

ROLE	STANDARD	COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
READING/ LITERACY SPECIALIST	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools.	1.1 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, fluency, vocabulary, and comprehension) development throughout the grades.	1.2 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of writing (e.g., handwriting, spelling, sentence construction, typing, word processing, conventions) development and the writing process throughout the grades.	1.3 Candidates demonstrate knowledge of theoretical, historical, and evidence-based components of language (e.g., conventions of standard English, knowledge of language, vocabulary acquisition and use), speaking, and listening development throughout the grades.	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 & INSTRUCTION Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum.	2.1 Candidates use foundational knowledge to design and evaluate evidence-based literacy curricula that meets the needs of all learners.	2.2 Candidates plan, teach, and evaluate a range of instructional approaches and practices to meet the literacy needs of whole class and groups of students.	2.3 Candidates plan, teach, and evaluate a range of instructional approaches and practices for individual students, especially those with specific literacy needs.	2.4 Candidates collaborate and coach as a means of supporting classroom teachers, special educators, and other education professionals in designing, implementing, and evaluating literacy instruction.
READING/ LITERACY SPECIALIST	STANDARD 3: ASSESSMENT & EVALUATION	3.1 Candidates understand the purposes, attributes,	3.2 Candidates collaborate with colleagues to	3.3 Candidates participate in and lead professional	3.4 Candidates, using both written and oral

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	Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.	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) and apply that knowledge to using assessment tools.	administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.	learning experiences to assist teachers in selecting, administering, analyzing, interpreting, and using results data for instructional decision making for classrooms and schools.	communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, parents/guardians, and students.
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 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.	4.3 Candidates contribute to and advocate for creation and promotion of inclusive and affirming classroom and school environments.	4.4 Candidates advocate for equity at school, district, and community levels.
READING/ LITERACY SPECIALIST	STANDARD 5: LEARNERS & THE LITERATE ENVIRONMENT	5.1 Candidates, in consultation with families and colleagues, meet the	5.2 Candidates collaborate with school personnel to implement a variety of	5.3 Candidates integrate digital technologies in appropriate, safe, and	5.4 Candidates participate in and lead schoolwide efforts to foster a positive

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	Candidates meet the developmental needs of all learners and collaborate with school personnel to 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.	developmental needs of learners, taking into consideration their physical, social, emotional, cultural, and intellectual factors.	digital and print materials to engage and motivate all learners.	effective ways and assist colleagues in these efforts.	climate with families and colleagues that support a literacy-rich learning environment.
READING/ LITERACY SPECIALIST	STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.	6.1 Candidates become self-aware, lifelong learners.	6.2 Candidates 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 skills through effective interpersonal and written communication.	6.4 Candidates advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

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READING/ LITERACY SPECIALIST	<p>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES</p> <p>Candidates in traditional, hybrid, and online programs complete a minimum of two supervised, integrated, extended practica/clinical experiences: one focused on intervention with students and the other on novice coaching. Candidates are supervised by highly qualified literacy professionals in practica/clinical experiences equivalent to a six-hour course.</p>	<p>7.1</p> <p>Candidates work with individual and small groups of students at various grade levels in a supervised practicum experience to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, and assess impact on student learning.</p>	<p>7.2</p> <p>Candidates develop, reflect on, and study their own teaching practices through ongoing and cyclical collaborative and novice coaching experiences with peers and experienced colleagues.</p>	<p>7.3</p> <p>Candidates have opportunities for authentic, school-based experiences that are supervised by qualified literacy professionals.*</p> <p>*Supervisors of practica/clinical supervisors are highly qualified: they understand literacy processes, have literacy content knowledge, understand literacy assessment with evidence-based instructional strategies, and have experience as reading specialists.</p>	