

ROLE	STANDARD	COMPONENT #1	COMPONENT #2	COMPONENT #3	COMPONENT #4
READING / LITERACY SPECIALIST	<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical and evidence-based foundations of reading, writing, communication and the integral role of the reading/literacy specialist in schools.</p>	<p>1.1 Candidates demonstrate knowledge of the theoretical and evidence-based foundations of language acquisition and literacy (emergent and early literacy, literacy in elementary, middle grades, high school, and literacy in disciplinary domains), including the components of decoding, vocabulary, fluency and comprehension, applied to text in multiple genres, and formats (i.e., print, digital, visual, multimodal) within various settings and cultural contexts, and especially for students experiencing literacy difficulties; demonstrate understanding of the connections and potential integration of reading, writing and communication across the grades and disciplines.</p>	<p>1.2 Candidates demonstrate their knowledge of the theoretical and evidence-based foundations of writing development and the writing process throughout the grades, including basic writing components (i.e., spelling, handwriting, keyboarding, grammar, conventions, word choice), composition of varying types of text (i.e., narrative, expository, persuasive), writing in disciplinary domains, use of writing as a means to communicate with a variety of audiences, and use of writing as a means to facilitate learning (e.g., notetaking, research); demonstrate understanding of the connections and potential integration of writing, reading and communication across the grades and disciplines.</p>	<p>1.3 Candidates demonstrate knowledge of theoretical and evidence-based foundations of communication development (i.e., speaking, listening, and viewing) that characterize the developmental progressions of language and literacy for all learners (e.g., gifted, those identified with specific learning difficulties, English language learners) and across the grades (emergent and early literacy, literacy in elementary, middle grades, and high school, and literacy in disciplinary domains); demonstrate understanding of the connections and potential integration of communication, reading and writing across the grades and disciplines.</p>	<p>1.4 Candidates demonstrate knowledge of the theoretical and evidence-based foundations related to the role of the reading/literacy specialist and its instructional and leadership dimensions to ensure all students, especially those experiencing literacy difficulties, have equitable access to high quality, sound, comprehensive literacy instruction and curriculum; demonstrate their knowledge of the principles of effective collaboration with teacher: students, families, administrators, and other specialized professionals in developing a school literac culture that reflects theoretical and evidence-based knowledge about effective, culturally sensitive literacy development.</p>
READING / LITERACY SPECIALIST	<p>STANDARD 2: CURRICULUM & INSTRUCTION Candidates design literacy curricula that meet needs of all learners; design and implement small group and individual evidence-</p>	<p>2.1 Candidates design evidence-based literacy curricula that meet needs of all learners and is built on students' strengths and targets specific instructional needs; contribute to the evaluation</p>	<p>2.2: Candidates plan and execute a range of instructional approaches and practices (e.g., discussion-based, strategies-based, literature-based) that target the identified needs of small</p>	<p>2.3: Candidates plan and execute a range of instructional approaches and practices (e.g., adaptive teaching; explicit, systematic literacy instruction; multisensory</p>	<p>2.4: Candidates collaborate wit classroom teachers, specia educators, and other education professionals to understand and adapt instructional approaches and practices to meet the</p>

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	<p>based literacy instruction for learners with specific literacy needs; and collaborate with school-based educators in developing and implementing instructional practices and curriculum.</p>	<p>of curricula as well as materials, approaches, and programs for strengths, limitations, and alignment to current standards.</p>	<p>groups of students and is responsive to social, cultural, and linguistic diversity; synthesize multiple forms of assessment to make instructional decisions that cohere with and supplement classroom instruction, engage students in high-level thinking processes, and encourage students to demonstrate understanding through multiple means of expression.</p>	<p>approaches) that target the identified needs of individual students and is responsive to social, cultural, and linguistic diversity; synthesize multiple forms of assessment to guide instructional decisions and provide intensive instruction that coheres with and supplements classroom instruction, engages students in high-level thinking processes, and encourages students to demonstrate understanding through multiple means of expression.</p>	<p>needs of individual and small groups of students through strategic instruction.</p>
<p>READING / LITERACY SPECIALIST</p>	<p>STANDARD 3: ASSESSMENT & EVALUATION Candidates understand, select and use valid, reliable, fair and appropriate assessment tools to screen, diagnose and measure student literacy achievement; to inform instruction and evaluate interventions; participate in professional learning experiences, and explain assessment results and advocate for appropriate literacy practices to relevant</p>	<p>3.1 Candidates understand 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); determine the appropriateness of assessment tools according to students’ developmental stages of literacy and language development and/or literacy constructs to</p>	<p>3.2 Candidates interpret and use data for decision making about student assessment, instruction, intervention and evaluation, including how to develop student and classroom literacy profiles to inform instructional plans for literacy and language improvement. In collaboration with classroom teachers, administer and analyze multiple sources of data (e.g., assessments, writing artifacts, work samples, classroom observation, parent</p>	<p>3.3 Candidates participate in professional learning experiences with classroom teachers to assist them in selecting and administering assessments (types, roles, uses), interpreting data, identifying relevant instructional strategies, monitoring students’ ongoing growth and progress, summarizing assessment data results, and understanding instructional implications. Examples include: interpret data to determine school-</p>	<p>3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, parents/guardians, and students; use data to develop and communicate information about student needs, trends, achievement; instructional strengths and areas of need; and make</p>

