

**PERFORMANCE STANDARDS
FOR
ADVANCED MASTERS PROGRAMS**

**LANGUAGE, LITERACY & SPECIALIZED
INSTRUCTION**

READING SPECIALIST STANDARDS

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

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

<p>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).</p>
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Indicators

Knowledge

- Understand one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understand theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understand the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

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.

Indicators

Knowledge

- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions

- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

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

Indicators

Knowledge

- Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- Understand that human development is multiple, complex, and in constant flux.
- Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions

- Appreciates the diversity of identities and lived experiences
- Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences

Performances

- Reflects on one's own identities as they reflect broader hierarchies of power and privilege

- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

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

Indicators

Knowledge

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences
- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions

- Appreciates diverse identities and lived experiences

Performances

- Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

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

Indicators

Knowledge

- knows theoretical models and philosophies of reading education and their relevance to instruction.
- knows the history of reading instruction and its relevance to current theory and practice.
- understands the influence of cultural, linguistic, and ethnic differences on literacy development
- understands the influence of school programs (e.g., remedial programs, gifted programs, tracking) on student's learning.
- knows models of reading disabilities used in special education.
- understands human development, cognition, and learning as applied to reading development.

Dispositions

- understands, respects, and values cultural, linguistic, and ethnic diversity and their relationship to learning to read.

Performances

- explains, compares, and contrasts theoretical models and philosophies of reading education and their relevance to instruction.
- recounts historical developments in the history of reading research and study.

6. (IRA 1.2) Inquiry & Reading Research. Accesses and summarizes seminal reading studies and articulates how these studies impacted reading instruction.

Indicators

Knowledge

- understands the role that reading research should play in guiding pedagogical decisions.
- understands the types of questions that can be answered by different types of research studies.
- is aware of major research findings on reading instruction.
- is aware of trends, controversies, and issues in reading education.
- understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in reading education
- Understands the use of technology as one tool to assist with the overall inquiry process in reading education
- Understands the roles that technology plays in reading research

Dispositions

- appreciates the value of conducting reading research
- understands the value of inquiry in education
- appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances

- searches and accesses research literature in a systematic way.
- summarizes the major reading studies and refer to the sources.
- articulates the research that grounds their practice
- refers to recent summaries of research to ensure that the use effective practices
- makes meaningful evaluative judgments about the quality of existing research in education
- reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.
- designs and conducts small-scale, reading research studies in regular classrooms and special instructional settings.
- explains research findings to a variety of audiences.
- promotes and facilitates teacher research and classroom research.
- conducts meaningful inquiry on an independent basis in reading education
- builds on existing theoretical frameworks through independent inquiry in education
- accesses a range of technological resources relevant to educational inquiry

7. (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.

Indicators

Knowledge

- knows the basic components of oral language (phonology, semantics, morphology and syntax, pragmatics)
- understands the role that various language components play in reading development
- is aware of students' dialects and language differences and understands the implications of these differences in teaching children to read standard English.
- understands similarities and differences in oral and written language learning.
- knows the relationship between listening comprehension and reading comprehension.

Dispositions

- respects, and values linguistic diversity

Performances

- uses good grammar and appropriate sentence construction in both oral and written communication.
- practices effective listening techniques.
- identifies, explains, compares, and contrasts the theories and research in the areas of language development
- articulate developmental aspects of oral language and its relationship to reading and writing.

8. (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.

Indicators

Knowledge

- understands literacy development and home and school experiences that support it.
- understands cultural, linguistic, and ethnic diversity and knows how such differences can influence learning to read.
- knows that literacy is a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen.
- understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation.
- knows that oral reading fluency requires accuracy, speed, and expression and understands its role in reading development.
- understands the relationship between oral and silent reading.

Dispositions

- appreciates the range of developmental variations among readers

Performances

- summarizes the developmental progression of reading acquisition.
- identifies, explains, compares, and contrasts the theories and research in the areas of reading development
- recognizes when students are meeting developmental benchmarks.
- uses the appropriate practices, including technology-based practices appropriate for learners at various stages of reading and writing development.
- adjusts instruction for the variability in reading levels across children in the same grade and within a child across different subject areas.

