

Annotated list of readings on literacy teacher competencies and standards

The readings have been categorised under the following headings and sub-headings:

[Part 1: General teacher competencies](#)

[Part 2: Literacy teacher competencies](#)

[General literacy teacher competencies](#)

[English teacher competencies](#)

[Part 3: Literacy teacher competencies as assessors of literacy learning](#)

Part 1: General teacher competencies

British Columbia Ministry of Education. 2013. [*Standards for the education, competence and professional conduct of educators in British Columbia*](#). Fourth Edition. Vancouver, British Columbia: Ministry of Education, Teacher Regulation Branch

A set of eight short and very general standards.

General Teaching Council for Northern Ireland. 2011. [*Teaching: The Reflective Profession. Incorporating the Northern Ireland Teacher Competencies*](#). Belfast: General Teaching Council for Northern Ireland

Provides a general discussion on these general competencies, the aspects of which are then given in some detail, with exemplars appropriate to the educator's experience and length of service.

Jobs for the Future and the Council of Chief State School Officers. 2015. [*Educator competencies for personalized, learner-centered teaching*](#). Boston, Massachusetts: Jobs for the Future

Describes a general set of teacher competencies that would support a more personalized, learner-centred approach to school and college education. It assumes curricular freedom and educational systems that are already making innovative learner-centred reforms. Includes cross-references to the *InTASC Model Core Teaching Standards*.

National Board for Professional Teaching Standards. 2010 [2016]. [*What teachers should know and be able to do*](#). Arlington, Virginia: National Board for Professional Teaching Standards

Provides five general standards described as "core propositions" with a discussion of each including a set of sub-propositions.

Teacher Registration Board of Western Australia. 2014. [Professional Standards for Teachers in Western Australia](#). Osborne Park, Western Australia: Teacher Registration Board of Western Australia

Largely based on the **National Professional Standards for Teachers** which were developed under the auspices of the Ministerial Council on Education, Early Childhood Development and Youth Affairs they comprise seven Standards which outline what teachers should know and be able to do. These clearly written standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then re-presented separated into Descriptors at two levels: Graduate and Proficient.

University of South Africa. 2016. [Teacher competencies envisaged for initial teacher education programmes](#). Pretoria: University of South Africa

A set of eleven newly qualified teacher competencies (Newly qualified teachers must have sound subject knowledge(Disciplinary learning), Know how to teach their subject: select, determine the sequence and pace of content in accordance with both subject and learner needs (Pedagogical learning), Know who their learners are and how they learn (Pedagogical learning), Communicate effectively in order to mediate learning, Highly developed literacy, numeracy and information technology (IT) skills (Fundamental learning), Knowledgeable about the school curriculum; unpack its specialised content; use available resources; plan and design suitable learning (Disciplinary and Practical learning – Work integrated learning: WIL), Understand diversity in the South African context (Situational learning), Manage classrooms effectively; ensure a conducive learning environment (Practical learning), Assess learners in reliable and varied; use the results of assessment to improve teaching and learning (Disciplinary and Pedagogical learning), Positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession, Reflect critically on their own practice.) Each competency has a number of components and each of these has a four descriptors: Unacceptable, Satisfies minimum expectations, Good, and Outstanding. The document makes use of the list of basic competencies of a beginner teacher found in the Department of Higher Education and Training's **Revised Policy on the Minimum Requirements for Teacher Education Qualifications** of 2015 as well as the types of learning specified in its curriculum structure guidelines. There is also wording and concepts from Department of Basic Education's **Integrated Quality Management System (IQMS) For School-Based Educators**.

Virginia Department of Education. 2011. [Virginia Standards for the Professional Practice of Teachers](#). Richmond, Virginia: Virginia Department of Education

Several sets of teacher standards: General, English, History and Social Science, Mathematics, Science, Career and Technical Education, English as a Second Language, Fine Arts, Foreign Languages, Health Education and Physical Education, Special Education, together with a self-assessment instrument and some exemplars. In each set there are six standards: Professional knowledge, Instructional planning, Instructional delivery, Assessment of and for student learning, Learning environment, and Professionalism with each having a varying number of Key elements.

Part 2: Literacy teacher competencies

General literacy teacher competencies

Cohen, R.A. 2014. [A comparison of schools: teacher knowledge of explicit code-based reading instruction](#). Tucson, Arizona: University of Arizona [Electronic dissertation]

A small survey of 114 teachers in two different schools to see how they perceived their preparedness to teach emergent and struggling readers, their knowledge level in the areas of phonemic awareness and phonics and the extent to which they were able to apply this knowledge. One group taught using a code-based reading programme, the others did not. Both groups averaged about 63% in the survey and no significant differences existed between the two groups on levels of preparation or knowledge base. The majority of teachers did not possess the necessary code-based reading knowledge, concepts, or skills to teach beginning and struggling readers. When teachers do not know enough about using code-based instruction to teach struggling and emergent readers, their abilities to provide accurate examples, make appropriate instructional decisions, and use commercial programs effectively are significantly limited. The author concludes that teacher preparation programmes continue to fall short in providing teachers with adequate training in English language structure.