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	stakeholders.	be measured and select tools, including those that are technology-based, for specific purposes (i.e., screening, diagnostics, formative and benchmark progress monitoring, and/or summative outcome measures).	interviews) to develop, implement, and evaluate developmentally appropriate instruction and to provide interventions for students experiencing literacy difficulties.	wide strengths and needs; use diagnostic data to inform instruction; create flexible grouping in classrooms; determine developmental reading levels of students.	recommendations for instructional resources, professional learning, etc.
READING / LITERACY SPECIALIST	STANDARD 4: DIVERSITY & EQUITY Candidates demonstrate knowledge of research and relevant theories, pedagogies, and 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 change in education practices and institutional structures that are inherently biased or prejudiced.	4.1 Candidates demonstrate knowledge of research and relevant theories (i.e., critical race theory, second language acquisition theories, sociocultural theory, third space and hybridity theories, transgender* and queer* theory), pedagogies (i.e., culturally and linguistically relevant pedagogy, social justice pedagogy), essential concepts (i.e., funds of knowledge, linguistic variation, cultural competence and learning, intersectionality*).	4.2 Candidates demonstrate understanding of themselves and others as cultural beings with their own belief systems, biases and privilege; engage in reflective practice with teachers; assist teachers in creating opportunities for students to understand and appreciate their own and others’ diversity; develop empathy for and understanding of intersectionality across all forms of diversity.	4.3 Candidates contribute to the creation and promotion of inclusive and affirming classroom and school environments that advocate for student access to socially just and culturally and linguistically relevant curriculum, materials, and instruction by using foundational knowledge of first and second language learning, dialects and “non-Standard”* varieties of English (e.g., *African American Language-AAL; Chicano English) and leverage these for literacy development, motivation, engagement, achievement, and connections among school, home, and community home and school literacies.	4.4 Candidates advocate for change in education practices and institutional structures that are inherently biased or prejudiced against certain groups; demonstrate how issues of equity and access opportunities for social justice, advocacy and activism, and resiliency can be incorporated into the literacy curriculum; use literacy practices to contest inequitable practices within the school and beyond; provide leadership and support to schools, families and communities (i.e., urban, rural, suburban).
READING /	STANDARD 5: LITERACY LEARNERS &	5.1 Candidates differentiate	5.2 Candidates use a variety of	5.3 Candidates integrate digital	5.4 Candidates collaborate wit

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<p>LITERACY SPECIALIST</p>	<p>THE LEARNING ENVIRONMENT Candidates collaborate to differentiate instruction in order to meet the needs of all learners on the developmental continuum of language and literacy learning use a variety of digital and print materials to engage and motivate all learners integrate digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts and foster a positive climate that supports a literacy rich learning environment.</p>	<p>instruction in order to meet the needs of all learners on the developmental continuum of language and literacy learning;</p> <ul style="list-style-type: none"> • apply research and theories of learner development (e.g., cognitive, linguistic, social, emotional, physical and cultural) to address learner differences and meet individual needs of learners; • demonstrate and apply knowledge of intervention approaches, strategies and modifications for learners with reading disabilities/differences/difficulties; • develop opportunities to integrate families and community in learning, creating a bridge between in and out of school literacy experiences. 	<p>digital and print materials to engage and motivate all learners;</p> <ul style="list-style-type: none"> • provide opportunities for student choice and expand students’ access to a range of reading materials (including digital texts); for those experiencing reading and writing difficulties as well as those who demonstrate proficiency and advanced aptitude; • encourage multiple ways of interacting with and responding to texts (including digitally), and promote use of a range of instructional approaches and digital tools that encourage self-expression through the integration of text and other modalities (e.g. image, audio, drawing, voice); • integrate literacy pedagogy and content knowledge 	<p>technologies in appropriate, safe, and effective ways and assist teachers in these efforts;</p> <ul style="list-style-type: none"> • introduce a range of digital technologies to aid literacy and learning development; • guide students’ use of digital technologies in appropriate, safe, and effective ways; • support colleagues in learning to use a range of digital tools that encourage creativity, expand access to texts, build knowledge collaboratively, promote organizational skills, and transform teaching and learning. 	<p>colleagues to foster a positive climate that supports a literacy rich learning environment.;</p> <ul style="list-style-type: none"> • design and modify aspects of the physical and social literacy learning environment including materials, settings, routines, and grouping structures; • support individual and collaborative literacy learning; • create literacy-rich, developmentally appropriate, low-risk learning environments that nurture positive social interaction, offer choice and support independent learning in both face-to-face and virtual spaces.

