

ROLE	STANDARD	COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
READING/ LITERACY SPECIALIST	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, listening, viewing and the integral role of the reading/literacy specialist in schools.	1.1 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary and comprehension) development throughout the grades.	1.2 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of writing (e.g., handwriting, spelling, sentence construction, typing, word processing, conventions) development and the writing process throughout the grades.	1.3 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of communication (e.g., structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, and viewing) throughout the grades.	1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.
READING/ LITERACY SPECIALIST	STANDARD 2: CURRICULUM & INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum.	2.1 Candidates use foundational knowledge to design, select, critique, adapt and evaluate evidence-based literacy curricula that meets the needs of all learners.	2.2 Candidates plan, adapt, teach, and evaluate a range of evidence-based instructional approaches and practices to meet the literacy needs of whole class and groups of students in learning to read, write and communicate and in the service of content learning.	2.3 Candidates plan, adapt, teach, and evaluate a range of instructional approaches and practices for individual students, especially those who experience difficulty with literacy.	2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
READING/ LITERACY	STANDARD 3: ASSESSMENT &	3.1 Candidates understand	3.2 Candidates collaborate	3.3 Candidates participate in	3.4 Candidates, using both

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SPECIALIST	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.	the purposes, attributes, formats, strengths/limitations, and influences of various types of tools in a comprehensive literacy and language assessment system (including validity, reliability, inherent language, dialect and/or cultural bias) and apply that knowledge to using assessment tools.	with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.	and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting, and using results data for instructional decision making for classrooms and schools.	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, parents/guardians, and students.
READING/ LITERACY SPECIALIST	STANDARD 4: DIVERSITY & 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.	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 within and outside of the school community.	4.3 Candidates create and advocate for inclusive and affirming classroom and school environments.	4.4 Candidates advocate for equity at school, district, and community levels.
READING/ LITERACY SPECIALIST	STANDARD 5: LEARNERS & THE LITERACY ENVIRONMENT	5.1 Candidates, in consultation with families and colleagues, meet the	5.2 Candidates collaborate with school personnel to implement a variety of	5.3 Candidates integrate digital technologies in appropriate, safe, and	5.4 Candidates participate in and lead schoolwide efforts to foster a positive

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	Candidates meet the developmental needs of all learners and collaborate with school personnel to 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.	developmental needs of learners, taking into consideration their physical, social, emotional, cultural, and intellectual factors.	digital and print materials to engage and motivate all learners.	effective ways and assist colleagues in these efforts.	climate with families and colleagues that support a literacy-rich learning environment.
READING/ LITERACY SPECIALIST	STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.	6.1 Candidates become reflective, self-aware, lifelong learners.	6.2 Candidates 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 skills through effective interpersonal and written communication.	6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.
READING/	STANDARD 7:	7.1	7.2	7.3	7.4

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LITERACY SPECIALIST	<p>PRACTICUM/CLINICAL EXPERIENCES</p> <p>Candidates complete a supervised, integrated, extended practicum/clinical experiences: one focused on intervention with students and the other on novice coaching; practicum experiences are on-going with at least one in school-based setting; and supervision includes observation and ongoing feedback by qualified supervisors.</p>	<p>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, and assess impact on student learning. Settings may include candidate's own classroom; literacy clinic; other school or community settings.</p>	<p>Candidates develop, reflect on, and study their own teaching practices through ongoing and cyclical collaborative and novice coaching experiences with peers and experienced colleagues.</p>	<p>Candidates have one or more on-going opportunities for authentic, school-based practicum experiences.</p>	<p>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 with evidence-based instructional strategies, and, preferably, have experience as reading/literacy specialists.</p>

