

ROLE	STANDARD	COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<b>STANDARD 1: FOUNDATIONAL KNOWLEDGE</b> Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; knowledge of effective schoolwide professional learning; knowledge base for developing, implementing, and evaluating schoolwide literacy programs, pre-K through grade 12; knowledge of the integral role of the literacy coordinator/supervisor.	<b>1.1</b> Candidates demonstrate knowledge of the theoretical and evidence-based foundations of literacy and language.	<b>1.2</b> Candidates demonstrate knowledge base for effective schoolwide professional learning.	<b>1.3</b> Candidates demonstrate knowledge of research about implementation and evaluation of schoolwide literacy programs.	<b>1.4</b> Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coordinator.
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<b>STANDARD 2: CURRICULUM &amp; INSTRUCTION</b> Candidates lead the development, implementation, and evaluation of school- and districtwide literacy curriculum and instructional practices; advocate for and lead efforts to engage families and communities; develop and enact a vision for the literacy curriculum.	<b>2.1</b> Candidates lead school and districtwide literacy curriculum efforts to develop, implement, and evaluate literacy curriculum.	<b>2.2</b> Candidates lead school and districtwide literacy instructional efforts to develop, implement, and evaluate evidence-based literacy practices in pre-K through grade 12.	<b>2.3</b> Candidates advocate for and lead efforts to engage families and communities in literacy instruction and curriculum change.	<b>2.4</b> Candidates develop, in collaboration with school and district personnel, a vision for the literacy program that reflects evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.

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<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<p><b>STANDARD 3: ASSESSMENT &amp; EVALUATION</b> Candidates provide leadership for developing and evaluating a districtwide comprehensive assessment system to inform districtwide instruction and evaluate interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate district improvement initiatives with appropriate professional learning experiences; communicate districtwide assessment results and advocate for appropriate literacy practices.</p>	<p><b>3.1</b> Candidates provide leadership for developing and evaluating a districtwide comprehensive literacy and language assessment system.</p>	<p><b>3.2</b> Candidates facilitate discussions to interpret and analyze data patterns at the district level and to develop implications.</p>	<p><b>3.3</b> Candidates design district improvement initiatives that incorporate focused analysis of assessment data, goal setting, and the design and implementation of relevant professional learning experiences.</p>	<p><b>3.4</b> Candidates communicate districtwide assessment results and advocate for appropriate literacy practices.</p>
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<p><b>STANDARD 4: DIVERSITY &amp; EQUITY</b> Candidates apply foundational knowledge to lead and guide school- and districtwide efforts to advance diversity and equity; promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on</p>	<p><b>4.1</b> Candidates apply foundational knowledge and theories to lead and guide school- and districtwide efforts to advance diversity and equity.</p>	<p><b>4.2</b> Candidates promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction.</p>	<p><b>4.3</b> Candidates develop, organize, and lead professional learning experiences related to diversity for school and district staff.</p>	<p><b>4.4</b> Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p>

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	literacy instruction; develop, organize, and lead professional learning experiences related to diversity for school and district staff; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.				
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<b>STANDARD 5: LEARNERS &amp; THE LITERATE ENVIRONMENT</b> Candidates develop, lead, and evaluate school- and districtwide opportunities to differentiate instruction in order to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	<b>5.1</b> Candidates develop, lead, and evaluate literacy plans to meet the developmental needs of all learners.	<b>5.2</b> Candidates develop, lead, and evaluate opportunities for the use of a variety of digital and print materials to engage and motivate all learners.	<b>5.3</b> Candidates develop, lead, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts.	<b>5.4</b> Candidates develop, lead, and evaluate initiatives to create a positive climate that supports a literacy-rich learning environment.
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<b>STANDARD 6: PROFESSIONAL LEARNING &amp; LEADERSHIP</b>	<b>6.1</b> Candidates coordinate ongoing improvement efforts aimed at refining	<b>6.2</b> Candidates design, facilitate, and coordinate effective professional	<b>6.3</b> Candidates increase the shared understanding and implementation of	<b>6.4</b> Candidates advocate for and coordinate innovative and sustainable school

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	Candidates use their knowledge to coordinate ongoing school and district literacy improvement efforts; design, facilitate, and coordinate effective professional learning experiences; increase the shared understanding and implementation of school- and community-based improvement efforts; advocate for and coordinate innovative and sustainable school and district improvement efforts that address the context-specific needs of the local community.	and aligning literacy teaching and learning within and/or across schools and the district.	learning experiences that lead to the development, implementation, and evaluation of schoolwide literacy programs.	school- and community-based improvement efforts.	and district improvement efforts that address the context-specific needs of the local community.
<b>LITERACY COORDINATOR/ SUPERVISOR</b>	<b>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES</b> Candidates in traditional, hybrid, and online programs have a minimum of two integrated, extended practica/clinical experiences focused on developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system; develop and lead school- and	<b>7.1</b> Candidates, in collaboration with other school leaders, have experiences developing and evaluating school and district literacy needs, school- and districtwide literacy frameworks, and a coherent assessment system.	<b>7.2</b> Candidates, in collaboration with other school leaders, develop and lead school- and districtwide professional learning efforts and literacy initiatives involving families and communities.	<b>7.3</b> Candidates have opportunities for authentic, school-based experiences that are supervised by qualified literacy professionals.*  *Supervisors of practica/clinical experiences are highly qualified and have knowledge of literacy processes, adult learning, organizational change, literacy assessment, and evidence-based	

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