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			with technology-enabled learning principles to expand opportunities for reading, writing, and collaboration.		
READING / LITERACY SPECIALIST	<p>STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates are self-aware lifelong learners who intentionally seek out and participate in literacy professional learning activities; collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; self-assess and reflect on their own roles as effective literacy leaders and learners; and engage in collaborative decision-making with and advocate on behalf of teachers, students, families, and communities.</p>	<p>6.1 Candidates intentionally seek out and participate in literacy professional learning activities, growing individually and within larger educational systems that also grow and change over time; as a result, candidates become self-aware lifelong learners who reference research, pilot promising practices, and actively engage in facilitated, reflective conversations with colleagues.</p>	<p>6.2 Candidates collaboratively design, align, and assess instructional practices and interventions to support students and professional colleagues within and across classrooms; specifically, candidates work in partnership to (a) assess students' instructional needs; (b) design, deliver, and refine instruction and interventions for individual students and groups; (c) support colleagues in implementing and aligning literacy instructional practices across classrooms; and (d) engage with colleagues and school leaders (including literacy coaches and administrators) to design and participate in relevant professional development.</p>	<p>6.3 Candidates self-assess and reflect on their own roles as literacy leaders and learners as they regularly communicate with students, teachers, leaders, families, and other community stakeholders; as a result, candidates develop, refine, and demonstrate leadership skills through effective interpersonal and written communication.</p>	<p>6.4 Candidates engage in collaborative decision-making and advocate on behalf of teachers, students, families, and communities; accordingly, to support collaboration and advocacy work, candidates interact with research, policy (local, state, national, and international), and promising practices in way that allow them to critically and effectively analyze and synthesize information.</p>
READING / LITERACY SPECIALIST	<p>STANDARD 7: CLINICAL & FIELD EXPERIENCES Candidates develop, reflect on and study their own and their more experienced colleagues'</p>	<p>7.1 Candidates develop, reflect on and study their own and their more experienced colleagues' professional practice in a variety of</p>	<p>7.2 Candidates apply what they know in supervised clinical experiences* to improve their performance with individual learners, small</p>	<p>7.3 Candidates apply what they know in supervised field experiences* to improve their performance teaching individual learners, small</p>	<p>7.4 Candidates observe, lead and assess effectiveness of literacy professional learning community meetings (e.g., book study</p>

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	<p>professional practice; apply what they know in supervised clinical and field experiences to improve their performance with individual learners and in classrooms; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback; and observe, lead, and assess professional learning community meetings.</p>	<p>supervised clinical and field experiences (which may include their own schools) under the tutelage of expert clinical educators.</p>	<p>groups, and whole class instruction; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback</p>	<p>groups, and whole class instruction; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback</p>	<p>groups, literacy team meetings, etc.) in clinical and field experiences.</p>