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LITERACY COACH	<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach.</p>	<p>1.1 Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language.</p>	<p>1.2 Candidates demonstrate knowledge base for effective schoolwide professional learning.</p>	<p>1.3 Candidates demonstrate knowledge of implementing and evaluating schoolwide literacy programs.</p>	<p>1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach.</p>
LITERACY COACH	<p>STANDARD 2: CURRICULUM & INSTRUCTION Candidates use foundational knowledge to design and implement effective literacy instruction; collaborate with other specialized professionals and coach classroom teachers to develop, analyze, and evaluate a school's literacy curriculum; coach and support teachers in designing and implementing effective instruction at</p>	<p>2.1 Candidates use foundational knowledge to plan, teach, and evaluate a range of instructional approaches to meet the literacy needs of students.</p>	<p>2.2 Candidates coach and support classroom teachers and other professionals in designing, analyzing, and evaluating a school's literacy curriculum, aligned to state and district standards.</p>	<p>2.3 Candidates coach and support classroom teachers in designing and implementing effective literacy instruction at the classroom and school levels.</p>	<p>2.4 Candidates develop, in collaboration with school and district personnel, a vision for the literacy program that reflects evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.</p>

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	the classroom and school levels; develop a vision for the literacy curriculum.				
LITERACY COACH	<p>STANDARD 3: ASSESSMENT & EVALUATION Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders.</p>	<p>3.1 Candidates foster teachers'/specialists' knowledge of assessment by modeling their ability to articulate, explain, and evaluate factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.</p>	<p>3.2 Candidates assist school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform schoolwide decisions, instruction, and interventions.</p>	<p>3.3 Candidates facilitate professional learning and school improvement initiatives that incorporate focused analysis of assessment data and goal setting.</p>	<p>3.4 Candidates routinely share reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders.</p>
LITERACY COACH	<p>STANDARD 4: DIVERSITY & 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; facilitate the operation of</p>	<p>4.1 Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.</p>	<p>4.2 Candidates participate in and lead individual or groups of teachers as they engage in both personal and systematic reflective practice in order to recognize their own cultures, belief systems, and potential biases.</p>	<p>4.3 Candidates collaborate with teachers in analyzing, transforming, and creating diverse learning experiences related to language, culture, and academic subjects that link school and community literacy knowledge.</p>	<p>4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p>

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	the school's literacy program; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.				
LITERACY COACH	<p>STANDARD 5: LEARNERS & 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.</p>	<p>5.1 Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration their physical, social, emotional, cultural, and intellectual factors.</p>	<p>5.2 Candidates facilitate the use of a variety of digital and print materials to engage and motivate all learners.</p>	<p>5.3 Candidates lead the integration of digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts.</p>	<p>5.4 Candidates support stakeholders to foster a positive climate that supports a literacy-rich learning environment.</p>
LITERACY COACH	<p>STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of</p>	<p>6.1 Candidates use their knowledge of adult learning and development to model instruction and productive professional collaboration.</p>	<p>6.2 Candidates, using collaborative data collection, analysis, and decision-making processes, design and lead professional learning experiences.</p>	<p>6.3 Candidates use coaching tools and processes to support individual and groups of teachers.</p>	<p>6.4 Candidates interact with research, policy, and promising practices in ways that allow them to critically analyze and synthesize information.</p>

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	teachers; critically analyze and synthesize research, policy, and promising practices.				
LITERACY COACH	<p>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES</p> <p>Candidates in traditional, hybrid, and online programs have two integrated, extended practicum/clinical experiences: one focused on collaborative and coaching roles with teacher(s) and the other focused on schoolwide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships. Candidates are supervised by highly qualified literacy professionals in practicum/clinical experiences equivalent to a six-hour course.</p>	<p>7.1</p> <p>Candidates collaborate and coach individual and/or small groups of teachers in revising, developing, and implementing literacy instruction and curriculum.</p>	<p>7.2</p> <p>Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, literacy curriculum design, professional development, and family/community–school partnerships.</p>	<p>7.3</p> <p>Candidates have opportunities for authentic, school-based experiences that are supervised by qualified literacy professionals.*</p> <p>*Supervisors of practicum/clinical experiences are highly qualified: They have knowledge of literacy processes, adult learning, organizational change, literacy assessment, and evidence-based instructional strategies and have experience with coaching teachers and leading professional learning efforts.</p>	