9. (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.

Indicators

Knowledge

- knows the four language arts (reading, writing, listening, and speaking) and relationships among them
- knows the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)
- knows strategies for integrating the four language arts

Dispositions

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Performances

- List and define the major components of reading.

- Explain how the components are integrated during fluent reading.
- Identify students' strengths and weaknesses in relation to the various components.
- determines if students are appropriately integrating the components in fluent reading.
- provides opportunities to integrate the four language arts through instruction.
- engages students in readers' theater, choral reading, word play, games, and other oral language activities that are related to reading.

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

Indicators

Knowledge

- knows instructional grouping options (individual, small-group, whole class, computer-based).
- knows theory and best practice of cooperative grouping

Dispositions

- appreciates the value of both collaborative and independent learning

Performances

- organizes students effectively by reading abilities and interests.
- uses cooperative grouping techniques.
- plans and effectively implements a variety of instructional grouping options
- uses grouping options to accommodate cultural and linguistic diversity.
- models and scaffolds cooperative procedures so that students can work effectively in groups
- provides a critical rationale for classroom teachers to assist them as they change configurations to best meet the needs of all students.

11. (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.

Indicators

Knowledge

- knows theory and best practice for integrating literacy across the curriculum

Dispositions

- values the use reading and writing in all content areas, including social studies, mathematics, and science.

Performances

- promotes students understanding of interdisciplinary relevancy.
- selects and uses fictional and non-fictional instructional materials that relate to various disciplines.
- understands and teaches students to understand and relate literary works and their elements (characters, theme, setting, plot, conflict, and resolution) to current and historical events, people, perspectives, and personal experiences.
- helps students apply knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.
- recognizes the types of questions and levels of understanding expected in different subject areas.
- plans and teaches units that require students to conduct research or inquiry using multiple texts and other sources of information.
- reads and provides opportunities for students to read a wide variety of literature from many periods and genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

12. (IRA 2.2) Effective Literacy Instruction. Plans and uses appropriate, effective instructional practices.

Indicators

Knowledge

- knows how oral language activities can be used effectively to teach reading.
- knows a variety of strategies for developing phonemic awareness
- knows a variety of strategies for developing vocabulary
- knows a variety of strategies for developing decoding
- knows a variety of strategies for developing comprehension
- knows a variety of strategies for developing fluency
- knows how to integrate instruction in reading and writing
- knows the scope and sequences for reading and writing instruction at all developmental levels, pre-K through grade 12.

Dispositions

- believes that no one program or curriculum materials meet the needs of all students

Performances

- designs instruction to be multi-level to meet the needs of all students
- employs critical analysis and synthesis to identify, evaluate, and modify the use of appropriate reading practices
- differentiates and adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency) as well as those who speak non-standard dialects.
- uses *appropriate* strategies for developing phonemic awareness
- uses *appropriate* strategies for developing vocabulary
- uses *appropriate* strategies for developing decoding
- uses *appropriate* strategies for developing comprehension
- uses *appropriate* strategies for developing fluency
- has a positive effect on students' reading skills
- has a positive effect on students' written language skills

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

Indicators

Knowledge

- knows a variety of resources for supporting effective reading programs including trade books, basal readers, decodable and predictable texts, magazines, and electronic media.
- knows funding sources and strategies for seeking support for reading programs.

Dispositions

- recognizes the importance of having a wide selection of print and electronic materials available to meet the needs of students at various reading levels

Performances

- guides the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.
- guides the securing, organizing and coordination of efficient access to instructional materials school-wide.