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LITERACY COACH	<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical and evidence-based foundations of literacy; demonstrate knowledge base for effective school-wide professional learning; demonstrate knowledge of implementing and evaluating school-wide literacy programs; and demonstrate understanding of the integral role of the literacy coach.</p>	<p>1.1 Candidates demonstrate knowledge of the theoretical and evidence-based foundations of language acquisition, reading, writing, and communication from pre-K through grade 12, including in the academic; demonstrate understanding of the connections and potential integration of reading, writing, and communication.</p>	<p>1.2 Candidates demonstrate knowledge of the theoretical and evidence-based foundations for effective school-wide professional learning, adult learning theory, theories of collaboration and leadership.</p>	<p>1.3 Candidates demonstrate knowledge of the theoretical and evidence-based foundations for developing, implementing, and evaluating school-wide comprehensive literacy instruction and curriculum from pre-K through grade 12, including various approaches for meeting needs of all students, use of digital and print materials, pedagogical approaches, and models of school-wide reform.</p>	<p>1.4 Candidates demonstrate knowledge of the theoretical and evidence base related to the role of the literacy coach and its instructional and leadership dimensions (e.g. working with teachers, administrators, and communities) to ensure all students have equitable access to school-wide comprehensive literacy instruction and curriculum from pre-K through grade 12.</p>
LITERACY COACH	<p>STANDARD 2: CURRICULUM & INSTRUCTION. Candidates collaborate with and support classroom teachers and other specialized professionals to: develop, analyze, and evaluate a school’s literacy curriculum; to design and implement effective literacy practices at the classroom and school levels; and to engage in collective and individual professional learning</p>	<p>2.1 Candidates collaborate with and support classroom teachers, special educators, and other specialized professionals within the school in: developing a comprehensive literacy curriculum that is aligned to current standards and addresses the literacy needs of all learners (e.g., gifted, those with low literacy achievement, English Language Learners) in all subjects; provide leadership in establishing effective</p>	<p>2.2 Candidates collaborate with and support classroom teachers, special educators, and other specialized professionals in designing, implementing, and evaluating effective literacy instruction that addresses learner needs at the individual, classroom, and school levels; they co-plan, co-teach, and model lessons that provide examples of effective literacy practices across the grades and in the disciplines to provide</p>	<p>2.3 Candidates work collaboratively with others in their schools in professional learning communities to develop a vision for the literacy program that reflects the effective use of technology and a focus on an inclusive, differentiated literacy curriculum with high expectations for all learners; facilitate effective literacy instructional practices through the use of coaching processes such</p>	<p>2.4</p>

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	<p>opportunities across the school setting that promotes a school-wide culture of collaboration.</p>	<p>literacy practices across grade levels and in the academic disciplines (e.g., lead literacy leadership teams, participate in needs assessment analysis).</p>	<p>opportunities for reflection and professional learning among colleagues.</p>	<p>as problem-solving with colleagues, co-planning, co-teaching, observing, and modeling; they encourage reflective practice (video-based analysis, peer teaching, journaling) for the purpose of refining evidence-based teaching practices and improving student learning.</p>	
LITERACY COACH	<p>STANDARD 3: ASSESSMENT & EVALUATION Candidates foster teachers/specialists knowledge of assessment and assessment tools to monitor student progress; to inform school-wide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives, and disseminate and facilitate school-wide assessment communication with relevant stakeholders.</p>	<p>3.1 Candidates lead efforts to foster teachers'/specialists' knowledge of assessment; articulate, explain and evaluate factors and contextual influences (e.g., culture, language, bias) of assessments that impact performance on various multimodal assessment tools within the comprehensive literacy and language system, including observational and home/community-based data (parent interviews, community information); select, evaluate, and/or design additional types, formats (including those that are technology-based) of assessment tools to systematically monitor student progress and to document student learning</p>	<p>3.2 Candidates assist school leaders and teachers in interpretation of reliable and valid assessment data both within and across grade Pre-K-12 levels and content areas to inform school-wide decisions, instruction, and interventions; facilitate the analysis of multiple data sources including formal and informal assessment measures, and student work samples to inform and enhance instructional decisions and to facilitate consensus making in establishing expectations/norms for school-wide assessment; use assessment data to assist classroom teachers in identifying students' literacy strengths and areas of need; collaborate with teachers to develop classroom and</p>	<p>3.3 Candidates facilitate professional learning and school improvement initiatives that incorporate focused analysis of assessment data, goal-setting, and designing/implementing relevant professional learning experiences (e.g., to use data to identify school-wide strengths; facilitate cross-grade level and content area discussions; conduct team level data meetings and individual data conversations.</p>	<p>3.4 Candidates routinely share reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists and other stakeholders; disseminate and explain assessment information (e.g., parent seminars, workshops, brochures, fact sheets, etc.) and serve as liaisons between faculty, administrators, and school wide leaders.</p>

