

## RUBRIC FOR STANDARD 1: FOUNDATIONAL KNOWLEDGE

**Standard 1: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<i>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.</i>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based components of reading throughout the grades and in relationship with other aspects of literacy.</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of reading throughout the grades</li> <li>Demonstrates knowledge of the relationships of reading with other aspects of literacy</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of and critiques major theoretical, conceptual, historical, and evidence-based components of reading throughout the grades and shares that knowledge with colleagues</li> <li>Demonstrates knowledge of the relationships of reading with other aspects of literacy and shares that knowledge with colleagues.</li> </ul>
<i>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.</i>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes, and foundational skills, and the relationships of writing with other aspects of literacy</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes, and foundational skills</li> <li>Demonstrates knowledge of the relationship of writing with other aspects of literacy</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of and critiques the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes, and foundational skills and shares that knowledge with colleagues</li> <li>Demonstrates knowledge of the relationship of writing with other aspects of literacy and shares that knowledge with colleagues</li> </ul>
<i>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.</i>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language</li> <li>Does not demonstrate knowledge of the relationship of language with other aspects of literacy</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of theoretical, conceptual, historical, and evidence-based components of language</li> <li>Demonstrates knowledge of relationship of language with other aspects of literacy</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of and critiques and analyzes theoretical, conceptual, historical, and evidence-based components of language and shares that knowledge with colleagues</li> <li>Demonstrates knowledge of relationship of language with other aspects of literacy and shares that knowledge with colleagues</li> </ul>

## RUBRIC FOR STANDARD 1: FOUNDATIONAL KNOWLEDGE

**Standard 1: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of the historical and evidence-based foundations about the role of the reading/literacy specialist</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the historical and evidence-based foundations about the role of the reading/literacy specialist</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the historical and evidence-based foundations about the role of the reading/literacy specialist and how the role has changed to include more leadership responsibilities</li> <li>• Demonstrates knowledge of the importance of school culture and how it affects the role of the reading/literacy specialist</li> </ul>

## RUBRIC FOR STANDARD 2: CURRICULUM AND INSTRUCTION

**Standard 2: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>2.1: Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meets the needs of all learners</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Uses foundational knowledge as the basis for designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meets the needs of all learners</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Uses foundational knowledge as the basis for designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meets the needs of all learners, is consistent with school literacy goals, and is horizontally and vertically aligned within and across grades</li> </ul>
<p><i>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.</i></p> <p>*Unacceptable level on this component does not preclude meeting this standard</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Cannot design, select, adapt, teach, and evaluate evidence-based instructional approaches that meet the needs of whole class and groups of students who are learning to read, write, listen, speak, view, or visually represent</li> <li>Cannot design, select, adapt, teach, and evaluate evidence-based instructional approaches in the academic disciplines and other subject areas</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Designs, selects, adapts, teaches, and evaluates evidence-based instructional approaches, using both informational and narrative texts, to meet the needs of whole class and groups of students who are learning to read, write, listen, speak, view, or visually represent</li> <li>Designs, selects, adapts, teaches, and evaluates evidence-based instructional approaches in the academic disciplines and other subject areas</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Designs, selects, adapts, teaches, and evaluates evidence-based and integrated instructional approaches, using both informational and narrative texts, to meet the needs of whole class and groups of students who are learning to read, write, listen, speak, view, or visually represent</li> <li>Designs, selects, adapts, teaches, and evaluates evidence-based instructional approaches in the academic disciplines and other subject areas that provide opportunities for student choice of materials and activities</li> <li>Assists teachers in designing and implementing evidence-based instruction</li> </ul>

## RUBRIC FOR STANDARD 2: CURRICULUM AND INSTRUCTION

**Standard 2: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>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.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs</li> <li>• Cannot design and implement instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Can select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs</li> <li>• Can design and implement instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Can select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs and assist teachers in instructional efforts to do the same</li> <li>• Can design and implement instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students and provide support to teachers in their efforts to design such instruction</li> </ul>
<p><i>2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</li> <li>• Cannot coplan, model, and coteach with his or her colleagues to develop effective instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and coaches school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</li> <li>• Coplans, models, and coteaches with his or her colleagues to develop effective instruction</li> <li>• Works with teachers to solve problems related to instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and coaches school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum</li> <li>• Coplans, models, and coteaches with his or her colleagues to develop effective instruction</li> <li>• Observes in classrooms and provides supportive feedback to assist teachers in meeting students' instructional needs</li> <li>• Works collaboratively with teachers to self-assess and reflect on classroom instructional practices</li> </ul>

