Paratore, Steiner, & Dougherty, 2012).

Literacy partnerships are multidimensional and overlapping. The multiple facets of partnership can have a strong community and collective impact above and beyond any single individual contribution to partnership alone. By working together, that is, in partnership with others, schools will be better able to meet students' needs and promote student success (International Literacy Association, 2016).

Partnerships among teachers, other school personnel, families, and community agencies can strengthen the learning environment, helping students to value literacy as a way to understand themselves and the world around them. Partnerships can be leveraged to provide extra support or enrichment to promote the success of all students, and when implemented in a collaborative sense, they can be much richer.

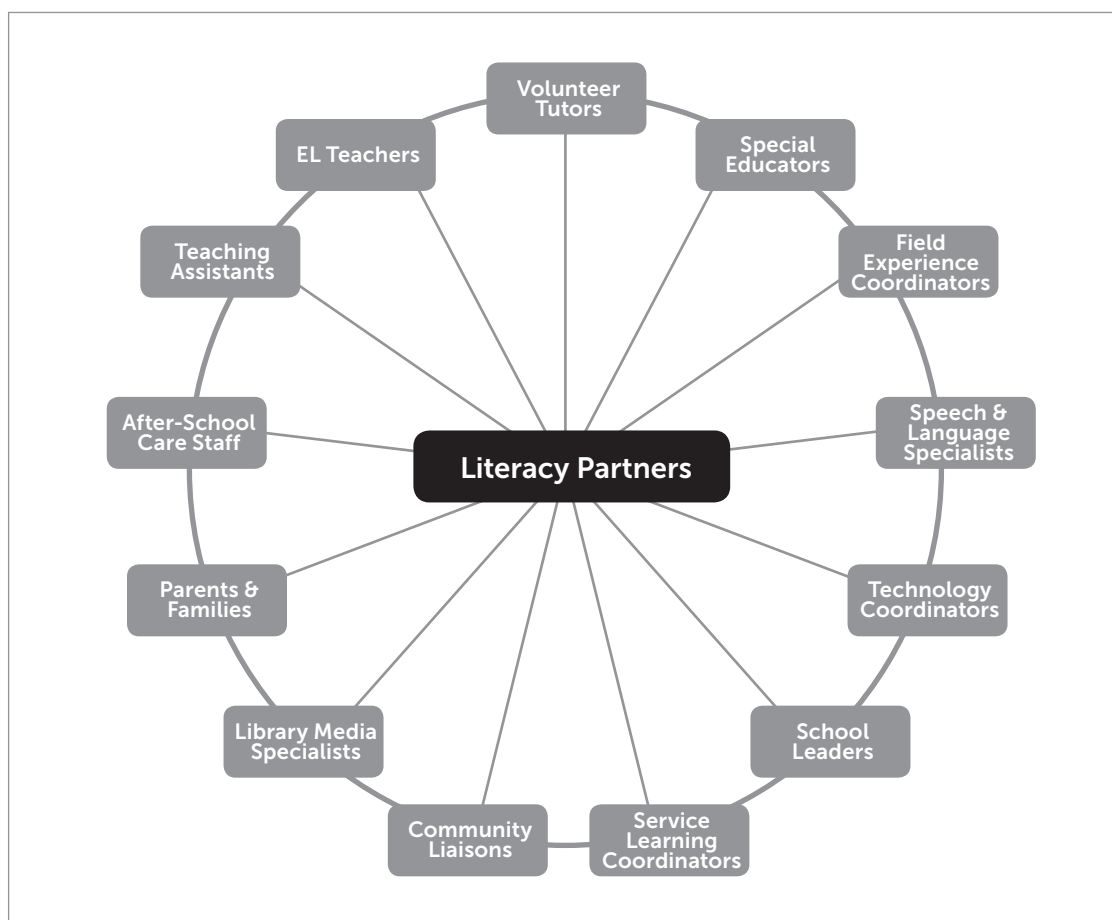
Multiple, Intersecting Roles of Literacy Partners

Parents and families are, of course, the student's initial and primary means of learning. As described by key researchers (Epstein et al., 2009; Paratore et al., 2012) and reinforced by teachers and schools, students are much more likely to be successful when families are involved and supportive of their child's learning. Allied professionals are individuals who may directly work with students and/or design or implement student support programming. Community agencies and volunteers refer to groups and individuals who encourage home-school-community collaboration. Teaching assistants work directly with students to support their literacy development.

Collective Impact

The adage "the whole is greater than the sum of its parts" aptly applies to literacy partners. Partnership requires collaborative and coordinated efforts that *together* make a collective impact. The spokes in Figure 6 illustrate the importance of these many partners, each of whom contributes to literacy growth and learning. Schools may have different partners from those in the figure, but regardless, the figure symbolizes the importance of all partners moving together toward a common goal, that of improving student literacy learning.

Figure 6. Literacy Partners Network



Aspects of Quality Partnerships and Their Relationship to the 2017 Standards

This section introduces assumptions and principles that underlie partnership building between professionals in schools and other individuals and groups/agencies. These statements are aligned to the 2017 standards.

