

APPENDIX C

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>

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHER				
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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' 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 learning experiences that develop motivated and engaged literacy learners.</p>	<p>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.</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; 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>

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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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' 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>