## RUBRIC FOR STANDARD 3: ASSESSMENT AND EVALUATION

**Standard 3: 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; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p>3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (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.</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot identify the purposes, attributes, formats, strengths/limitations of assessment measures</li> <li>• Cannot administer formal or informal measures</li> <li>• Cannot interpret results of formal and informal measures</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Identifies purposes and attributes of assessment measures</li> <li>• Administers formal and informal measures</li> <li>• Interprets results of formal and informal measures</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Identifies the purposes, attributes, formats, strengths/limitations of assessment measures</li> <li>• Administers and, on the basis of results, selects other tests to be administered</li> <li>• Interprets and synthesizes results across various formal and informal measures</li> </ul>
<p>3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot collaborate with colleagues to administer and interpret assessment measures for individual students</li> <li>• Cannot collaborate with colleagues to administer and interpret assessment measures for groups of students</li> <li>• Cannot collaborate with colleagues to use data for decision making</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with colleagues to administer and interpret assessment measures for individual students</li> <li>• Collaborates with colleagues to administer and interpret assessment measures for groups of students</li> <li>• Collaborates with colleagues to use data for decision making</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and leads professional learning session(s) with colleagues that build capacity to administer and interpret assessment measures for individual and groups of students</li> <li>• Collaborates with and leads professional learning session(s) with colleagues that build capacity to use data for decision making</li> </ul>
<p>3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot participate in or lead professional learning experiences that assist teachers in selecting, administering, analyzing assessments, and interpreting assessment results</li> <li>• Cannot assist teachers in using results for instructional decision making in classrooms and schools</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Participates in and leads professional learning experiences to assist teachers in selecting, administering, analyzing assessments, and interpreting assessment results</li> <li>• Assists teachers in using assessment results for instructional decision making in classrooms</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Participates and leads professional learning experiences to assist teachers in designing, selecting, administering, analyzing assessments, and interpreting assessment results</li> <li>• Assists teachers in using assessment results for instruction decision making in classrooms and schools</li> </ul>

## RUBRIC FOR STANDARD 3: ASSESSMENT AND EVALUATION

**Standard 3: 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; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.</i></p> <p>*Unacceptable level on this component does not preclude meeting this standard</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot use written and oral communication to explain assessment results</li> <li>• Cannot advocate for appropriate literacy and language practices to a variety of stakeholders</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Uses written and oral communication to explain assessment results to students, teachers, and parents/guardians</li> <li>• Advocates for appropriate literacy and language practices to students, teachers, and parents/guardians</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Uses written and oral communication to explain assessment results to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians</li> <li>• Advocates for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians</li> <li>• Organizes assessment results across measures to show relationships and interactions (e.g., demographics and test results)</li> </ul>

## RUBRIC FOR STANDARD 4: DIVERSITY AND EQUITY

**Standard 4: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction, and how the various aspects of diversity interrelate (intersectionality)</li> </ul>
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.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate understanding of himself or herself as a cultural being</li> <li>Does not demonstrate understandings of others as cultural beings</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates understanding of himself or herself as a cultural being through his or her pedagogy and interaction with others, within and outside of the school community</li> <li>Demonstrates understandings of others as cultural beings through his or her pedagogy and interactions with individuals within and the school community</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates understanding of himself or herself as a cultural being through his or her pedagogy, reflexivity, and interactions with individuals both within and outside of the school community</li> <li>Demonstrates an understanding of others as cultural beings through his or her pedagogy and interactions with others both within and outside of the school community</li> <li>Demonstrates pedagogical skills that create opportunities for students to understand their own and others' diversity</li> </ul>
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.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Cannot create inclusive and affirming classroom and school environments</li> <li>Does not advocate for inclusive and affirming classroom and school environments</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Creates inclusive and affirming classroom environments that are culturally responsive and acknowledge and value the diversity in schools</li> <li>Advocates for inclusive and affirming classroom environments that value diversity</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Creates inclusive and affirming classroom and school environments that are culturally responsive and acknowledge and value the diversity in schools and society</li> <li>Advocates for inclusive and affirming classroom and school environments that value diversity</li> </ul>
4.4: Candidates advocate for equity at school, district, and community levels.  *Unacceptable level on this component does not preclude meeting this standard	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not advocate for equity at the school, district, and community levels.</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Advocates for equity at the school level</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Advocates for equity at the school, district, and community levels</li> </ul>