- Literacy partners need to work with literacy leaders at the school and district level to better understand literacy processes and how these processes are supported within the classroom literacy program, as important aspects of building quality partnerships (Standard 1).
- Coordination between the approaches used in classrooms and other literacy activities (tutoring, small-group support, etc.) plays an important role in ensuring partners are working together with school personnel to develop and implement cohesive approaches to literacy instruction as a means of supporting all students' literacy development (Standard 2).

- Ongoing communication, professional learning, supervision, reflection, and a feedback loop that develops literacy partners' confidence in working with professionals and with students to develop their literacy skills is essential for successful partnerships (Standard 2).
- Literacy partners help teachers bolster efforts to address assessment results and provide literacy supports for students who may need additional support, more practice, or enrichment. Literacy partners may participate in professional learning experiences that help them understand assessment results and implement instructional supports and/or enhancements (Standard 3).
- Literacy partners must recognize and acknowledge the learning potential of all students, no matter their cultural, linguistic, socioeconomic background, or learning differences. They must use culturally responsive strategies that respect and appreciate the linguistic, cultural, and family resources students bring to literacy development from their homes and communities (Standard 4).
- Literacy partners, regardless of where and how they work with students, have a responsibility to take into consideration the classroom literacy program, its structures, and its routines. Creating a positive learning environment where students have choices increases motivation and helps all learners succeed. Literacy partners should implement supports that fit with classroom routines and provide enrichments that meet the needs of the students with whom they work (Standard 5).
- Literacy leaders have a responsibility to make sure information, professional learning, and supervision are available to support all literacy partners' knowledge of literacy development; likewise, there is a need to respect, advocate, and learn from their partners (Standard 6).

Literacy Partners Support the Literacy Development of All Students

This section describes each type of literacy partner and explains what each may do to support literacy learners. Given regional differences, these categories/roles are not standard across contexts and different titles may be used to identify partners. Also, this section highlights standards provided by professional organizations that support literacy partners and other literacy initiatives.

Parents and Families

A vital link between home and school is an essential aspect of student success. *Parents and families*, through their home literacy efforts, make a strong contribution to classroom literacy. Purcell-Gates (2000) reviewed research that suggested specific home practices are more predictive than socioeconomic status of academic achievement and suggested that literacy activities conducted at home can positively influence literacy development and children's values related to reading. Effective practices include having a variety of print in the home and using it in a variety of ways, increasing the number of books in the home, and reading frequently with the child. Epstein et al. (2009) provides six general categories of parental involvement important

for developing partnerships between school and home: parenting, communicating, volunteers, learning at home, decision making, and collaborating with the community.

Allied Professionals

EL Teachers

EL teachers provide instructional support to English learners (ELs) who are developing their English competencies as a second or third language. They develop and collaborate with the classroom teacher to provide language and literacy instructional support through district and state EL/bilingual standards to students. At times, EL teachers provide support as liaisons translating for non-English-speaking families in and out of the classroom. See *Standards for Short-Term TEFL/TESL Certificate Programs* (TESOL, n.d.).

Library Media Specialists

Library media specialists assume numerous roles and responsibilities. Among them are teacher, instructional partner, information specialist, and program administrator. Media specialists have a responsibility to maintain and organize the media resources in a library. Media professionals are prepared to work directly with students to locate materials, conduct research, and use a variety of media (see ala.org). The American Association of School Librarians (AASL) describes school library media specialists as empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. For more details, see *Standards for the 21st Century Learner and Empowering Learners: Guidelines for School Library Media Programs* (American Association of School Librarians, 2007a, 2007b).

School Leaders

School leaders refer to principals and superintendents and other school leaders who provide guidance, coaching, and professional development within a school community. For guidance specific to school principals, see page 96. Literacy leaders within a school garner support and respect from their peers when they possess a strong knowledge base in literacy and learning activities, experience in teaching all students in a variety of settings, and interpersonal skills that stem from productive, positive, and respectful interactions. When school leaders do not have an extensive background in literacy, they benefit from their collaborative work with other literacy leaders in the school (e.g., reading/literacy specialists, literacy coaches, teacher leaders). Those who provide literacy leadership within a school must be well versed in literacy instructional practices for all students and understand how literacy instruction can be differentiated to accommodate these diverse learning populations (Lewis-Spector & Jay, 2011).

Special Educators

Special educators work with students who have a wide range of learning, mental, emotional, and physical disabilities. They adapt general education lessons and teach

various subjects, such as reading, writing, and math, to students with mild and moderate disabilities. They also teach basic skills, such as literacy and communication techniques, to students with severe disabilities (see bls.gov). For more details, see Council for Exceptional Children's professional standards (n.d.); National Association of Special Education Teachers' educational publications and reports (n.d.); and the International Dyslexia Association's *Knowledge and Practice Standards for Teachers of Reading* (n.d.).

Speech and Language Specialists

Speech and language specialists work with children in educational settings to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders. In these settings, they are often part of an interdisciplinary team composed of school and community personnel with expertise in the assessment, teaching, and treatment of children with speech and language disorders. See American Speech-Language-Hearing Association certification requirements (n.d.).