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		<p>at a school-wide level; including mapping with curriculum and instructional goals.</p>	<p>intervention plans based on students' literacy profiles; collaborate with teachers to develop school-wide action plans for carefully analyzing the effectiveness of instruction and/or intervention using ongoing data analysis procedures.</p>		
LITERACY COACH	<p>STANDARD 4: DIVERSITY & EQUITY Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity in their work with teachers; engage individual groups and teachers in personal and systematic reflective practice; support and collaborate with teachers in analyzing, transforming and creating diverse learning experiences; advocate for change in societal practices and institutional structures that are inherently biased or prejudiced.</p>	<p>4.1 Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity, as well as the ability to apply this knowledge to their daily practice of working with teachers and facilitating the operation of the school's literacy program.</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; collaborate with teachers and learn together about the resources and characteristics of the diverse communities they serve; lead and support teachers through a variety of professional learning experiences (e.g., co-planning opportunities for students to understand and appreciate their own and others' diversity); model ways to develop empathy for and understanding of intersectionality across all forms of diversity; and create classroom environments and instructional experiences that are culturally and linguistically relevant and</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; demonstrate how issues of equity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum; collaborate with and support teachers in implementing culturally and linguistically relevant curriculum and instruction (e.g., leveraging English Language Learners' native language proficiencies, dialects/ "non-Standard" varieties of English), best practices (e.g., modeling, observing, co-teaching); selecting and using</p>	<p>4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups; demonstrate how issues of equity and access, opportunities for social justice, advocacy and activism, and resiliency can be incorporated into the literacy curriculum; use literacy practices to contest inequitable practices within the school and beyond; provide leadership and support to schools, families and communities (i.e., urban, rural, suburban).</p>

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			socially just.	authentic materials representative of all forms of diversity ; variety of text types (e.g., print, visual, multimodal).	
LITERACY COACH	<p>STANDARD 5: LITERACY LEARNERS & THE LEARNING ENVIRONMENT Candidates support and facilitate colleagues’ ability to differentiate instruction in order to meet the needs of all learners on the developmental continuum of language and literacy learning; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts and foster a positive climate that supports a literacy rich learning environment.</p>	<p>5.1 Candidates and facilitate colleagues’ ability to differentiate instruction in order to meet the needs of all learners on the developmental continuum of language and literacy learning.</p> <ul style="list-style-type: none"> design and implement learning opportunities that recognize language and learner development (e.g., cognitive, linguistic, social, emotional, physical and cultural), to address learner differences and meet individual needs of learners demonstrate differentiation strategies based on learner developmental differences (e.g., cognitive, linguistic, social, emotional, physical and cultural) and facilitate teachers’ deep learning by engaging in planning/ formative 	<p>5.2 Candidates support and facilitate colleagues’ ability to use a variety of digital and print literacies to engage and motivate all learners.</p> <ul style="list-style-type: none"> support and facilitate teachers in the appropriate use of digital and print literacies for reading, writing, communicating, and collaborating lead professional learning opportunities that demonstrate how print and digital technologies can be used to aid learning development, motivate learners, and optimize access to reading materials that increase student choice make recommendations to teachers concerning selection of print, digital, and online texts and use of digital tools that align with promising practices and support the literacy goals of the school/ district 	<p>5.3 Candidates support and facilitate colleagues’ ability to integrate digital technologies to aid learning development and lead professional learning opportunities that demonstrate use of digital tools and technologies to aid student learning.</p> <ul style="list-style-type: none"> integrate digital technologies in ways that aid learning development, and lead professional learning opportunities that demonstrate how digital technologies can be used in appropriate, safe, and effective ways invite participation in professional learning communities (face-to-face and/or online) to enhance the discussion and application of digitally-enabled learning principles and practices outlined within the integrated literacy curriculum and 	<p>5.4 Candidates support and facilitate colleagues’ ability to foster a positive climate that supports a literacy rich learning environment.</p> <ul style="list-style-type: none"> demonstrate the understanding of classroom learning environments and assist teachers by making recommendations to enhance or modify the classroom climate and literacy learning environment collaborate with colleagues to make scheduling and grouping decisions support reflective conversations that lead to improvements in student learning while continuing to foster a positive climate that encourages both social interaction and independent learning in face-to-face and virtual spaces