## RUBRIC FOR STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT

**Standard 5: Candidates meet the developmental needs of 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not consult with families and colleagues</li> <li>• Does not meet the developmental needs of all learners</li> <li>• Does not take into consideration the various factors that influence learning</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Consults with families and colleagues</li> <li>• Meets the developmental needs of all learners by taking into consideration physical, social, emotional, cultural, and intellectual factors</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Consults with families and colleagues and uses that knowledge in developing instructional activities and programs</li> <li>• Provides support to colleagues in designing instruction that meets the developmental needs of all learners by taking into consideration physical, social, emotional, cultural, and intellectual factors</li> </ul>
<p><i>5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not collaborate with school personnel to provide opportunities for student choice and engagement with a variety of print and digital materials</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with school personnel to provide opportunities for student choice and engagement with a variety of print and digital materials</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with school personnel and families to provide opportunities for student choice and engagement with a variety of print and digital materials</li> <li>• Expands access to a range of reading materials to all students (e.g., those experiencing difficulties, those who demonstrate proficiency)</li> </ul>
<p><i>5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.</i></p> <p>*Unacceptable level on this component does not preclude meeting this standard</p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not integrate digital technologies into his or her literacy instruction</li> <li>• Does not use digital technologies in appropriate, safe, and effective ways</li> <li>• Does not assist colleagues in integrating technology in their instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Integrates digital technologies into his or her literacy instruction</li> <li>• Uses digital technologies in appropriate, safe, and effective ways</li> <li>• Assists colleagues in integrating technology in their instruction</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Integrates digital technologies into his or her literacy instruction and models for colleagues how to do the same</li> <li>• Uses and guides students' use of digital technologies in appropriate, safe, and effective ways</li> <li>• Provides professional learning experiences that assist colleagues in how to integrate technology in their instruction</li> </ul>



## RUBRIC FOR STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT

**Standard 5: Candidates meet the developmental needs of 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not facilitate efforts to foster a positive climate that supports a literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Facilitates efforts to foster a positive physical and social literacy-rich learning environment</li> <li>• Facilitates efforts to develop a literacy-rich learning environment that includes appropriate routines, grouping structures, and social interactions</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Facilitates efforts and models for colleagues a positive physical and social literacy-rich learning environment</li> <li>• Facilitates efforts to develop a literacy-rich learning environment that includes appropriate routines, grouping structures, and social interactions in both face-to-face and virtual spaces</li> </ul>

## RUBRIC FOR STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

**Standard 6: 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
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.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate the ability to reflect on his or her professional practices</li> <li>Does not belong to professional organizations</li> <li>Is not a critical consumer of research, policy, and practice</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to reflect on his or her professional practices</li> <li>Belongs to professional organizations</li> <li>Is a critical consumer of research, policy, and practice</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to self-assess and reflect on his or her roles</li> <li>Belongs to and is active in professional organizations</li> <li>Is a critical consumer of research, policy, and practice and able to share that knowledge with colleagues</li> </ul>
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.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not use his or her 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</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge of adult learning to engage in collaborative decision making with colleagues</li> <li>Engages with teachers in designing, aligning, and assessing instructional practices and interventions within and across classrooms</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge of adult learning to facilitate collaborative decision-making efforts</li> <li>Engages with teachers, literacy coaches, and administrators in designing, aligning, and assessing instruction practices and interventions within and across classrooms</li> </ul>
6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Cannot develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Develops, refines, and demonstrates leadership and facilitation skills when working with individuals and groups</li> <li>Leads group meetings by assisting in setting norms and promoting group discussion</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Develops, refines, and demonstrates leadership and facilitation skills when working with individuals and groups</li> <li>Leads group meetings by assisting in setting norms and promoting group discussions, and facilitates leadership of the group members</li> <li>Collaborates with and coaches colleagues as a means of improving instructional practices</li> </ul>
6.4: Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.  *Unacceptable level on this component does not preclude meeting this standard	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Does not consult with teachers, students, families, and communities for effective literacy practices and policies</li> <li>Does not advocate for effective literacy practices and policies</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Consults with teachers, students, and families for effective literacy practices and policies</li> <li>Advocates for effective literacy practices and policies</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>Consults with teachers, students, families, and communities for effective literacy practices and policies</li> <li>Advocates for effective literacy practices and policies</li> <li>Critiques policy and shares with stakeholders</li> </ul>