Technology Coordinators

Digital technologies have transformed our daily lives and shift the ways we access information and interact with one another. As digital means are used increasingly for accessing information, creating representations of conceptual thinking, and dialogic interchanges, learners need support to actively participate in learning in the digital age. These practices are marked by greater access to texts in digital formats, examination and creation of multiple forms of representation and knowledge construction, and varied communication vehicles to organize, collaborate, and disseminate knowledge. Digital learning environments necessitate new ways of organizing teaching and learning. *Technology coordinators* work with literacy leaders and teachers to provide supports to students and teachers as they develop their digital literacy and information and communications technology (ICT) proficiency. Technology coordinators not only ensure that equipment is up-to-date and functional but also, and more important, develop curriculum and professional development opportunities for students and teachers to ensure that a comprehensive literacy program includes use of a range of digital texts and tools. See the International Society for Technology in Education's standards for teachers, students, and administrators (n.d.).

Community Agencies and Volunteers

After-School Care Staff/Extended Day

After-school care staff are often called upon to support students with homework assigned during the school day. Keeping after-school care staff informed about approaches to literacy instruction extends the student support network. Providing guidance to after-school staff as to which literacy activities are best undertaken individually and those that can be monitored in a more social setting helps after-school staff organize the learning environment accordingly. All staff benefit from an

orientation to literacy learning approaches. Coordinating efforts can turn homework support time into a nurturing learning environment that encourages a lasting love of literacy and learning. For more information, see the ACT Now Coalition's quality standards (2016).

Community Liaisons

Community liaisons provide connections between school personnel, the community, and family members. Liaisons should possess a specific level of academic knowledge, communication skills, and the ability to work with diverse individuals and groups. Liaisons coordinate literacy events and activities to create connection among all literacy partners. They provide frequent and effective communications to the partners through various channels. At times, liaisons translate for non-English-speaking families. Liaisons are resourceful and current with regard to services available to students and parents within both the school and the community contexts. See the job description for Community Liaison for the National School District (2005).

Field Experience Coordinators

Field experience coordinators from universities, colleges, and other educator preparation programs ensure that preservice literacy professionals assigned to schools will work effectively to improve students' literacy achievement, motivation, and overall school success. Field experience coordinators ensure that the preservice literacy professional is supervised and is making a positive contribution to the school's literacy program. See the *Standards for Field Experiences* compiled by a national task force (Task Force on Field Experience Standards in Teacher Education, 2016).

Service Learning Coordinators

Service learning coordinators provide volunteers who are willing to mentor and tutor students. Coordinators vet the volunteers to ensure they are a mutually beneficial match for the needs of students and ensure the volunteer is trained in confidentiality, effective literacy practices, and professionalism. Service learning volunteers come from several areas: high schools, colleges/universities, religious organizations, and nonprofits, such as AmeriCorps and City Year.

Volunteer Tutors

Volunteer tutors are individuals who possess the desire, time, and energy to work with students to provide literacy support and enrichment as directed by a teacher or specialist. Literacy volunteers require support, preparation, and guidance to understand students' needs and implement a variety of approaches to literacy development. Literacy volunteers need support choosing literacy materials, engaging with students, setting up structure and norms in the learning environment, and documenting progress. Regular and ongoing communication with the teacher or specialist can ensure that volunteer tutors are well prepared to support students' literacy development. Some volunteers come from the community and others come from programs that are federally funded (Title I Legislation, America Reads partners), and

some come from university programs that require classroom experience prior to being admitted to a teacher credential or certification program.

Teaching Assistants

Teaching assistants (TAs) are also known as education support personnel. These partners provide instructional support to students during whole class, in small groups, and to individuals as they collaborate with the classroom teachers. They provide not only tutoring to students with academic challenges but also additional support to students with special needs and/or disabilities. TAs also communicate with parents and other teaching professionals. See *Skill Standards for Frontline Workers in Education and Training* (American Federation of Teachers, n.d.), the section on Educational Support Personnel in *Standards for Reading Professionals—Revised 2010* (International Reading Association, 2010), and the *Occupational Outlook Handbook* (Bureau of Labor Statistics, n.d.).

Summary

Literacy partnerships should be seen in terms of their collective impact, rather than perceived as individual efforts. By coordinating efforts to support a comprehensive literacy program, the adage “the whole is greater than the sum of its parts” aptly applies. Partnerships require collaborative and coordinated efforts that *together* make a collective impact that is greater than any one effort launched in isolation.

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Specialized Literacy Professionals Matrix by Roles

READING/LITERACY SPECIALIST				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.	1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.	1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.	1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.	1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.
	2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.	2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.	2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.				

READING/LITERACY SPECIALIST				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.	3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.	3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.	3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.	4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.	4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	4.4 Candidates advocate for equity at school, district, and community levels.

READING/LITERACY SPECIALIST				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.	5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.	6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.
STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practical/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practice include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	7.1 Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.	7.2 Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.	7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.	7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.

