

Reading Education

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) taught.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The reading professional knows:

That reading is and should be taught as a process.

That the reading process involves the construction of meaning by the reader through the interaction of background knowledge, information from the printed text, and the context of the reading situation.

The major theories of language development.

Cultural, linguistic, and ethnic diversity and how literacy can be a means of transmitting sociocultural values.

How to interrelate literacy development and content area instruction.

The reading professional knows how to:

Elaborate on the interrelated and interdependent aspects of the total reading process.

Explain the symbolic aspect of written language.

Describe how the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language relate to the reading process.

Explain how the reader's background knowledge; information derived from print; and social, cultural, and environmental factors are used interrelatedly and simultaneously to obtain meaning from the text.

Explain and derive pertinent conclusions from the chief educational theories about language acquisition.

Elaborate on the continuum of literacy development from its emergent stage to that of mature, proficient reader and writer.

List and describe a wide range of experiences that support early literacy development.

Locate and select multicultural literature that authentically represents various cultural, linguistic, and ethnic groups.

Describe how teachers' presentation of multicultural readings convey respect and value of diversities in society.

Name and explain the basic differences in reading content area and developmental/recreational texts.

Explain the importance of metacognition in content area reading and writing.

Name and describe a variety of metacognitive strategies appropriate for content area texts.

The reading professional understands that critical thinking broadens and deepens the understanding of what is read across the disciplines.

The reading professional understands the influence of cultural, ethnic, and linguistic backgrounds on the reading process.

January 24, 2001

The reading professional has knowledge of historical, philosophical, and legal bases of services for young children both with and without special needs.

The reading professional has knowledge of current trends and issues in general education and special education.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The reading professional values reading and helps students develop a positive attitude toward reading.

The reading professional enjoys reading aloud to students and participating in conversations about literature.

The reading professional believes reading a variety of materials for a variety of purposes fosters learning.

The reading professional respects individual student interpretations and responses to literature.

The reading professional believes that reading is essential in all subject areas.

The reading professional:

Believes that literacy is essential to personal and social growth.

Is committed to teaching reading and writing as interrelated processes.

Appreciates and values the language and literacy contributions of various cultural, linguistic, and ethnic groups.

Believes that instruction should be aligned to students' individual stages of language development.

Is committed to teaching strategies that facilitate students' understanding and mastery of content area materials.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The reading professional creates learning experiences that enable students to comprehend, interpret, evaluate, and appreciate text.

The reading professional uses strategies that access and assess prior knowledge.

The reading professional creates learning experiences in which reading and writing are reciprocal processes that support each other.

The reading professional uses effective questioning strategies.

The reading professional teaches for the use of strategies and cues as tools for constructing meaning, thinking critically, and solving problems.

The reading professional provides time for students to read independently.

The reading professional plans and provides opportunities for students to think critically and to deepen their understanding of what is read across the disciplines.

The reading professional considers the influence of cultural, ethnic, and linguistic background on the reading process when planning for reading instruction.

The reading professional:

Displays a positive and influential attitude about the importance of reading to our society and our personal fulfillment.

- (a) Presents reading and writing opportunities in integrated and interrelated ways.
- (b) Provides reading and writing experiences that enable students to internalize and practice their similar processes.

Presents multicultural literature and language systems in positive ways that reflect value for diversities.

Accommodates learners' stages of literacy development with appropriate materials and instruction.

Provides opportunities for students to practice reading and writing strategies in all content area instruction.

Considers the influence on reading and learning of the school's contextual factors.

Provides learning opportunities in all aspects of literacy.

Teaches students to monitor their own reading and writing.

Instructs students in study strategies for content area materials.

Incorporates multicultural perspectives in the reading and language curriculum.