Czislowski-McKenna, A.T., Cumming, J.J., Wyatt-Smith, C.M. and Elkins, J. 2006. [Literacy teaching and learning in Victorian schools. Paper No. 9 Part A](#). Melbourne, Victoria: Department of Education and Training.

A study of literacy teaching and learning theories and perspectives using a wide variety of international and Australian sources which tries to draw out the implications for effective literacy teaching, which, because of contradictory recommendations from the sources, tends to be very general guidelines rather than specific standards.

Department of Education, State of South Carolina. 2014. [South Carolina Literacy Competencies for PreK – 5th Grade Classroom Teachers. 2014-2015](#). Columbia, South Carolina: Department of Education, State of South Carolina

Eight detailed standards (Foundational knowledge, Curriculum and Instruction, Assessment and Evaluation, Diversity, Literate environment, Professional learning and leadership, Dual Language Learners (English Language Learners), and Home school connections) each with a number of elements, each of which has a number of associated teacher competencies. Clearly influenced by the International Literacy Association standards of the time.

Department of Education, State of South Carolina. 2014. [South Carolina Literacy Competencies for reading Coaches. 2014-2015](#). Columbia, South Carolina: Department of Education, State of South Carolina

Six detailed standards (Foundational knowledge, Curriculum and Instruction, Assessment and Evaluation, Diversity, Literate environment, Professional learning and leadership) each with a number of elements, each of which has a number of associated teacher competencies, but simpler than those for teachers. Clearly influenced by the International Literacy Association standards of the time.

International Literacy Association. 2015a. [The multiple roles of school-based specialized literacy professionals](#) [Research brief]. Newark, Delaware: International Literacy Association

Report and guidelines on the roles performed by Specialized Reading/Literacy professionals, Literacy coaches, and Literacy Coordinators/Supervisors.

International Literacy Association. 2015b. [*Preliminary Report on Teacher Preparation for Literacy Instruction*](#). Newark, Delaware: International Literacy Association

A report summarising information about United States of America pre-service teacher preparation (professional standards, literacy courses, practice teaching, and assessments) in literacy that was gathered from state education department websites and from interviews with state education department representatives. Although about half the states did have state-specific professional teaching standards, literacy related ones were typically present in only one standard. A minority of states had specific literacy course requirements and none specified a literacy component in teaching practice. Few states had an assessment specific to reading instruction.

International Literacy Association. 2016. [*Standards for preparing specialized literacy professionals. Draft. 1 July 2016*](#). Newark, Delaware: International Literacy Association

This 2016 revision of a highly influential set of standards for the preparation of reading/literacy specialists, literacy coaches, and literacy coordinators/supervisors has seven standards for each role: Foundational knowledge; Curriculum and instruction; Assessment and evaluation; Diversity and Equity; Literacy learners and the reading environment; Professional learning and leadership; and Clinical and field experiences. Each standard has four or three components, which are detailed and in some cases quite complicated. The standards are somewhat influenced by a multiple literacies and social uses of literacy approaches.

International Literacy Association. 2017. [*Standards for preparation of literacy professionals. Draft. June 2017*](#). Newark, Delaware: International Literacy Association

This 2017 revision of a highly influential set of standards for the preparation of reading/literacy specialists, literacy coaches, and literacy coordinators/supervisors has seven standards for each role: Foundational knowledge; Curriculum and instruction; Assessment and evaluation; Diversity and Equity; Literacy learners and the reading environment; Professional learning and leadership; and Clinical and field experiences. Each standard has four or three components, which are much briefer and simpler than in the previous 2016 draft and have moved in a more phonics friendly direction.

The finalised [*Standards for the Preparation of Literacy Professionals 2017*](#) were published in May 2018.

International Reading Association and the National Council of Teachers of English. 2010. [*Standards for the assessment of reading and writing. Revised edition*](#) Newark, Delaware: International Literacy Association

A detailed manual on the standards for the assessment of reading and writing, of which there are eleven, each with a detailed discussion, supplemented by some case studies and a glossary of assessment terminology. The text is somewhat hostile to standardised testing.

Medwell, J., Wray, D., Poulson, L. and Fox, R. 1998. [*Effective teachers of literacy*](#). London: Teacher Training Agency

An overview of research on effective literacy teaching from which a set of hypotheses were derived on what made for good literacy teaching and which were tested with questionnaires, observations and interviews with teachers in training and some newly qualified teachers. The refined list of hypotheses in effect provides a useful set of competencies and a curriculum outline.

Medwell, J. and Wray, D. 1998 [2005]. [*Effective teachers of literacy: Summary of findings*](#). London: Training and Development Agency for Schools (TDA)

A summary of the research findings on effective literacy teaching which include that effective teachers have strong and coherent philosophies about the teaching of literacy, that teachers need to make explicit to the learners the purpose of the instruction, that decoding and spelling need to be taught in a systematic and highly structured way, and that teachers have to have extensive knowledge about literacy.