LITERACY COACH				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate; demonstrate knowledge base of effective schoolwide professional learning; demonstrate knowledge of research about schoolwide literacy programs; demonstrate understanding of the role of the literacy coach.	1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visually representing from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning.	1.2 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership.	1.3 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.	1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.
	2.1 Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards.	2.2 Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school).	2.3 Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning.	2.4 Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines, that reflects evidence-based practices, and effective integration of all dimensions of language and literacy.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates develop, analyze, and evaluate the school's literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices and improve literacy learning of individuals and groups of students; facilitate or participate in efforts to develop a vision and goals for the literacy program.				

LITERACY COACH				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 3: ASSESSMENT AND EVALUATION Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate schoolwide instruction and interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders as a means of advocating for effective literacy practices.	3.1 Candidates foster teachers'/specialists' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.	3.2 Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and schoolwide decisions, instruction, and interventions.	3.3 Candidates facilitate professional learning activities that incorporate focused analysis of assessment data and goal setting across grade levels, content areas, and school improvement initiatives.	3.4 Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.
STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity as well as the ability to apply this knowledge to their daily practice of working with teachers and students; facilitate the operation of the school's literacy program; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.	4.1 Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.	4.2 Candidates recognize their own cultures, belief systems, and potential biases and participate in and facilitate teacher engagement in both personal and systematic reflective practice to recognize teachers' cultures, belief systems, and potential biases.	4.3 Candidates collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge.	4.4 Candidates advocate for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.

LITERACY COACH				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals.	5.3 Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways.	5.4 Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.
	6.1 Candidates reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders.	6.2 Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes.	6.3 Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work with individual and groups of teachers.	6.4 Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; advocate on behalf of teachers, students, families, and communities.				

LITERACY COACH				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, and extended practica/clinical experiences that include both collaborative and coaching roles with teacher(s) and schoolwide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships; practicum experiences are ongoing in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	7.1 Candidates collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include candidate's own school, literacy clinic, other school, or community settings.	7.2 Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.	7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.	7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

LITERACY COORDINATOR/SUPERVISOR				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language; knowledge of effective schoolwide professional learning; knowledge base for developing, implementing, and evaluating school- or districtwide literacy programs, pre-K through grade 12; knowledge of the integral role of the literacy coordinator/supervisor.	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of language and literacy (reading, writing, speaking, listening, viewing, and visually representing) from pre-K through grade 12, including connections and potential integration for literacy learning, including in the academic disciplines.	1.2 Candidates demonstrate knowledge about effective schoolwide professional learning, adult learning theory, leadership, and an understanding of how policy at the local, state, and national levels affects literacy programs.	1.3 Candidates demonstrate knowledge of and can critique research about models of school reform and the implementation and evaluation of comprehensive schoolwide literacy programs, pre-K through grade 12.	1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the leadership and administrative role of the literacy coordinator.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates lead the development, implementation, and evaluation of school- and districtwide literacy curriculum and instructional practices; advocate for and lead efforts to engage families and communities.	2.1 Candidates lead school- and districtwide literacy curriculum efforts and analyze needs assessments resulting in an action plan that provides for horizontal and vertical alignment, is comprehensive and evidence based, provides for ongoing evaluation, and is aligned with district and state standards.	2.2 Candidates lead and support school- and districtwide literacy instructional efforts to develop, implement, and evaluate evidence-based literacy practices across classrooms and in academic disciplines, pre-K through grade 12.	2.3 Candidates develop, in collaboration with school and district personnel, a vision and goals for the literacy program that reflect evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.	2.4 Candidates advocate for and lead efforts to engage families and communities in literacy initiatives that improve student learning, including the development of literacy curricula and instructional practices that are inclusive, differentiated, and socially, culturally, and linguistically responsive.

LITERACY COORDINATOR/SUPERVISOR				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 3: ASSESSMENT AND EVALUATION Candidates provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform and evaluate districtwide instruction, including interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate district improvement initiatives with appropriate professional learning experiences; communicate districtwide assessment results and advocate for appropriate literacy practices.	3.1 Candidates, in collaboration with colleagues, develop, monitor, and evaluate a districtwide comprehensive language and literacy assessment system to improve curriculum, instruction, and student learning; monitor gaps and/or redundancy across assessments and adjust the assessment system accordingly.	3.2 Candidates lead and facilitate discussions with administrators, teachers, and other stakeholders to interpret and analyze data patterns at the district level and to develop recommendations for improving student learning districtwide.	3.3 Candidates design district improvement initiatives that incorporate focused analysis of assessment data, goal setting, and the design and implementation of relevant professional learning experiences.	3.4 Candidates communicate with, seek input from, and explain districtwide assessment results to stakeholders such as teachers, administrators, families, community leaders, and policymakers and advocate for effective literacy practices and programs.
	4.1 Candidates apply foundational knowledge and theories to lead and guide school- and districtwide efforts to advance diversity and equity.	4.2 Candidates engage with districtwide personnel in self-reflection about the effect of culture, beliefs, and potential biases on literacy instruction and how to create school environments and instructional experiences that are culturally and linguistically relevant and socially just.	4.3 Candidates develop, organize, and lead professional learning experiences that assist school personnel in transforming and creating diverse learning experiences for students that reflect their language and culture throughout the grades and in the academic disciplines and link school, home, community, and family literacy practices.	4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups and construct strong and ongoing school, community, and family relationships.
STANDARD 4: DIVERSITY AND EQUITY Candidates apply foundational knowledge to lead and guide school- and districtwide efforts to advance diversity and equity; promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; develop, organize, and lead professional learning experiences related to diversity for school and district staff; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.				