## RUBRIC FOR STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES

### Evidence found in Section I: Context of the Program Report; evidence not required in Assessments 1–8

**Standard 7: Candidates complete supervised, integrated, extended practica/clinical experiences that include 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>7.1: Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy 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.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, and develop literacy intervention plans</li> <li>• Cannot implement instructional plans, create supportive literacy learning environments, and assess impact on student learning</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Works with individual and small groups of students at various grade levels to assess students' literacy strengths and needs and develop literacy intervention plans</li> <li>• Uses multiple assessments to measure students' literacy needs and strengths</li> <li>• Implements instructional plans, creates supportive literacy learning environments, and assesses impact on student learning</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Works with individual and small groups of students at various grade levels to assist students' literacy strengths and develop literacy intervention plans and analyzes intervention plans with peers</li> <li>• Uses multiple assessments to measure students' literacy needs and analyzes results with peers</li> <li>• Implements instructional plans, creates supportive literacy learning environments, and assesses impact on student learning</li> </ul>
<p><i>7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Cannot collaborate with and coach peers and experienced colleagues to develop, reflect on, and study his or her own and others' teaching practices</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and coaches peers and experienced colleagues to develop, reflect on, and study his or her own and others' teaching practices</li> <li>• Engages in novice coaching practice with groups (e.g., facilitating professional learning communities, book study discussions) and individuals (modeling, coplanning, and coteaching)</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and coaches peers and experienced colleagues to develop, reflect on, self-assess, and study his or her own and others' teaching practices</li> <li>• Engages in novice coaching practices with groups (e.g., facilitating professional learning communities, book study discussions) and with individuals (modeling, coplanning, and coteaching)</li> <li>• Uses multiple approaches to engage in purposeful review and critique of his or her own and peers' pedagogical practices</li> </ul>
<p><i>7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not have opportunities for authentic, school-based practicum experiences</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Has an ongoing opportunity for work in one authentic, school-based practicum experience</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Has ongoing opportunities for more than one authentic, school based practicum experiences in which he or she reflects and self-assesses his or her teaching and collaborating</li> </ul>

## RUBRIC FOR STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES

### Evidence found in Section I: Context of the Program Report; evidence not required in Assessments 1–8

**Standard 7: Candidates complete supervised, integrated, extended practica/clinical experiences that include 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.**

ILA Standard Component	Unacceptable	Acceptable	Distinguished
<p><i>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 literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.</i></p>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Does not receive supervision, including observation and ongoing feedback during his or her practicum/clinical experiences</li> <li>• Does not receive feedback from supervisors who understand literacy instruction and assessment</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Receives supervision, including observation and ongoing feedback during his or her practicum/clinical experiences</li> <li>• Receives feedback from supervisors who understand literacy instruction and assessment</li> </ul>	<p><b>Candidate:</b></p> <ul style="list-style-type: none"> <li>• Receives supervision, including observation that provides for self-analysis as well as supervisor feedback during his or her practicum/clinical experiences</li> <li>• Participates in self-analysis and reflection with his or her peers about his or her practicum experiences</li> <li>• Receives feedback from supervisors who have experience as reading/literacy specialists</li> <li>• Shares self-selected clips of lessons with colleagues and supervisor for the purpose of reflection, improvement of practice, and evaluation.</li> </ul>

