

Classroom Teachers Matrix by Roles

PRE-K/PRIMARY CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate.</p>	<p>1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.</p>	<p>1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.</p>	<p>1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.</p>	<p>1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.</p>
<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.</p>	<p>2.1 Candidates demonstrate the ability to critically examine pre-K/primary literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program.</p>	<p>2.2 Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/primary learners.</p>	<p>2.3 Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners.</p>	<p>2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/primary learners.</p>
<p>STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students' language acquisition and literacy development for instructional and accountability purposes.</p>	<p>3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.</p>	<p>3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.</p>	<p>3.3 Candidates use results of various assessment measures to inform and/or modify instruction.</p>	<p>3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.</p>

PRE-K/PRIMARY CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.</p>	<p>4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.</p>	<p>4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.</p>	<p>4.4 Candidates forge family, community, and school relationships to enhance students' literacy learning.</p>
<p>STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>5.1 Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.</p>	<p>5.2 Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.</p>	<p>5.3 Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.</p>	<p>5.4 Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.</p>
<p>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.</p>	<p>6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.</p>	<p>6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.</p>	<p>6.4 Candidates advocate for the teaching profession and their students, schools, and communities.</p>

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.</p>	<p>1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development.</p>	<p>1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.</p>	<p>1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.</p>	<p>1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.</p>
<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.</p>	<p>2.1 Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.</p>	<p>2.2 Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/intermediate learners.</p>	<p>2.3 Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/intermediate learners.</p>	<p>2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners.</p>
<p>STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.</p>	<p>3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments.</p>	<p>3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.</p>	<p>3.3 Candidates use results of various assessment measures to inform and/or modify instruction.</p>	<p>3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.</p>

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STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	4.4 Candidates forge family, community, and school relationships to enhance students' literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	5.1 Candidates apply knowledge of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.	5.2 Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment.	5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	5.4 Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	6.4 Candidates advocate for the teaching profession and their students, schools, and communities.

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.</p>	<p>1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction.</p>	<p>1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline.</p>	<p>1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline.</p>	<p>1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.</p>
<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.</p>	<p>2.1 Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy.</p>	<p>2.2 Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners.</p>	<p>2.3 Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning.</p>	<p>2.4 Candidates use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests.</p>
<p>STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.</p>	<p>3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.</p>	<p>3.2 Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.</p>	<p>3.3 Candidates use the results of student work and assessment results to inform and/or modify instruction.</p>	<p>3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.</p>

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<p>STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.</p>	<p>4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.</p>	<p>4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.</p>	<p>4.4 Candidates forge family, community, and school relationships to enhance students' content and literacy learning.</p>
<p>STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.</p>	<p>5.1 Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners.</p>	<p>5.2 Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment.</p>	<p>5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.</p>	<p>5.4 Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.</p>
<p>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.</p>	<p>6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.</p>	<p>6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.</p>	<p>6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.</p>	<p>6.4 Candidates advocate for the teaching profession and their students, schools, and communities.</p>