LITERACY COORDINATOR/SUPERVISOR				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates develop, lead, and evaluate school- and districtwide opportunities to differentiate instruction to meet the developmental needs of all learners; develop with colleagues programs that incorporate a variety of digital and print materials that engage and motivate all learners; create policy and support the appropriate, safe, and effective integration of digital technologies in literacy programs; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates develop, lead, and evaluate literacy plans to ensure that they meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates develop, lead, and evaluate opportunities for the systemic use of a variety of digital and print materials to engage and motivate all learners.	5.3 Candidates develop, lead the implementation of, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways, and assist teachers in these efforts.	5.4 Candidates develop, lead, and evaluate initiatives to create a positive, literacy-rich climate in the schools and district to support physical and social learning environments that include appropriate routines, grouping structures, and positive social interactions.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are reflective literacy professionals who demonstrate the ability to coordinate ongoing school and district literacy improvement efforts; lead curriculum revision and change efforts; design, facilitate, and coordinate effective professional learning experiences; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.	6.1 Candidates demonstrate ability to be reflective literacy professionals who use their knowledge to coordinate ongoing school and district literacy improvement efforts.	6.2 Candidates facilitate efforts to design, implement, and evaluate school- or districtwide literacy curriculum.	6.3 Candidates design, facilitate, and coordinate effective professional learning experiences that lead to the development, implementation, and evaluation of school- and districtwide literacy programs.	6.4 Candidates advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.

LITERACY COORDINATOR/SUPERVISOR				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/clinical or school-based experiences that include developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system. School-based practicum experiences also include developing and leading school- and districtwide professional learning efforts and literacy initiatives involving families and communities; supervision includes observation and ongoing feedback by qualified supervisors.	7.1 Candidates, in collaboration with other school leaders, have experiences developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and the assessment system. Settings may include candidate's own school, other school, or community settings.	7.2 Candidates, in collaboration with other school leaders, develop and lead school- and districtwide professional learning efforts and literacy initiatives involving families and communities. Settings may include candidate's own school, other school, or community settings.	7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with coordinators or professionals in similar positions.	7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand the role of the coordinator, have literacy content and pedagogical knowledge, and understand literacy assessment and literacy leadership.

Coaching Competencies Performance Tasks

This set of tasks was developed to provide program designers with examples of how they might assess the coaching competencies of candidates in either the reading/literacy or literacy coaching programs. The tasks enable candidates to demonstrate their understanding of and ability to apply what they know about coaching individual teachers. The completion of these tasks indicates that candidates are able to demonstrate and apply their knowledge of the following:

- How adults learn
- How specific coaching practices can meet a teacher's and a school's needs
- How to reflect on one's own learning as a coach within a coaching cycle

We encourage program designers to make modifications that would better align the tasks with their program goals and activities. Given that in some situations, it is difficult for candidates to observe in real time, we provide two options: In option 1, candidates observe and coach a teacher, and in option 2, candidates view videos of a lesson and coaching session. These options ask candidates to demonstrate the same types of knowledge using the same prompts. These tasks are examples of the types of thinking, preparation, and assessment that enable preparation programs to make informed judgments about candidate preparation.

The following overview provides general information about these tasks; this is followed by a set of directions that can be used to explain the task to candidates.

Overview of Coaching Competencies Tasks

Purpose

The following three-part reflective task is designed to engage candidates in demonstrating their understanding of some aspects of literacy coaching in authentic ways. Candidates will (1) observe and analyze a lesson, (2) analyze a coaching session, and (3) reflect on what they have learned from completing this set of tasks. Consistent with ILA's 2017 standards for literacy professionals, candidates' coaching segments should include coaching related to evidence-based literacy instruction and learning that is informed by data related to the teacher's practice and student learning.

The reflective tasks represent the following:

1. Candidates' analysis of a lesson
2. Candidates' analysis of enacted (or observations of a coach's enacted) coaching with a teacher
3. Candidates' reflections about what they have learned about coaching, literacy instruction, and adult learning

Candidates' reflections and the evidence provided will demonstrate their understanding of (a) how to work with teachers as adult learners, respecting the knowledge and experiences they bring to coaching interactions, (b) foundational literacy knowledge and evidence-based instruction, and (c) students' literacy learning. Sample prompts to provide to candidates include the following:

- Describe your rationale for your approach to the coaching event.
- Provide evidence of your coaching strategies and/or decision making using your videorecorded coaching session and/or transcripts of the coaching session, and any written documentation before, during, or after the coaching session.
- Analyze what you have learned about your approach to coaching, literacy teaching, and literacy learning.