The reading professional:

1.
 - (a) Groups students for reading and writing instruction and practice to facilitate learning to the maximum extent.
 - (b) Uses literacy assessment to evaluate and improve instruction and develop students' self-esteem as readers and writers.
 - (c) Adjusts school programs related to literacy development as necessary to accommodate individuals' learning needs.
2. Includes multiple, varied opportunities in the daily schedule for students to combine reading, writing, and thinking, and to react and respond to what they read and write.
3.
 - (a) Models and guides student practice in the interrelated and interdependent use of syntactic, semantic, and graphophonemic cues to word identification and to the construction of meaning.
 - (b) Instructs students in the use of English spelling patterns as aids to word identification and meaning.
 - (c) Provides instruction and guided practice in comprehension and questioning strategies.
 - (d) Models and monitors the connection of prior knowledge and new information from print.
4.
 - (a) Teaches students to use aspects of text such as text structure, genres, and figurative language to facilitate comprehension.
 - (b) Instructs and monitors the adjustment of reading rate to suit the reading purpose and difficulty of the text.
 - (c) Uses metacognitive strategies to facilitate students' organization and retention of textual information.
 - (d) Provides instruction and practice of test-taking strategies.
5. Reads aloud and uses literature representing a variety of cultural, linguistic, and ethnic backgrounds for instructional reading purposes.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The reading professional knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The reading professional knows how to adapt oral and written communication to the needs of the student.

The reading professional knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The reading professional knows how to plan for and link current developmental and learning experiences and teaching strategies with those of subsequent educational settings.

The reading professional knows how to use and analyze assessments to inform and plan instruction. For example: running records, concepts about print, teacher observations, portfolios, student performance tasks, rubrics, conferencing, standardized tests, and criterion referenced tests.

The reading professional knows how to plan a curriculum that includes the integration of the three cueing systems and use of strategies. Cues: Syntactic (structure)
Semantic (meaning)
Graphophonic (letters and sounds/visual)

The reading professional knows how to plan and manage curriculum that allows for whole group, small group, and independent instruction.

The reading professional knows how to plan instruction so that the curriculum provides time for daily independent reading and writing, reflection and response to literature.

The reading professional knows how to plan and implement a balanced literacy program that includes oral language, read aloud, shared reading, guided reading, independent reading, assisted writing and independent writing.

The reading professional knows how to plan instruction that builds a solid language foundation to support literacy.

The reading professional knows how to facilitate an ongoing vocabulary development using a variety of approaches.

The reading professional knows how to plan and implement curriculum that supports state curriculum frameworks and national standards.

The reading professional knows how to plan instruction that includes strategic reading and study strategies in the content areas. For example, how to collect and organize information, think critically, transfer and apply knowledge and use the organization of texts.

The reading professional knows how to select, construct, and use a wide range of appropriate materials to meet individual learning needs within the framework of the curriculum.

The reading professional knows how to plan and use integrated and interdisciplinary units as appropriate to grade level and context.

January 24, 2001

The reading professional knows how to use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

The reading professional understands how to evaluate textual material in order to determine whether materials are clear and appropriate for individual students.

The reading professional knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The reading professional knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil.

The reading professional knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The reading professional knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The reading professional knows how to analyze students' individual interests, abilities, and learning styles.

The reading professional:

1. Knows how to adapt instruction to accommodate individual needs for accomplishing different purposes.
2. Knows how to coordinate the various services associated with literacy programs.
3. Knows how to use multiple indicators in evaluating the effectiveness of the literacy program.
4. Is familiar with all available plans for the improvement of student reading and writing.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The reading professional is committed to a balanced literacy program.

The reading professional is committed to a curriculum that supports state curriculum frameworks and national standards.

The reading professional believes that reading instruction should be included in all content areas.

The reading professional believes that curriculum should meet individual needs.

The reading professional values the time that is allocated for independent reading and writing.

The reading professional believes that literature can support and connect content learning.

The reading professional is committed to using a variety of assessments to inform and plan instruction.