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		<p>observing/debriefing cycles</p> <ul style="list-style-type: none"> facilitate partnerships with family and the community that build on learners' strengths/differences while recognizing the importance of nurturing in and out of school literacy engagement 		<p>instructional technology plan</p> <ul style="list-style-type: none"> generate discussions that lead to implementation of transformative teaching practices that integrate digital technologies for reading, writing, communicating, and collaborating 	
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 individuals and groups of teachers; and critically analyze and synthesize research, policy, and promising practices.</p>	<p>6.1 Candidates use their knowledge of adult learning and development, individually and as part of systems, to model productive professional collaboration; demonstrate their understanding of adult learning and development by modeling effective reflection, communication, and collaboration within professional learning experiences within and/or across school systems.</p>	<p>6.2 Candidates, using collaborative data collection, analysis, and decision-making processes, design and lead professional learning experiences that support the continual improvement of literacy teaching and learning within and/or across school systems at the classroom, team/grade level, and school levels.</p>	<p>6.3 Candidates use coaching tools and processes to support individuals and groups of teachers (e.g., modeling, problem solving, observation-feedback cycles, co-teaching, etc.); additionally, they self-assess and reflect on their own facilitative work in order to better meet the instructional needs of the students, education professionals with whom they work.</p>	<p>6.4 Candidates interact with research, policy (local, state, national, and international), and promising practices in way that allow them to critically analyze and synthesize information; participate in and implement work that is externally funded at the school and district levels as well as lead collaborative decision-making and advocacy efforts on behalf of teachers, students, families, and communities.</p>
LITERACY COACH	<p>STANDARD 7: CLINICAL & FIELD EXPERIENCES Candidates develop, reflect on and study their own and their more experienced colleagues' professional practice; apply what they know in supervised clinical and</p>	<p>7.1 Candidates develop, reflect on and study their own and their more experienced colleagues' professional practice in a variety of supervised clinical and field experiences (which may include their own schools)</p>	<p>7.2 Candidates apply what they know in supervised clinical experiences* to improve their teaching practice with students and coaching performance with individual and groups of teachers and allied professionals; and</p>	<p>7.3 Candidates apply what they know in supervised field experiences* to improve their teaching practice with students and coaching performance with individual and groups of teachers and allied</p>	<p>7.4 Candidates plan, conduct evaluate and self-assess a variety of literacy professional development meetings and workshops for colleagues in clinical and field experiences.</p>

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	<p>field experiences to improve their instructional practice with students and coaching performance with individual and groups of teachers and allied professionals; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback; and plan, conduct evaluate and self-assess a variety of literacy professional development meetings and workshops</p>	<p>under the tutelage of expert clinical educators.</p>	<p>reflect on and revise practice based on supervisor, peer and more experienced colleague feedback.</p>	<p>professionals; and reflect on and revise practice based on supervisor, peer and more experienced colleague feedback.</p>	

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LITERACY COORDINATOR/ SUPERVISOR	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical and evidence-based foundations of literacy of effective school-wide professional learning; and the knowledge base for developing implementing, and evaluating school-wide literacy programs Pre-K through grade 12; and demonstrate understanding of the integral role of the literacy coordinator/supervisor.	1.1 Candidates demonstrate knowledge of the theoretical and evidence-based foundations of language acquisition, reading, writing, and communication from Pre-K through grade 12 for all learners (gifted, those identified as having specific learning difficulties, English language learners); demonstrate understanding of the connections and potential integration of reading, writing and communication across the grades and in the disciplines.	1.2 Candidates demonstrate knowledge of the theoretical and evidence-based foundations of effective school-wide professional learning, adult learning theory, leadership, and an understanding of how policy at the local, state, and national levels affect literacy programs.	1.3 Candidates demonstrate knowledge of the theoretical and evidence-based foundations for developing, implementing, and evaluating a school-wide comprehensive literacy program, grades Pre-K through Grade 12; critique evaluation studies of models of school reform (e.g., using the tools of improvement science such as randomized controlled trials, formative evaluation, and design experiments)	1.4 Candidates demonstrate knowledge of the theoretical and evidence base related to the role of the literacy coordinator/supervisor and its instructional and leadership dimensions to ensure all students have equitable access to school/district-wide comprehensive literacy instruction and curriculum from Pre-K through Grade 12.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 2: CURRICULUM & INSTRUCTION Candidates lead the development, implementation and evaluation of school or district-wide literacy curriculum and instructional practices; advocate for sustainable and systematic district curriculum and instructional improvements; and lead	2.1 Candidates develop and lead Pre-K-through Grade 12 literacy curriculum efforts (e.g. lead literacy leadership teams, implement needs-assessments, develop an action plan) that are evidence-based and aligned to current standards; evaluate the district’s curriculum for the purpose of establishing horizontal (within grades) and vertical	2.2 Candidates lead the implementation of district-wide, standard-based instructional practices that (1) meet the needs of all learners; (2) establish vertical alignment from one grade to the next to ensure a comprehensive scope of skills, strategies, and knowledge across the grades; (3) establish horizontal alignment within a grade and (4) collaborate	2.3 Candidates lead school/community forums to engage families in conversations about curricular and instructional efforts and initiatives; lead efforts to improve district-wide literacy instruction through professional learning opportunities; advocate for literacy curricular change and instructional practices that are inclusive,	-