Program Preparation for Performance Task

In order to prepare candidates for this set of assessment tasks, programs should include opportunities for candidates to learn about coaching approaches or models, and how to hold coaching conversations with teachers. Modeling and guided practice with videorecorded interactions and practicum observations provide a means of preparing candidates to (a) observe and reflect on enacted literacy instruction, (b) use knowledge of how adults learn to plan for and provide rationales of different approaches to coaching interactions, and (c) understand and demonstrate procedural knowledge of how coaches interact with individual and small groups of teachers. Several resources that program designers might use are identified at the end of this document.

Performance Task Options

Note: To protect the anonymity of all involved in real-time video recordings, we recommend the use of pseudonyms for both the teacher and students in all commentaries, as appropriate.

Option 1: Analysis and Coaching of Actual Instruction

1. In Part 1, candidates ask a teacher to choose a lesson to be observed. Candidates talk with the teacher about goals for the observation (the focus). Candidates then observe and videorecord the lesson and select a 10-minute clip of the video to analyze in preparation for the coaching session. The 10-minute video clip (and/or a transcript of the clip) would be included as part of the

performance task materials. Permission to be videorecorded would be secured from the teacher and students as appropriate.

2. In Part 2, candidates engage in an actual coaching session with the teacher who was videorecorded. This coaching session would be videorecorded or audiorecorded and used as evidence in the reflective process. A 10-minute clip of the coaching session recording (or a transcript of the 10-minute clip) would be included as part of the performance task materials. Permission to be videorecorded or audiorecorded would be secured from the teacher.
3. In Part 3, candidates reflect on what they have learned from the lesson observation and the coaching session.

Option 2: Analysis of Lesson and Coaching Videos Selected by the Program

1. In Part 1, candidates analyze an instructional video from a video database predetermined by the preparation program. Videos could be drawn from an established set of videos, for example, National Board's video bank, ATLAS (www.nbpts.org/atlas) or the video series at Annenberg Learner (www.learner.org/). Preparation programs could also record and host their own video collection.
2. In Part 2, candidates analyze a coaching video from a video database predetermined by the preparation program or a transcript of a coaching conversation. Videos or transcripts could be drawn from an established set of videos or data, for example, The Literacy Coaching Series (www.theliteracycoachingseries.com/). Preparation programs could also record and host their own coaching video collection.
3. In Part 3, candidates reflect on what they have learned from completing the lesson observation and coaching analyses tasks.

Directions for Tasks

In this section, we provide a more complete description of each of the tasks to use when explaining these assessments to candidates.

Purpose

- Analyze the observed lesson and describe your rationale for your approach to the coaching event.
- Provide evidence of your coaching strategies and/or decision making, using your videorecorded or audiorecorded coaching session and/or transcripts of the coaching session and any written documentation before, during, or after the coaching session.
- Analyze what you have learned about your approach to coaching, literacy teaching, and literacy learning.

Part 1: Planning for Coaching (Analyzing the Lesson)

In Part 1 of the reflective task, you will demonstrate your understanding of a teacher and his or her needs as a learner related to literacy and your understanding of the instructional context that precedes the coaching meeting. To do so, you will observe a teacher teaching a literacy lesson (in real time or using a predetermined video database) and record written observational notes (to be included as a performance task artifact). A goal or focus of the lesson observation should be predetermined if Option 1 is selected. The formatting of these observational notes should be determined by the program and/or candidate and adapted to the instructional purpose for the observation (i.e., whether an observation template is used). (Note: To protect the anonymity of all involved in real-time video recordings, use pseudonyms for both the teacher and students in all commentaries provided.)

Lesson Observation Reflection

As you reflect on the lesson observation, respond to the following prompts, citing evidence from written documentation or recordings that support your responses:

1. Provide a description of the dimensions of effective teaching. What instructional approaches and/or strategies was the teacher using? Provide a description of the teacher's use of data to inform instructional decision making.
2. Provide an explanation of what students were able to do in relation to the lesson's purpose(s). What was going well? Any noted problems related to instruction?
3. Provide an explanation of what the teacher was doing to help students develop and be successful in relation to the lesson's purpose(s).
4. Provide an explanation and rationale for other practices or next steps the teacher might use to foster development and success.
5. Reflect on what you learned from watching the lesson.

Coaching Approach and Rationale

Coaches work one-on-one and in small groups with teachers, providing guidance, facilitating professional learning, and locating resources as needed. The coach and teacher(s) focus on strategies for engaging students and making data-informed decisions to improve student learning. A coach's role is to be supportive and nonevaluative. Working with adult learners requires a different skill set than working with students. For the instructional lesson observed, reflect on the following prompts:

1. Describe how you plan to approach a coaching meeting with the teacher (whether this is a real-time experience or in response to viewing a video). In doing so, explain how your approach to this coaching session is informed by your knowledge of adults as learners, evidence-based literacy practices, and teacher and student needs.
2. Provide an explanation and rationale for your goals related to this coaching session.

