

ROLE	STANDARD	COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
READING/ LITERACY SPECIALIST	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.	1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.	1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.	1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.	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 AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.	2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.	2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.	2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
READING/ LITERACY SPECIALIST	STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid,	3.1 Candidates understand the purposes, attributes, formats, strengths/limitations	3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision	3.3 Candidates participate in and lead professional learning experiences to assist teachers in	3.4 Candidates, using both written and oral communication, explain assessment results and

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	reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.	(including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.	making about student assessment, instruction, intervention, and evaluation for individual and groups of students.	selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
READING/ LITERACY SPECIALIST	STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; 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 both within and outside of the school community.	4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	4.4 Candidates advocate for equity at school, district, and community levels.
READING/ LITERACY SPECIALIST	STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of	5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English	5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety	5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist	5.4 Candidates facilitate efforts to foster a positive climate that support the physical and social literacy-rich learning

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	all learners and collaborate with school personnel to use a variety of print and digital 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.	learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.	of print and digital materials to engage and motivate all learners.	colleagues in these efforts.	environment, including knowledge of routines, grouping structures, and social interactions.
READING/ LITERACY SPECIALIST	STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	6.2 Candidates use their knowledge of adult learning to 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 and facilitation skills when working with individuals and groups.	6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.
READING/ LITERACY SPECIALIST	STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/clinical experiences that include	7.1 Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy	7.2 Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.	7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.	7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical

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	<p>intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.</p>	<p>intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.</p>			<p>experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and 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 major theoretical, conceptual, historical, and evidenced-based foundations of literacy and language and the ways in which they interrelate; demonstrate knowledge base of effective schoolwide professional learning; demonstrate knowledge of research about schoolwide literacy programs; demonstrate understanding of the role of the literacy coach.</p>	<p>1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visually representing from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning.</p>	<p>1.2 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, coaching, and leadership.</p>	<p>1.3 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.</p>	<p>1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.</p>
LITERACY COACH	<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates develop, analyze, and evaluate the school’s literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices and improve literacy learning of individuals and groups of students; facilitate or participate in efforts to develop a vision and</p>	<p>2.1 Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school’s literacy curriculum, aligned to state and district standards.</p>	<p>2.2 Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school).</p>	<p>2.3 Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers’ knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning.</p>	<p>2.4 Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines, that reflects evidence-based practices, and effective integration of all dimensions of language and literacy.</p>

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	goals for the literacy program.				
LITERACY COACH	<p>STANDARD 3: ASSESSMENT AND EVALUATION Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate schoolwide instruction interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders as a means of advocating for effective literacy practices.</p>	<p>3.1 Candidates foster teachers'/specialists' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.</p>	<p>3.2 Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and schoolwide decisions, instruction, and interventions.</p>	<p>3.3 Candidates facilitate professional learning activities that incorporate focused analysis of assessment data and goal setting across grade levels, content areas, and school improvement initiatives.</p>	<p>3.4 Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.</p>
LITERACY COACH	<p>STANDARD 4: DIVERSITY AND 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 and students; facilitate</p>	<p>4.1 Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.</p>	<p>4.2 Candidates recognize their own cultures, belief systems, and potential biases and participate in and facilitate teacher engagement in both personal and systematic reflective practice to recognize teachers' cultures, belief systems, and potential biases.</p>	<p>4.3 Candidates collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge.</p>	<p>4.4 Candidates advocate for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.</p>

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	the operation of 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 AND 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 physical, social, emotional, cultural, and intellectual factors.</p>	<p>5.2 Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals.</p>	<p>5.3 Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways.</p>	<p>5.4 Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.</p>
LITERACY COACH	<p>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of</p>	<p>6.1 Candidates reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders.</p>	<p>6.2 Candidates, design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data</p>	<p>6.3 Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work</p>	<p>6.4 Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.</p>

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	adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; advocate on behalf of teachers, students, families, and communities.		collection, analysis, and decision-making processes.	with individual and groups of teachers.	
LITERACY COACH	<p>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES</p> <p>Candidates complete supervised, integrated, extended practica/clinical experiences that include collaborative and coaching roles with teacher(s) and schoolwide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships; practicum experiences are ongoing in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.</p>	<p>7.1</p> <p>Candidates collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include candidate’s own school, literacy clinic, other school, or community settings.</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, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.</p>	<p>7.3</p> <p>Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.</p>	<p>7.4</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 coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.</p>