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LITERACY COORDINATOR/ SUPERVISOR	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; knowledge of effective schoolwide professional learning; knowledge base for developing, implementing, and evaluating schoolwide literacy programs, pre-K through grade 12; knowledge of the integral role of the literacy coordinator/supervisor.	1.1 Candidates demonstrate knowledge of the theoretical and evidence-based foundations of literacy and language.	1.2 Candidates demonstrate knowledge base for effective schoolwide professional learning.	1.3 Candidates demonstrate knowledge of research about implementation and evaluation of schoolwide literacy programs.	1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coordinator.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 2: CURRICULUM & 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; develop and enact a vision for the literacy curriculum.	2.1 Candidates lead school and districtwide literacy curriculum efforts to develop, implement, and evaluate literacy curriculum.	2.2 Candidates lead school and districtwide literacy instructional efforts to develop, implement, and evaluate evidence-based literacy practices in pre-K through grade 12.	2.3 Candidates advocate for and lead efforts to engage families and communities in literacy instruction and curriculum change.	2.4 Candidates develop, in collaboration with school and district personnel, a vision for the literacy program that reflects evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.

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LITERACY COORDINATOR/ SUPERVISOR	<p>STANDARD 3: ASSESSMENT & EVALUATION Candidates provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform districtwide instruction and evaluate 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.</p>	<p>3.1 Candidates provide leadership for developing and evaluating a districtwide comprehensive literacy and language assessment system.</p>	<p>3.2 Candidates facilitate discussions to interpret and analyze data patterns at the district level and to develop implications.</p>	<p>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.</p>	<p>3.4 Candidates communicate districtwide assessment results and advocate for appropriate literacy practices.</p>
LITERACY COORDINATOR/ SUPERVISOR	<p>STANDARD 4: DIVERSITY & 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</p>	<p>4.1 Candidates apply foundational knowledge and theories to lead and guide school- and districtwide efforts to advance diversity and equity.</p>	<p>4.2 Candidates promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction.</p>	<p>4.3 Candidates develop, organize, and lead professional learning experiences related to diversity for school and district staff.</p>	<p>4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p>

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	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 5: LEARNERS & THE LITERACY ENVIRONMENT Candidates develop, lead, and evaluate school- and districtwide opportunities to differentiate instruction in order 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 develop, lead, and evaluate literacy plans to meet the developmental needs of all learners.	5.2 Candidates develop, lead, and evaluate opportunities for the use of a variety of digital and print materials to engage and motivate all learners.	5.3 Candidates develop, lead, 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 climate that supports a literacy-rich learning environment.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP	6.1 Candidates coordinate ongoing improvement efforts aimed at refining	6.2 Candidates design, facilitate, and coordinate effective professional	6.3 Candidates increase the shared understanding and implementation of	6.4 Candidates advocate for and coordinate innovative and sustainable school

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	Candidates use their knowledge to coordinate ongoing school and district literacy improvement efforts; design, facilitate, and coordinate effective professional learning experiences; increase the shared understanding and implementation of school- and community-based improvement efforts; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.	and aligning literacy teaching and learning within and/or across schools and the district.	learning experiences that lead to the development, implementation, and evaluation of schoolwide literacy programs.	school- and community-based improvement efforts.	and district improvement efforts that address the context-specific needs of the local community.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates in traditional, hybrid, and online programs have a minimum of two integrated, extended practicum/clinical experiences focused on developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system; develop and lead school- and	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 a coherent assessment system.	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.	7.3 Candidates have opportunities for authentic, school-based experiences that are supervised by qualified literacy professionals.* *Supervisors of practicum/clinical experiences are highly qualified and have knowledge of literacy processes, adult learning, organizational change, literacy assessment, and evidence-based	

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	<p>districtwide professional learning efforts and literacy initiatives involving families and communities. Candidates are supervised by highly qualified literacy professionals in practicum/clinical experiences equivalent to a six-hour course.</p>			<p>instructional strategies, and they have experiences with supporting teacher professional growth and leading professional learning and school change efforts.</p>	