Part 2: Coaching the Individual Teacher

In Part 2 of the reflective task, you will demonstrate your understanding of the procedural knowledge of coaching (i.e., how and why we interact with individual teachers in particular ways) as it relates to this teacher and his or her needs as a learner. To do so, you will analyze your own coaching session with a teacher or provide written commentaries in response to a video recording of a coaching interaction with a teacher. (Note: To protect the anonymity of all involved in real-time video recordings, use pseudonyms for both the teacher and students in all commentaries provided.)

Coaching Video Reflection

As you reflect on the videorecorded coaching session, respond to the following prompts citing particular segments from the video that support your responses:

1. Provide an explanation and rationale for what went well during the coaching session. What strategies were used to engage the teacher in the coaching interaction? What actions were taken to learn about the teacher's understanding of literacy teaching and learning? What actions were taken to advance the teacher's understanding of teaching and learning?
2. Provide an explanation and rationale for what could have been done differently during the interaction. Thinking back on the interaction, what strategies might have worked better to engage the teacher? What else could have been done to advance the teacher's understanding of teaching and learning? Why would the other approaches to coaching make a difference in the teacher's development?

Part 3: Reflecting on What You Learned

Analyze what you have learned about your approach to coaching, literacy teaching, and literacy learning. Think about how you might change or improve what you did in terms of analyzing the lesson or facilitating the coaching conversation with the

teacher. What went especially well? Were there any surprises or unexpected incidents that you had to address, and if so, how did you handle these?

RELATED RESEARCH AND LITERATURE

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- Leighton, C.M., Ford-Connors, E., Robertson, D.A., Wyatt, J., Wagner, C.J., Proctor, C.P., & Paratore, J.R. (2018). "Let's FaceTime tonight": Using digital tools to enhance coaching. *The Reading Teacher*. <https://doi.org/10.1002/trtr.1676>
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- Toll, C.A. (2017). A problem-solving model for literacy coaching practice. *The Reading Teacher*, 70(4), 413–421.
- Vogt, M.E., & Shearer, B.A. (2010). *Reading specialists and literacy coaches in the real world* (3rd ed.). Boston, MA: Pearson.

Classroom Teachers Matrix by Roles

PRE-K/PRIMARY CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate.	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.	1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.	1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.
	2.1 Candidates demonstrate the ability to critically examine pre-K/primary literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program.	2.2 Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/primary learners.	2.3 Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners.	2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/primary learners.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.	3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	3.3 Candidates use results of various assessment measures to inform and/or modify instruction.	3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students' language acquisition and literacy development for instructional and accountability purposes.				

PRE-K/PRIMARY CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	4.4 Candidates forge family, community, and school relationships to enhance students' literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	5.1 Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.	5.2 Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.	5.3 Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.	5.4 Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	6.4 Candidates advocate for the teaching profession and their students, schools, and communities.

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.	1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.	1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.
	2.1 Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.	2.2 Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/intermediate learners.	2.3 Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/intermediate learners.	2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments.	3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	3.3 Candidates use results of various assessment measures to inform and/or modify instruction.	3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	4.4 Candidates forge family, community, and school relationships to enhance students' literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	5.1 Candidates apply knowledge of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.	5.2 Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment.	5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	5.4 Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who effect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	6.4 Candidates advocate for the teaching profession and their students, schools, and communities.

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction.	1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline.	1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline.	1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.
	2.1 Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy.	2.2 Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners.	2.3 Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning.	2.4 Candidates use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.	3.2 Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.	3.3 Candidates use the results of student work and assessment results to inform and/or modify instruction.	3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.				

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	4.4 Candidates forge family, community, and school relationships to enhance students' content and literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.	5.1 Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners.	5.2 Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment.	5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	5.4 Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.	6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.	6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	6.4 Candidates advocate for the teaching profession and their students, schools, and communities.

Glossary

The following definitions are operational definitions specific to *Standards 2017*.

academic language: Language required to participate in academic instruction and to be able to read texts and write original academic and literary compositions (International Literacy Association, 2017).

assessment: Refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (www.edglossary.org/assessment/).

candidates: Individuals admitted to or enrolled in programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from students in pre-K–12 schools.

certification: The action or process of providing someone or something with an official document attesting to a status or level of achievement.

communication: Process by which information is exchanged between individuals through a common system of symbols, signs, or behavior (m-w.com).

component: Concepts of each standard that provide structure and focus on the critical aspects of that standard.

comprehensive literacy curriculum: A curriculum that provides for instruction in all dimensions of literacy (reading, writing, listening, speaking, viewing, and visually representing) and is aligned both vertically and horizontally.

content area literacy: General literacy strategies that apply across all content areas (e.g., summarizing, drawing inferences, visualizing, predicting). See disciplinary literacy.

critical thinking: (1) The logical thought processes characteristic of the scientific method; (2) the thought processes characteristic of creativity and criticism in literature and other arts; divergent thinking.