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LITERACY COORDINATOR/ SUPERVISOR	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language; knowledge of effective schoolwide professional learning; knowledge base for developing, implementing, and evaluating school- or districtwide literacy programs, pre-K through grade 12; knowledge of the integral role of the literacy coordinator/supervisor.	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of language and literacy (reading, writing, speaking, listening, viewing, visually representing) from pre-K through grade 12, including connections and potential integration for literacy learning, including in the academic disciplines.	1.2 Candidates demonstrate knowledge about effective schoolwide professional learning, adult learning theory, leadership, and an understanding of how policy at the local, state, and national levels affects literacy programs.	1.3 Candidates demonstrate knowledge of and can critique research about models of school reform and the implementation and evaluation of comprehensive schoolwide literacy programs, pre-K through grade 12.	1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the leadership and administrative role of the literacy coordinator.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 2: CURRICULUM AND 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.	2.1 Candidates lead school- and districtwide literacy curriculum efforts and analyze needs assessments resulting in an action plan that provides for horizontal and vertical alignment, is comprehensive and evidence based, provides for ongoing evaluation, and is aligned with district and state standards.	2.2 Candidates lead and support school- and districtwide literacy instructional efforts to develop, implement, and evaluate evidence-based literacy practices across classrooms and in academic disciplines, pre-K through grade 12.	2.3 Candidates develop, in collaboration with school and district personnel, a vision and goals for the literacy program that reflect evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.	2.4 Candidates advocate for and lead efforts to engage families and communities in literacy initiatives that improve student learning, including the development of literacy curricula and instructional practices that are inclusive, differentiated, and socially, culturally, and linguistically responsive.
LITERACY	STANDARD 3:	3.1	3.2	3.3	3.4

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COORDINATOR/ SUPERVISOR	ASSESSMENT AND EVALUATION Candidates provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform and evaluate districtwide instruction, including 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.	Candidates, in collaboration with colleagues, develop, monitor, and evaluate a districtwide comprehensive language and literacy assessment system to improve curriculum, instruction, and student learning; monitor gaps and/or redundancy across assessments and adjust the assessment system accordingly.	Candidates lead and facilitate discussions with administrators, teachers, and other stakeholders to interpret and analyze data patterns at the district level and to develop recommendations for improving student learning districtwide.	Candidates design district improvement initiatives that incorporate focused analysis of assessment data, goal setting, and the design and implementation of relevant professional learning experiences.	Candidates communicate with, seek input from, and explain districtwide assessment results to stakeholders such as teachers, administrators, families, community leaders, and policymakers and advocate for effective literacy practices and programs.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 4: DIVERSITY AND 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 literacy instruction;	4.1 Candidates apply foundational knowledge and theories to lead and guide school- and districtwide efforts to advance diversity and equity.	4.2 Candidates engage with districtwide personnel in self-reflection about the effect of culture, beliefs, and potential biases on literacy instruction and how to create school environments and instructional experiences that are culturally and linguistically relevant and socially just.	4.3 Candidates develop, organize, and lead professional learning experiences that assist school personnel in transforming and creating diverse learning experiences for students that reflect their language and culture throughout the grades and in the academic disciplines and	4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups and construct strong and ongoing school, community, and family relationships.

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	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.			link school, home, community, and family literacy practices.	
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates develop, lead, and evaluate school- and districtwide opportunities to differentiate instruction to meet the developmental needs of all learners; develop with colleagues programs that incorporate a variety of digital and print materials that engage and motivate all learners; create policy and support the appropriate, safe, and effective integration of digital technologies in literacy programs; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates develop, lead, and evaluate literacy plans to ensure that they meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates develop, lead, and evaluate opportunities for the systemic use of a variety of digital and print materials to engage and motivate all learners.	5.3 Candidates develop, lead the implementation of, 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, literacy-rich climate in the schools and district to support physical and social learning environments that include appropriate routines, grouping structures, and positive social interactions.
LITERACY COORDINATOR/ SUPERVISOR	STANDARD 6: PROFESSIONAL LEARNING AND	6.1 Candidates demonstrate ability to be reflective	6.2 Candidates facilitate efforts to design,	6.3 Candidates design, facilitate, and coordinate	6.4 Candidates advocate for and coordinate innovative

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	<p>LEADERSHIP Candidates are reflective literacy professionals who demonstrate the ability to coordinate ongoing school and district literacy improvement efforts; lead curriculum revision and change efforts; design, facilitate, and coordinate effective professional learning experiences; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.</p>	<p>literacy professionals who use their knowledge to coordinate ongoing school and district literacy improvement efforts.</p>	<p>implement, and evaluate school- or districtwide literacy curriculum.</p>	<p>effective professional learning experiences that lead to the development, implementation, and evaluation of school- and districtwide literacy programs.</p>	<p>and sustainable school and district improvement efforts that address the context-specific needs of the local community.</p>
<p>LITERACY COORDINATOR/ SUPERVISOR</p>	<p>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/clinical or school-based experiences that include developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system. School-based practicum experiences also include developing</p>	<p>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 the assessment system. Settings may include candidate's own school, other school, or community settings.</p>	<p>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. Settings may include candidate's own school, other school, or community settings.</p>	<p>7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coordinators or professionals in similar positions.</p>	<p>7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand the role of the coordinator, have literacy content and pedagogical knowledge, and understand literacy assessment and literacy leadership.</p>

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	and leading school- and districtwide professional learning efforts and literacy initiatives involving families and communities; supervision includes observation and ongoing feedback by qualified supervisors.				