National Board for Professional Teaching Standards. 2012 (2016). [*Literacy: reading -- Language Arts Standards for teachers of students ages 3-12. Second edition*](#). Arlington: Virginia: National Board for Professional Teaching Standards

Presents arguments for standards for literacy teachers and provides thirteen standards for what literacy teachers should know and be able to do. It acknowledges that discrete standards must to some extent misrepresent the holistic nature of how literacy teaching actually takes place but that certain identifiable commonalities characterise good literacy teaching practice. The standards tend to be very broad in scope and for example the standard on Reading does not mention anything about phonics.

Poulson, L., Avramidis, E., Fox, R., Medwell, J., and Wray, D. 2001. [*The theoretical beliefs of effective teachers of literacy in primary schools: An exploratory study of orientations to reading and writing*](#). *Research Papers in Education*, Vol. 16, No. 3, pp. 271-292.

A research study that confirmed research literature that suggests that teachers' educational and pedagogical beliefs and values influence their classroom practice and teaching decisions. The findings include that effective literacy teachers showed differences in theoretical orientation to literacy according to the type of teacher training programme taken, the number of years of teaching experience, and the level of professional qualification. Each standard is followed by an elaboration passage and examples. The standards on the following: Knowledge of learners; Equity, fairness, and diversity; Learning environment; Instruction; Assessment; Reading; Writing; Listening and speaking; Viewing and visual literacy; Literacy across the curriculum; Teacher as learner and reflective practitioner; Collaboration with families and communities; and Professional responsibility.

Twist, J. and McDowall, S. 2010. [*Lifelong Literacy. The integration of key competencies and reading*](#). Wellington, New Zealand: New Zealand Council for Educational Research

A report on a research study on the integration of key competencies into the teaching of reading in the middle years of primary school.

Texas State Board for Educator Certification. 2008. [*English Language Arts and Reading Generalist EC-6 Standards - Final*](#). Austin, Texas: Texas State Board for Educator Certification

Twelve detailed standards covering oral language, reading and writing development, research and inquiry skills and all based upon up to date scientific knowledge. Each standard describes what the beginning teacher needs to know and understand and what that teacher can do. The standards are very clearly written and qualitatively represent perhaps the best set of reading related standards in North America today.

Wray, D., Medwell, J., Fox, R., and Poulson, L. 2000. [*The Teaching Practices of Effective Teachers of Literacy*](#). *Educational Review*, Vol. 52, No. 1, pp. 75-84

Another overview of the research described in Medwell *et al* (1998) on effective literacy teaching practices which outlines the common characteristic features of effective literacy teaching. These include: the provision of opportunity (in quantity and quality) to learn, classroom organisation that uses a combination of whole class, group and individual teaching, teaching of a range of literacy skills and knowledge, at word, sentence and text levels, within the context of work on shared texts, setting tasks (and the content of tasks) that matched abilities and needs, maximisation of instruction time, a brisk instructional pace, demonstrating and modelling reading, interaction and 'scaffolding', and explicating the purposes and processes of reading.

Wyatt-Smith, C. and Gunn, S. 2007. [*Evidence-based research for expert literacy teaching*](#). Melbourne, Victoria: Department of Education and Early Childhood Development

Discusses the various competing views on literacy education and outlines key messages from literacy research which in effect sets out guidelines for action that can inform the development of standards.

English teacher competencies

National Board for Professional Teaching Standards. 2010 (2016). [*English as a New Language Standards. Second edition*](#). Arlington: Virginia: National Board for Professional Teaching Standards

A detailed manual on the standards for the teaching of English as a new language built around nine standards: Knowledge of students; Knowledge of culture and diversity; Home, School, and Community Connections; Knowledge of the English Language; Knowledge of English language Acquisition; Instructional Practice; Assessment; Teacher as learner; and Professional Leadership and Advocacy.

Penn-Edwards, S. 2010. [*The Competencies of an English Teacher: Beginning Student Teachers' Perceptions*](#). *Australian Journal of teacher Education*, Volume 35, Issue 2, pp. 49-66

Reports on a survey among first year students on the levels of competency required in literacies expected of teachers in schools. The main finding was that preservice teaching students generally had a naïve and simplistic view of the gaining of competence through assimilation requiring little organised planning.

Dual language teacher competencies

Alliance for a better community. 2012. [*Dual Language Learner Teacher Competencies \(DLLTC\) Report*](#). Los Angeles, California: Alliance for a better community

A full explanatory report and an extremely detailed set of teacher competencies divided up to correspond to the teacher's ability to speak the learner's language (Monolingual, Bilingual, Biliterate), cultural competency (Monocultural, Bicultural), and teaching experience (Beginning, Developing, Advanced). Each skill (or set of skills) has an attached set of indicators. The skills are divided into two broad domains: Language and Literacy, and Socio-emotional.

Part 3: Literacy teachers' competencies as assessors of literacy learning

International Reading Association and the National Council of Teachers of English. 2010. [*Standards for the assessment of reading and writing. Revised edition*](#) Newark, Delaware: International Literacy Association

A detailed manual on the standards for the assessment of reading and writing, of which there are eleven, each with a detailed discussion, supplemented by some case studies and a glossary of assessment terminology. The text is somewhat hostile to standardised testing.

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