The reading professional values a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

The reading professional:

January 24, 2001

1. Is committed to meeting individual learner needs through adaptations in curriculum and instruction.
2. Supports the coordination of a variety of services associated with literacy programs.
3. Favors the use of multiple indicators in evaluating the literacy program.
4. Is open to the modifications of literacy programs in order to accommodate all students' needs and shows evidence of putting these into practice.
5. Values being inquisitive about the availability and use of program funding, needs assessment, development, and evaluation.
6. Values being productive in gathering data from many sources in order to evaluate the literacy program.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The reading professional plans and implements a balanced literacy program that includes oral language, reading aloud, shared reading, guided reading, independent reading, assisted writing, and independent writing.

The reading professional plans instruction that builds a solid language foundation on which to support literacy.

The reading professional facilitates an ongoing vocabulary development using a variety of approaches.

The reading professional implements curriculum that supports state curriculum frameworks and national standards.

January 24, 2001

The reading professional plans instruction that includes strategic reading and study strategies in the content areas. For example: how to collect and organize information, think critically, transfer and apply knowledge and how to use the organization of texts.

The reading professional selects, constructs and uses a wide range of appropriate materials to meet individual learning needs within the framework of the curriculum.

The reading professional plans and uses integrated and interdisciplinary units as appropriate to grade level and content.

The reading professional analyzes and uses assessments to inform and to plan instruction. For example: running records, concepts about print, teacher observations, portfolios, student performance tasks, rubrics, conferencing, standardized tests, criterion referenced tests, etc.

The reading professional plans and implements a curriculum that includes the integration and use of the three cueing systems: semantic (meaning), syntactic (structure) and graphophonic (letters and sounds/visual).

The reading professional plans and manages curriculum that allows for whole group, small group and independent instruction.

The reading professional plans instruction so that the curriculum provides time for daily, independent reading and writing, reflection and response to literature.

The reading professional uses and models a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

The reading professional uses a variety of measures to evaluate textual material in order to determine whether materials are clear and appropriate for individual students.

The reading professional uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The reading professional plans and implements developmentally and individually appropriate curricula and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The reading professional identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The reading professional cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The reading professional develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils.

The reading professional selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The reading professional involves students in self-evaluation of products and processes by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress.

The reading professional modifies tests for students with disabilities.

The reading professional modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The reading professional collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The reading professional selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The reading professional involves families as active participants in the assessment process.

The reading professional modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The reading professional develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the communities for generalization of skills and transfer of knowledge by students and assists them to develop learning strategies and independent study behaviors.

The reading professional plans a literacy curriculum that is appropriate to students' needs and to personal and societal goals in literacy development.

The reading professional:

1. Modifies literacy instruction continuously in order to accommodate students' needs in accomplishing a variety of purposes.
2. Uses all available and appropriate supportive services in improving the literacy programs.
3. Collects data from many sources in evaluating the literacy program.
4. Uses the best features of all available plans for reading and writing advancement.
5.
 - (a) Identifies the needs of all students for such purposes as correction of reading difficulties, extending and enriching literacy development, self-monitoring capabilities, adjustment of the reading process for content area reading, etc.
 - (b) Makes changes in reading and writing instruction to accommodate all identified needs of learners.
 - (c) Contributes appropriately to the development of individual educational plans.
6.
 - (a) Participates actively in program needs assessment, development, and evaluation.
 - (b) Writes proposals for grant funding as necessary.
7. Examines and uses data from formal and informal literacy assessments, students' reading attitudes and habits, students' own evaluations of reading proficiency, parents' input on students' progress, and other pertinent information to evaluate the effectiveness of literacy instruction.
8.
 - (a) Examines and evaluates the features of local, state, federal, and commercial programs and plans for students' reading and writing improvement.
 - (b) Incorporates the feasible, research-supported features of all appropriate programs and plans in the development of curriculum and instruction tailored to classroom needs.

The reading professional can:

- (a) Explain the various needs of individual learners such as reading intervention or remediation, reading enrichment, self-monitoring strategies, etc.
- (b) Describe how instruction can be adapted to meet various learner needs.

January 24, 2001

(c) Describe the essentials of individual educational plans.

Explain the basic requirements of services that support literacy programs such as needs assessment, program development and evaluation, and program funding.