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.

culturally responsive instruction: "A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382).

curriculum: The intended, enacted, assessed, and learned experiences at a specific age level or in a specific subject area. The *intended* curriculum is derived from state and national standards. The *enacted* curriculum is what is actually taught to students, and the *learned* curriculum is what students know and are able to do. The *assessed* curriculum refers to the content, skills, and strategies that are measured.

differentiated instruction: The provision of varied learning situations, such as whole-class, small-group, or individual instruction, and approaches, to meet the needs and

interests of students at different levels of literacy competence. Differentiated instruction makes explicit and builds on individual students' knowledge and capabilities while teaching specific skills and strategies that are needed by each student; effective differentiation also includes personal learning opportunities that encourage student choice.

digital literacy: The ability to use information and communication technologies to find, evaluate, create, and communicate information; it requires both cognitive and technical skills.

disciplinary literacy: Refers to the specifics of reading, writing, and communicating in a discipline. It focuses on the ways of thinking, the skills, and the tools that are used by experts in the disciplines (Shanahan & Shanahan, 2012).

dispositions: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values, such as caring, fairness, honesty, responsibility, and social justice. For example, dispositions might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

diversity: Respect for and valuing of differences among groups and individuals related to such factors as ethnicity, race, socioeconomic status, gender, learning exceptionalities, geographic area, physical abilities, language, religion, sexual orientation, and political affiliations and other ideologies.

English learners: Children and adults who are learning English as a second or additional language. This term may apply to learners across levels of proficiency in English. English learners may also be referred to as English-language learners, non-English-speaking, limited English proficient, nonnative speakers, and language-minority students. A majority of students identified as limited English proficient in U.S. schools are native born (U.S. Department of Education, 2007).

ethnicity: Physical and cultural characteristics that make a social group distinctive and 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 an ethnic group.

evidence-based instruction: The integration of best available empirical evidence with professional wisdom in making decisions about how to deliver instruction. Empirical evidence is scientifically based evidence in which objective measures of performance are used to compare, evaluate, and monitor progress. Professional wisdom is the judgment that individuals acquire through experience and is reflected in numerous ways, including the effective identification and incorporation of local circumstances into instruction.

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 libraries.

foundational knowledge: Foundational knowledge is at the core of preparing individuals for roles in the literacy profession and encompasses the major theories, concepts, research, and promising practices that share a consensus of acceptance in the literacy field.

initial teacher preparation: Programs at baccalaureate or postbaccalaureate levels that prepare candidates for their first teaching license.

intersectionality: Intersectionality addresses the “multiple categories of difference in a balanced way, exploring the relationships among them, acknowledging diversity within groups, recognizing hybridity, and attending to the dialogic relationship between individuals and institutions” (Blackburn & Smith, 2010, pp. 630–631).

language: A system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (www.britannica.com/topic/language); language comprises the following interrelated components: phonology, morphology, semantics, syntactics, and pragmatics.

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*.)

literacy: The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Components of literacy include reading, writing, speaking, listening, viewing, and visually representing.

literacy partners: Those who work to provide support to student learning and school effectiveness. They include, but are not limited to, parents and families, allied professionals, community agencies and volunteers, and teaching assistants.

multiple literacies: Understanding visual, textual, digital, and technological representations of knowledge; refers to the way language is constructed and how meanings vary across different cultural or social contexts.

new literacies: Information and communication technologies, such as smartphones, laptops and/or tablets, and the internet, that shape new forms of reading and writing, including the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continually emerge in our world.

orthographic knowledge: The information that is stored in memory that tells us how to represent spoken language in written form (Apel, 2011).

pedagogical content knowledge: The interaction of 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 the students.

pedagogical knowledge: The general concepts, theories, and research about effective teaching, regardless of content areas.

performance-based 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.

program: A planned sequence of courses and experiences for preparing pre-K–12 teachers and other professional school personnel. These courses and experiences sometimes lead to a recommendation for a state license to work in schools.

Response to Intervention: A U.S. initiative that encourages schools to provide early, effective assistance to children who have difficulty with learning. Response to Intervention was also designed to function as a data-based process of diagnosing learning disabilities. Most RTI models include a tiered approach (frequently three) to implementing instructional modifications. These tiers generally include classroom instruction; the addition of more intensive tiers that include more instructional time, smaller groupings, and instruction by a specialist; and a tier in which students are considered for possible classification as “learning disabled” (Scanlon, 2011).

supervised practicum experience: A supervised practicum has a supervisor who is licensed in the area that he or she is observing and has the appropriate credentials. A portion of the supervised practicum experience should require working with students who struggle with reading and include collaborative and coaching experiences with teachers. Such experiences may occur in reading/ literacy clinics or school-based programs. Practicum experiences may also be embedded in course assignments that require classroom-based interventions; these may be supervised through lesson plans, conferences, site visits, videotapes, and so forth.

technology: Refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes (www.collinsdictionary.com/us/dictionary/english/technology).

translanguaging: “How bilingual students communicate and make meaning by drawing on and intermingling linguistic features of different languages” (Hornberger & Link, 2012).

viewing: Understanding visual images and connecting them to accompanying spoken or written words (Roe & Ross, 2006).

visually representing: Presenting information through images, either alone or along with spoken or written words (Roe & Ross, 2006).

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