STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. (ELA 2, RS 1, IRA 1.1, 1.2) Foundations of Reading. Analyzes and critiques the psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction, and recounts developments in the history of reading.

6. (ELA 2, RS 1, 3, IRA 1.2) Inquiry & Reading Research. Accesses and summarizes seminal reading studies and articulates how these studies impacted reading instruction.

7. (ELA 4, RS 1, IRA 1.3) Oral Language Development. Knows and analyzes the theories and research in the field of oral language development and the variations related to culture and linguistic diversity.

8. (RS 1, IRA 1.3) Reading Development. Knows and analyzes the theories, research, and course of reading development and the variations related to culture and linguistic diversity.

9. RS 1, (ELA 5, 6, 7, 8, IRA 1.4) Major Components of Reading. Understands the major components of reading and determines if students are appropriately integrating the components in fluent reading.

10. (RS 1, IRA 2.1) Instructional Grouping. Uses appropriate instructional grouping options to promote acquisition of literacy.

11. (ELA 10, 11, RS 1, IRA 2.2) Integrating Literacy Across the Curriculum. Uses a wide range of instructional practices and supports to promote the integration of literacy across the curriculum.

12. (ELA 5, 6, 7, 8, 10, 11, RS 1, 2, IRA 2.2) Effective Literacy Instruction. Plans and uses appropriate, effective instructional practices.

13. (ELA 3, RS 7, IRA 2.3) Instructional Resources. Evaluates, selects, secures and manages instructional

resources.

14. (IRA 2.1, 2.2, 2.3, 2.4) Support for Teachers: Effective Instruction. Assists teachers/paraprofessionals to understand and use research-based practices and materials for effective literacy instruction

15.   (RS 4, IRA 3.4) Curriculum Design. Provides leadership in literacy curriculum design and implementation and communicates with wider audiences for instructional and accountability purposes

16.   (ELA 9, RS 2, IRA 3.1) Assessment Tools. Knows, administers, and interprets a wide range of assessment tools.

17.   (ELA 9, RS 2, IRA 3.2) Individual Assessment. Conducts literacy assessments and determines individual proficiencies and difficulties, locating students on a developmental continuum.

18. (ELA 9, RS 2, IRA 3.3) Use of Assessment for Instruction. Interprets and uses assessment information to plan, evaluate, and revise instruction.

19. (ELA 9, RS 2, IRA 3.4) Communication of Assessment Results. Effectively communicates results of assessment to students, parents, and colleagues.

20.   (IRA 3.1, 3,2, 3.3) Support for Teachers: Assessment: Assists teachers/paraprofessionals to administer, interpret, and use assessments to plan instruction.

21.   (IRA 4.1) Engagement in Literacy. Uses student interests and backgrounds as a foundation for engagement in reading and writing.

22.   (ELA 3, 12, IRA 4.2) Reading Materials for Literate Environment. Selects appropriate print and non-print materials for reading that represent multiple levels, interests, and backgrounds.

23.   (IRA 4.3) Modeling Literacy. Models reading and writing enthusiastically.

24.   (IRA 4.4) Motivating Students to Read. Uses and models methods and materials that motivate all students to read.

25.   (IRA 4.1, 4.2, 4.3, 4.4) Support for Teachers: Literate Environment. Supports teachers to use best practices and resources as they develop literate environments for students.

26.   (SOE Standard) Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

27.   (SOE Standard) Technology II. Understands and uses technology to enhance instruction and professional productivity

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

28.   (RS 8, IRA 5.1) Dispositions for Student Learning. Displays dispositions related to supporting *all* children in literacy development and articulates theories related to the connections between teacher dispositions and student achievement.

29.   (RS 5, 8, IRA 5.2) Reflection and Professional Development. Plans steps for on-going professional development, conducts study groups for school personnel, and assists teachers/paraprofessionals to implement professional development plans.

30. (RS 5, 6, IRA 5.3) Collaboration for Professional Growth. Works with colleagues to observe, evaluate, and provide constructive feedback on each other's practice and assists teachers/ paraprofessionals as they strive to improve practice

31. (RS 5, 8 , IRA 5.4) Leadership in Professional Development Programs. Exhibits leadership skills in professional development at the grade, school, or district level as they plan, implement and evaluate professional development efforts.

32. (RS 6, IRA 3.4,) Advocacy for Literacy Education. Communicates and works with the community, administrators, and policy makers to promote effective literacy education