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	<p>district-wide forums to engage families in the change process.</p>	<p>alignment (grade to grade) and to ensure a comprehensive literacy curriculum.. Candidates lead a group of teachers, administrators, and other specialized professionals for the purpose of evaluating the efficacy of current literacy curriculum and ensuring the curriculum meets the learning needs of all students.</p>	<p>with discipline-specific teachers to highlight the literacy demands within the various disciplines for the purpose of promoting meaningful literacy integration into content areas.</p>	<p>differentiated, and socially, culturally, and linguistically responsive.</p>	
<p>LITERACY COORDINATOR/ SUPERVISOR</p>	<p>STANDARD 3: ASSESSMENT & EVALUATION Candidates provide leadership for developing and evaluating a district-wide comprehensive assessment system; to inform district-wide instruction and evaluate interventions; to design and facilitate district improvement initiatives and appropriate professional learning experiences; and communicate district-wide assessment results and advocate for appropriate literacy practices.</p>	<p>3.1 Candidates provide leadership for developing and evaluating a comprehensive literacy and language assessment system for Pre-K-12, including the features and implications of using assessment tools (e.g., formative, summative, screening); choose appropriate assessment tools (form, type, reliability, validity); produce data necessary to inform district literacy and language action plans to align with and improve curriculum, instruction and student achievement; monitor gaps and/or redundancy across assessments and adjust the assessment system accordingly.</p>	<p>3.2 Candidates facilitate discussions and debriefs about the implementation of the evaluation plan with teachers, literacy specialists, and coaches. They systematically and routinely interpret and analyze assessment data within and across grade levels while noting strengths, areas of need, instructional implications and interventions (e.g. data patterns at district levels); design support plans to assist teachers, specialists and coaches with the administration of assessments to ensure reliable, valid results; facilitate consensus making in establishing expectations/norms for</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 (e.g., use assessment data, results, and trends to thoughtfully recommend professional learning needs and additional resources for instruction).</p>	<p>3.4 Candidates communicate district-wide assessment results and advocate for appropriate literacy practices; understand and explain technical aspects of district assessments, including mandated state assessments; collaborate with district-level administrators to communicate the importance of data-based decision making and comprehensive literacy assessment plans; and advocate for appropriate literacy and language practices to a variety of stakeholders, including administrators, policy makers, parents/guardians and community members.</p>

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			district-wide assessment and instructional implementation; oversee benchmark assessment, creation of new assessments, and incorporate new research findings into district practices.		
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 4: DIVERSITY AND EQUITY Candidates apply foundational knowledge to lead and guide school and district-wide evaluation efforts; promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; develop, organize and lead professional learning experience related to diversity for school and district staff; advocate for equity at school, district, and community levels.	4.1 Candidates apply their knowledge of foundational theories about diverse learners and culturally responsive instruction to lead and guide school and district-wide evaluation efforts that address the alignment of theory and practice.	4.2 Candidates develop, lead, and implement school and district programs that foster reflection about the cultures, belief systems, and potential biases of site-based personnel and how these take shape in classroom literacy practices; develop, lead, and provide opportunities for educational personnel to create classroom environments and instructional experiences that are culturally and linguistically relevant and socially just.	4.3 Candidates develop, organize and lead professional learning experiences related to diversity for school and district staff, using the resources and characteristics of the diverse learners and communities they serve; they assist teachers in analyzing, transforming, and creating diverse learning experiences for students related to language, culture, and academic subjects that link school, community, and family literacy practices.	4.4 Candidates advocate for equity at school, district, and community levels by facilitating the work of district- and school- leader in developing and implementing curricula and programs that promote social justice and challenge societal and institutional inequities; they construct strong and lasting school, community, and family relationships.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 5: LITERACY LEARNERS & THE LEARNING ENVIRONMENT Candidates develop, lead and evaluate school and district-wide opportunities to differentiate instruction in order to meet the needs of all learners on the	5.1 Candidates develop, lead and evaluate school wide opportunities to differentiate instruction in order to meet the needs of all learners on the developmental continuum of language and literacy learning;	5.2 Candidates develop, lead and evaluate school wide opportunities to use a variety of digital and print materials to engage and motivate all learners; <ul style="list-style-type: none"> • envision, plan and direct school/district wide literacy initiatives that 	5.3 Candidates develop, lead and evaluate school wide opportunities to integrate digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts, and: <ul style="list-style-type: none"> • influence and 	5.4 Candidates develop, lead and evaluate school wide opportunities to foster a positive climate that supports a literacy rich learning environment; <ul style="list-style-type: none"> • develop and promote the vision of an effective literacy