Name and defend the use of many indicators of curriculum effectiveness such as formal and informal student assessments, reading attitudes and habits, student self-evaluation, parental appraisal, etc.

Name and explain the basic features of plans for literacy improvement offered by commercial publishers.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The reading professional understands how to identify instructional levels and how to choose appropriate material.

The reading professional is knowledgeable of various assessment tools to document changes over time.

The reading professional understands that children should be active learners and strategic readers.

The reading professional knows that self-selection promotes motivation.

January 24, 2001

The reading professional understands the importance of prior knowledge and knows how to build background knowledge.

The reading professional understands the importance of culture as it affects the reading process.

The reading professional knows how to foster positive attitudes toward reading and writing and how to encourage risk-taking in an active learning environment.

The reading professional knows how to provide immediate and specific feedback to students and how to explain, model and demonstrate effective reading and writing strategies.

The reading professional is aware of opportunities for students to use reading and writing in real life situations.

The reading professional knows how to function as a coach as well as an instructor.

The reading professional has knowledge of proficiency in the classroom as demonstrated through whole group instruction, small group instruction, and through individual instruction.

The reading professional knows how to provide a print rich literate environment.

The reading professional knows how to manage the reading program by whole group instruction, small group instruction and individual instruction.

The reading professional has knowledge of emergent literacy and the sorts of experiences that support literacy.

The reading professional knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The reading professional knows of ethical considerations inherent in classroom behavior management.

The reading professional knows techniques for crisis, preventions, students with various cultural backgrounds, and students with exceptional learning needs.

The reading professional knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The reading professional knows how to use resources, aids, and materials for teaching children with special needs.

January 24, 2001

The reading professional knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The reading professional knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The reading professional has an understanding of peer coaching skills.

The reading professional understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The reading professional knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

The reading professional:

Recognizes individual patterns of human growth and development and understands how these variations affect reading achievement.

Knows the major current and historical theories and perspectives related to language and reading and how to apply them to create a literate environment.

Knows how to balance a reading program to provide a wide range of experiences in a variety of materials and for authentic reading purposes.

Knows how to select and use appropriate materials for reading assessment and instruction.

Understands the effects of physical, social, emotional, cognitive, cultural, and environmental factors on reading and language acquisition.

Knows how to interrelate listening, speaking, and writing to improve reading instruction.

Understands how to incorporate meaning, purpose, and setting in the total reading process.

Is aware of the interactive nature and multiple causes of reading difficulties and knows how to incorporate that knowledge into the planning of instructional programs.

Knows how to develop and conduct assessments that involve multiple indicators of learners' progress and instruction.

The reading professional knows how to:

Explain the normal patterns of growth in the continuum of language and literacy development.

Cite specific reading strengths and weaknesses that represent individual variations in literacy development.

Evaluate historical perspectives about reading in terms of current research in order to implement theory into the curriculum.

Name and describe the various types of reading experiences and specify how to include them in a well-balanced reading program.

Explain the steps in obtaining adequate information, evaluating a variety of materials, and making research-based selections for use in reading assessment and instruction.

Describe the various physical, social, emotional, cognitive, cultural, and environmental factors that affect language development and reading achievement.

Plan lessons that integrate listening, speaking, reading, and writing to improve students' reading ability.

Incorporate best practices in reading for meaning, defining purposes for reading, and determining the most advantageous settings for reading that serve as models of self-learning for students.

Explain the importance of appropriate intervention instruction in cases of reading difficulties.

Devise a plan for correction of reading deficiencies when given background information and assessment data.

Administer, score, and interpret a variety of formal and informal instruments that produce multiple indicators of reading achievement.

Draw accurate conclusions from assessment data about reading levels and indicated strengths and weaknesses.

Identify and describe instructional strategies and techniques indicated by the research literature as being sound and effective in correcting deficiencies in reading fluency, comprehension, and vocabulary.

January 24, 2001

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The reading professional believes that all children can learn to read and write.

The reading professional appreciates the cultural and socio-economic diversity of the students.

The reading professional believes that it is a priority to provide time and opportunity for students to engage in authentic reading and writing activities.