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

Indicators

Knowledge

- Understands basic principles of supervision and professional development for educators

Dispositions

- Is committed to instructional leadership and building professional communities

Performances

- models instructional grouping options for teachers/paraprofessionals
- explains evidence-based rationale for selecting/changing instructional grouping options
- models best instructional practices for integrating reading and writing across the curriculum to support teachers/paraprofessionals
- models best instructional practices, approaches and methods, including technology for teachers
- explains evidence based rationale and helps teachers select appropriate instructional practices
- assists teachers in selecting appropriate textbooks, software, and other instructional materials.
- demonstrates the use of a wide range of instructional materials

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

Indicators

Knowledge

- knows State and national educational standards that are relevant to reading education.
- knows exemplary programs and practices in reading education.
- is aware of guidelines for the evaluation of curriculum material and instructional technology.
- knows how to use a variety of curriculum materials, including technology-based materials to assist classroom teachers in planning multilevel instruction

Dispositions

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Performances

- helps faculty and administration to articulate a philosophy of reading instruction.
- participates in development and implementation of school improvement plan.
- participates in and facilitates reading curriculum design, revision, and implementation efforts.
- collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.
- participates in the design and implementation of special programs such as early intervention, summer school, and after school programs.
- uses schoolwide assessment data to design, implement, and evaluate school reading programs
- communicates schoolwide assessment data to wider audiences for instructional and accountability purposes

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

Indicators

Knowledge

- knows instruments to screen classes to identify students in need of more thorough reading diagnosis.
- knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- knows a variety assessments of cognitive and language abilities including phonemic awareness.
- knows how to conduct a parent interview to gain the parent's perspective on the child's reading development.
- understands the construction and psychometric properties of a variety of reading assessments, including the State assessment.
- understands the uses and limitations of informal and formal assessments.
- knows uses of assistive technology in assessment
- know assessments well enough so they could train classroom teachers to administer and interpret them

Dispositions

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Performances

- uses a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.
- Administers and scores tests accurately

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

Indicators**Knowledge**

- recognizes that assessment must take into account the complex nature of reading, writing, and language
- recognizes that assessment should be based on a range of literacy-related tasks using a variety of texts and resources.
- understands the use of standardized and informal reading assessments with individual students, including on-going observations.
- recognizes when a student's reading problems justify referral to various special services.
- understands a model of reading diagnosis that includes student proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- knows models and procedures for providing reading diagnosis and educational services to students with reading problems.

Dispositions

- appreciates the importance of confidentiality in assessment
- is committed to high standards of ethics and professionalism in assessment

Performances

- assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
- assesses developing reading abilities including sight word knowledge, decoding, vocabulary, comprehension, and fluency and reading level.
- assesses students' reading attitudes, motivation, and interest through observations and other informal means.
- summarizes and interprets information for diagnosis of the reading problems of individual students locating them along a developmental continuum.
- considers the implications of cultural, linguistic and ethnic differences for interpretation of assessments.
- develops individual educational recommendations for students with severe learning problems related to literacy.

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

Indicators**Knowledge**

- knows relationships of cognitive strengths and weaknesses to reading and writing difficulties
- is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

Dispositions

- appreciates the importance of aligning assessment with curriculum and instruction.

Performances

- uses assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/instruction cycle.

- uses assessment results to plan, evaluate, and revise instruction for struggling readers(diagnostic teaching)
- collaborates with other professionals to plan appropriate services for struggling readers
- plans for continuous monitoring of students' progress through observations, work samples, and various informal assessments.
- encourages and supports students' own evaluation and monitoring of their reading ability.

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

Indicators

Knowledge

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Dispositions

- is committed to producing high quality, professional, written reports

Performances

- summarizes, interprets, and explains diagnostic information (student's profile) for parents, teachers and other specialists to assist them in planning instructional programs.
- develops written case study reports of students with reading problems for parents and professionals.
- recommends appropriate reading programs

20. (IRA 3.1, 3.2, 3.3) Support for Teachers and Schools: Assessment: Assists teachers to administer, interpret, and use assessments to plan instruction

Indicators

Knowledge

- Understands basic principles of supervision and professional development for educators

Dispositions

- Is committed to instructional leadership and building professional communities

Performances

- Compares, contrasts, and recommends a wide range of assessment tools and practices to other teachers.
- Models and trains teachers to use a wide range of assessment tools, including technology
- Supports teachers in their assessment of individual students
- Extends teacher's assessment to further determine strengths and needs of individual students in the areas of oral language, reading, writing, and spelling.
- assists teachers use assessment data to plan instruction for all students

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

Indicators

Knowledge

- knows ways to involve parents and communicate with them about children's backgrounds and interests.
- knows inventories for assessing children's interests
- knows how or when technology can contribute to a positive learning environment.