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	<p>developmental continuum of language and literacy learning; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts and foster a positive climate that supports a literacy rich learning environment.</p>	<ul style="list-style-type: none"> • facilitate and reflect upon opportunities for school/district wide collaborative efforts to address learner literacy development and differences; • direct and support reading/literacy specialists, literacy coaches and classroom teachers in their ongoing professional learning focusing on learner literacy development and differences; • create and implement internal (school/district based) and external (grant funded) initiatives to involve families and communities in bridging students’ literacy learning both in and out of school. 	<p>focus on accessing digital and print materials that expand the range of reading materials available and increase student choice;</p> <ul style="list-style-type: none"> • facilitate collegial decision-making teams that research, recommend, and evaluate the selection and use of digital tools and print-based literacy materials that align with promising practices and support the literacy goals of the schools within the district; • integrate the school/district wide literacy curriculum and the instructional technology plan to encourage use of digital technologies for reading, writing, communicating, and collaborating; • evaluate how print and digital technologies are being used to aid literacy and learning development; facilitate implementation of digital learning tools that encourage self-expression through the integration of text and other modalities (e.g. 	<p>implement guidelines and policies for an integrated literacy curriculum and instructional technology plan that addresses the use of digital technologies for reading, writing, and communicating;</p> <ul style="list-style-type: none"> • collaborate with the instructional leadership teams to research technology-enabled learning and pedagogical practices and incorporate what is discovered into professional learning experiences; • support school/district wide integration of digital technologies in appropriate, safe, and effective ways; and support access to digital and print materials that expand the range of reading materials available and increase student choice; • revise the integrated literacy curriculum and instructional technology plan as needed to insure that digitally-enabled 	<p>learning environment;</p> <ul style="list-style-type: none"> • lead and support decisions concerning the design of the literacy learning environment that support a positive and safe climate for learning; • manage professional learning opportunities focusing on creating a positive climate within the literacy learning environment; • plan and direct reflective conversation that lead to transformative practices in literacy instruction, assessment, and student achievement in both face-to-face and virtual learning spaces

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			image, audio, drawing, voice); <ul style="list-style-type: none"> explore the effectiveness of digitally-enabled learning practices to encourage creativity, expand access to texts, build knowledge collaboratively, promote organizational skills, and transform teaching and learning. 	learning practices remain up to date as digital tools and technologies change.	
LITERACY COORDINATOR / SUPERVISOR	STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates use their knowledge to coordinate ongoing improvement efforts; design, facilitate, and coordinate effective professional learning experiences; increase the shared understanding and implementation of school- and community-based improvement efforts; and advocate for and coordinate efforts that bolster innovative and sustainable school and district improvement efforts.	6.1 Candidates use their knowledge of adult learning, school change, leadership, and community engagement as a basis for coordinating ongoing improvement efforts aimed at refining and aligning literacy teaching and learning within and/or across schools and the district.	6.2 Candidates design, facilitate, and coordinate effective professional learning experiences (e.g., authentic, inquiry-based, job-embedded, coaching, etc.) that lead to the development, implementation, and evaluation of school-wide literacy programs; additionally, candidates may oversee the evaluation of literacy-focused school and/or district personnel and the evaluation and alignment of programs and student achievement.	6.3 Candidates increase the shared understanding and implementation of school- and community-based improvement efforts through intentional collaboration with teachers, district leaders, community members and organizations, and policymakers.	6.4 Candidates advocate for and coordinate efforts that bolster innovative and sustainable school and district improvement efforts (e.g., apply for and manage federal, state, and/or local grants, develop new programs, select quality materials, etc.) through ongoing interaction with research, policy (local, state, national and international), and promising practices in ways that allow them to critically analyze and synthesize information.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 7: CLINICAL & FIELD EXPERIENCES Candidates develop, reflect on and study their own and their more experienced colleagues'	7.1 Candidates develop, reflect on and study their own and their more experienced colleagues' professional practice in a variety of	7.2 Candidates apply what they know in supervised clinical experiences* to improve coaching and leadership performance with individual	7.3 Candidates apply what they know in supervised field experiences* to improve their coaching and leadership performance	7.4 Candidates plan, conduct and evaluate a variety of literacy meetings and workshops for faculty, staff administrators, families an

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	<p>professional practice; apply what they know in supervised clinical and field experiences to improve their instructional practice with students and coaching performance with individual and groups of teachers and allied professionals; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback; and plan, conduct, evaluate and self-assess school and district-wide literacy meetings and workshops.</p>	<p>supervised clinical and field experiences (which may include their own schools) under the tutelage of expert clinical educators.</p>	<p>and groups of teachers and allied professionals; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback.</p>	<p>with individual and groups of teachers and allied professionals; reflect on and revise practice based on supervisor, peer and more experienced colleague feedback.</p>	<p>community members at the school, district and community levels.</p>