

Master Degree in Education: Literacy Emphasis

(Standards Derived from the International Reading Association, Revised 2003)

Standard 1: Foundational Knowledge- *Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:*

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	Know and apply elements from learning theory	Know foundational theories related to practice and materials they use in the classroom.	Refer to major theories in the foundational areas as they relate to reading. They can explain compare, contrast and critique the theories.	EDUC 632 633 634
1.2 Demonstrate knowledge of reading research and histories of reading.	N/A	Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.	Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	EDUC 632
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progress of reading acquisition and the variations related to cultural and linguistic diversity.	Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.	Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	EDUC 633 634
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they integrate into fluent reading.	List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).	Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.	Able to determine appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	EDUC 526 632 634

Standard 2: Instructional Strategies and Curriculum Materials-*Candidates use a wide range of practices, approaches, methods, and curriculum to support reading and writing instruction. As a result, candidates will:*

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.	Use a variety of instructional grouping options selected and supervised by a classroom teacher or reading specialist.	Match instructional grouping options to specific instructional purposes that take into account developmental, cultural and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.	Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the rationale for changing configurations to best meet the needs of all students.	EDUC 526 635
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at differing stages of development and from differing, cultural and linguistic backgrounds.	Use a wide range of instructional practices, approaches and methods, including technology-based practices, that are selected and supervised by a classroom teacher or reading specialist.	Plan for the use of a wide range of instructional practices approaches and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.	Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.	EDUC 526 634 635
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Use a wide range of curriculum materials selected by a classroom teacher or reading specialist.	Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental cultural and linguistic differences of their students	Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help the teacher select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.	EDUC 526 634 635

Standard 3: Assessment, Diagnostic, and Evaluation- *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates will:*

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology based assessment tools.	Administer scripted formal and informal assessments and technology-based assessments under the discretion of a certified person	Select and administer formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate tools. They can interpret the results of these tests and assessments.	Compare and contrast, use interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.	EDUC 524
3.2 Place student along a developmental continuum and identify student's proficiencies and difficulties.	NA	Compare, contrast, and analyze information and assessment tools to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.	Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.	EDUC 524
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including these at different developmental stages and those from different cultural and linguistic backgrounds.	NA	Analyze, compare, contrast, and use assessment results to plan evaluate and revise effective instruction for all students within an assessment/evaluation/ instruction cycle.	Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.	EDUC 524 526 635

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	NA	Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues and administrators.	Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).	EDUC 524 526 635

Standard 4: Creating a Literate Environment- *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, Candidates will:*

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Assist the teacher and reading specialist in gathering information on students' interests and cultural and linguistic backgrounds. They can use appropriate technology to collect this information.	Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help student select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.	Assist classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.	EDUC 526 632 633 634 635
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Assist students in selecting books, technology-based information, and non-print materials that are appropriate for them.	Select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.	Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	EDUC 526 634 635
4.3 Model reading and writing enthusiastically as valued lifelong activities.	Read aloud enthusiastically and fluently when reading to students	Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.	Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessional to model reading and writing as valued lifelong activities.	EDUC 526 634 635

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
4.4 Motivate learner to be lifelong readers	Support students' choices of reading materials.	Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.	Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.	EDUC 526 632 633 634 635

Standard 5: Professional Development- *Candidates view professional development as a career-long effort and responsibility. As a result, candidates will:*

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/ Literacy Coach Candidates (plus previous 2 levels)	Courses:
5.1 Display positive dispositions related to reading and the teaching of reading.	Know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn.	Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.	Articulate the theories related to the connections between teacher dispositions and student achievement.	EDUC 635
5.2 Continue to pursue the development of professional knowledge and dispositions.	Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate a curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction.	Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state,	Conduct professional study groups for para-professionals and teachers. Assist classroom teachers and para-professionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	EDUC 635

		and federal policymaking bodies.		
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other=s practice.	N/A		Positively and constructively provide an evaluation of their own or others= teaching practices. Assist classroom teachers and paraprofessional as they strive to improve their practices.	EDUC 635
5.4 Participate in, initiate, implement, and evaluate professional development programs.	N/A		Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	EDUC 635