Dispositions

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Performances

- gathers information on students' interests, culture and linguistic backgrounds promotes the development of an environment that fosters interest and growth in all aspects of literacy.
- use appropriate technology to collect information about children's interests and backgrounds.
- use information about children's interests and backgrounds when planning instruction
- reads and provides opportunities for students to read a wide variety of literature to build upon children's interests
- teaches students to develop connections or relationships among words, contexts, and personal experiences.
- encourages students to respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text.
- encourages a variety of student responses to text, including dramatization, art, discussion, and multi-media presentation.
- uses technology to stimulate interest in literacy and support reading and writing instruction.

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

Indicators

Knowledge

- identifies characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- identifies literary elements including character, plot, setting, theme, conflict, resolution, climax, and mood and explains their influence on the effectiveness of the literary piece.
- identifies point of view in a literary text (e.g., distinguishes between first and third person) and explains its effect on the reader.
- identifies and explains ways in which an author uses language structure, literary form, word choice style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.
- identifies and describes a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.
- knows a wide range of quality literature for students.
- is familiar with selected literary works of enduring quality.

Dispositions

- recognizes that people experience varying responses to literature.

Performances

- uses a variety of activities to help students understand elements of plot
- uses a variety of activities to help students understand character traits, motivations, changes, and stereotypes.
- uses a variety of activities to help students recognize and understand literary forms.
- uses a variety of activities to help students appreciate literary devices, and structures
- selects literature appropriate to the level and interests of the student.
- uses various tools to estimate the readability of texts.

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

Indicators

Knowledge

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Dispositions

- recognizes that literature can be a means for transmitting moral and cultural values within a community.

Performances

- uses think alouds to model ideas and impressions generated by oral, visual, written, and electronic materials.
- reads aloud to students in ways that support literacy development.
- models and shares the use of reading and writing for real purposes in daily life
- models ways students can apply a variety of reading skills and strategies to comprehend and appreciate a variety of literary genres
- models and teaches students how to draw on experience and interaction with other readers and writers, to better understand literature and electronic media.
- models responses to literary material and teaches students to respond by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.
- models independent reading.

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

Indicators

Knowledge

- understands the role of motivation and interest in learning to read.
- is aware of children's literature, interests and reading levels of students in their class
- knows motivational strategies so well they can assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students

Dispositions

- recognizes the value of reading aloud to communicate enthusiasm for reading.
- recognizes the importance of providing time for reading of extended text for authentic purposes.

Performances

- communicates enthusiasm for reading and writing
- engages parents in the educational process within and outside the classroom to motivate students.
- creates a literature-rich environment.
- engages students in various types of discussion and talk about texts
- encourages independent reading by students.
- assists children in discovering reading for personal purposes
- revises instructional plans when needed to motivate all students
- encourages students to write about what they read
- provides opportunities for students to be exposed to various purposes for reading.
- establishes a physical environment appropriate for the instructional strategies being used.
- establishes a positive literacy environment that encourages interest and learning, and that highlights students' work and progress.

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

Indicators

Knowledge

- Understands basic principles of supervision and professional development for educators

Dispositions

- Is committed to instructional leadership and building professional communities

Performances

- Helps teachers/paraprofessionals to assess student interests and select materials that match the reading levels, interests, culture, and linguistic background of students

- Selects and helps teachers/paraprofessionals to select books, technology-based information, and nonprint materials representing multiple levels, broad interests, cultures and linguistic backgrounds to create a literate environment.
- Demonstrates best practices for teachers/paraprofessionals and assists them to model these practices for students.
- assists teachers to plan and implement instruction that motivates readers intrinsically and extrinsically
- demonstrates and explains the research base for best practices in motivating students to read and write

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

Indicators

- **Knowledge**

- Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- Knows research-based, developmentally appropriate, >best= practices focusing on a variety of technological instructional tools
- Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- Knows how to assess and monitor students= engagements with technology to insure ethical, legal, and equitable uses
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances – philosophical, pedagogical, and ethical

- **Dispositions**

- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
- Demonstrates commitment to bridging the access equity gap, or >digital divide=, that affects marginated populations
- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

- **Skills**

- Uses technology terminology accurately in written and oral communications
- Integrates technology into the curriculum to expand students= knowledge and skills
- Matches technology to the particular learning situation and each learner=s needs
- Observes and evaluates students= technology knowledge, skills, and dispositions
- Creates opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- Uses software and hardware appropriately

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

- **Knowledge**

- Knows particular technology resources to aid in designing learning opportunities for a variety of student grouping situations and diverse learning needs
- Knows the uses of computers and assistive technology in special education
- Knows resources for developing a personal professional network or community for ongoing professional development

- **Dispositions**

- Demonstrates commitment to using technology in instruction
- Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

- **Skills**
- Uses technology to research, communicate, and collaborate in an ongoing fashion
- Uses productivity tools (e.g., word processing, presentation graphics) for classroom/program management and instruction

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

28. (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.

Indicators

Knowledge

- knows the importance of confidentiality
- knows theories related to the connections between teacher dispositions and student achievement.

Dispositions

- respects students and their cultural and linguistic backgrounds
- believes that all students can learn

Performances

- cares for the well-being of students
- ensures that all individuals project ethical and caring attitudes in the classroom.
- works with families, colleagues and communities to support students' learning
- ensures the success of each student in reading and writing

29. (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.

Indicators

Knowledge

- knows relevant professional journals and other publications, professional organizations, conferences, and meetings

Dispositions

- demonstrates curiosity and interest in improving knowledge, skills, and dispositions related to reading and writing instruction

Performances

- reflects on his/her own teaching practices and conducts self-evaluation.
- stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.
- plans specific strategies for finding answers to questions, carries out those plans and articulates the answers derived
- indicates knowledge of and membership in some professional organizations related to reading and writing
- assists others (paraprofessionals and teachers) to find answers to questions about reading and writing by conducting professional study groups
- assists teachers/paraprofessionals to develop and implement personal professional development plans
- advocates to expand research based practices and to advanced the professional research base

30. (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

Indicators

Knowledge

- knows how to provide constructive feedback

Dispositions

- is open to constructive peer evaluation and feedback.

Performances

- actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas
- positively and constructively provides an evaluation of others' teaching practices

31. (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.

Indicators

Knowledge

- understands processes for consensus-building and conflict resolution.
- knows models of staff development.
- knows how to conduct needs assessment
- is aware of resources for supporting effective reading programs.
- knows the characteristics of and research base for sound professional development programs

Dispositions

-

Performances

- designs staff development programs related to curricular goals.
- presents professional staff development sessions.
- locates resources for staff development, including speakers, courses of study, technology, and workshops.
- serves as a resource on reading to administrators and other policymakers.
- guides and trains paraprofessionals, tutors, and volunteers.
- uses multiple indicators of professional growth as the basis for planning and evaluating staff development.
- plans and provide professional development programs that increase the knowledge base for classroom teacher, paraprofessionals, parents, and administrators in the use of curriculum materials

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

Indicators

Knowledge

- knows resources and strategies for facilitating communication among school, home, and community.

Dispositions

- appreciates the value of community support for school reading programs.

Performances

- provides professional presentations on reading curriculum and issues to school boards and community audiences.
- communicates effectively about reading to media, policymakers, and the general public.
- facilitates home-school connections and parental participation in school reading programs.
- develops partnerships with community members, agencies, and universities.
- advocates for public support of reading education.