The reading professional believes that a functional print-rich/literate environment facilitates literacy learning.

The reading professional believes that individual children need different approaches to instruction.

The reading professional believes that various methods must be used to assess student progress.

The reading professional recognizes that accessing and assessing prior knowledge is the key to comprehension.

The reading professional appreciates the importance of modeling in developing the disposition of students to read and write.

January 24, 2001

The reading professional is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The reading professional promotes positive self-images for readers.

The reading professional is committed to allowing students with exceptionalities to participate in classroom activities.

The reading professional is willing to use assistive technology.

The reading professional:

Believes in the capacity of every student to learn to read.

Is willing to provide and maintain a positive classroom environment that encourages risk-taking and promotes positive self-images as readers.

Believes that all students can learn and achieve success at higher thinking levels.

Accepts the responsibility of creating an environment that motivates student reading by building on students' strengths and weaknesses.

Appreciates individual differences among students, shows respect for their diverse talents and abilities, and is committed to helping them develop self-confidence and competence as readers and writers.

Recognizes that all students are capable of responding to and communicating with others about what they read and write.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The reading professional fosters positive attitudes toward reading and writing and encourages risk-taking in an active learning environment.

The reading professional uses knowledge regarding the culture and background of the students when evaluating and making instructional decisions.

The reading professional provides a functional, print-rich literate environment that encourages students to be active learners and strategic readers.

The reading professional is proficient in the management of the classroom through whole group, small group, and individual instruction.

The reading professional provides opportunities for the students to use reading and writing in real life situations.

January 24, 2001

The reading professional organizes and plans instruction based upon human growth and development, learning theory, and the needs of the students, in the area of literacy development.

The reading professional provides immediate feedback and explains, models, and demonstrates a wide range of effective reading and writing strategies.

The reading professional provides time and opportunity for students to engage in authentic reading and writing activities.

The reading professional uses various assessment tools to measure reading growth and documents changes over time.

The reading professional identifies instructional levels and chooses appropriate instructional materials.

The reading professional encourages students to self-select reading materials and writing topics.

The reading professional applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The reading professional uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The reading professional selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The reading professional assists students in developing independent study behaviors.

The reading professional helps pupils work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

The reading professional makes appropriate referrals to community health and social services.

The reading professional plans appropriate physical arrangements and activities.

The reading professional implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

The reading professional:

1. Provides support and encouragement for every students' steps toward reading progress and demonstrates a belief in each individual's ability for success.
2. Sets an example for risk-taking and the role that others play in providing positive feedback and support for efforts in reading and writing.
3. Provides higher order thinking opportunities related to reading and writing for all students and directs instruction toward success in these experiences.
4.
 - (a) Allows students with exceptionalities to participate in all classroom reading opportunities.
 - (b) Supplements reading instruction with assistive technology when appropriate for enhancing reading development.
5. Provides ample opportunities for all students to learn to read and write with competence.
6. Provides opportunities for students to respond to what they have read and to communicate about it in many different formats.
7. Plans and implements an instructional reading program with time and product modifications for individual student abilities and needs.
8. Incorporates thorough instruction and modeling, guided practice, and immediate corrective feedback in reading lessons.
9. Uses peer coaching and tutoring and various grouping techniques to enhance students' reading development.
10. Demonstrates knowledge of students' reading interests and levels in providing appropriate materials.
11. Uses various assessment tools to assess students' progress.
12. Allows self-selection of reading materials for independent, recreational reading on a regular basis, and for literature-based reading experiences where applicable.
13. Provides ample opportunities for students to use reading and writing in authentic literacy situations.
14. Provides a print-rich literate environment.
15. Uses various grouping arrangements and techniques to teach reading skills and strategies.

16. Provides concrete experiences to promote emergent literacy where appropriate, and provides for readiness for learning at all stages of reading development.
17. Requires different amounts of time, written assignments, and performances of different students according to their individual capabilities and reading levels, but with reasonable expectations for their continuous progress.
18. Delivers instruction that takes students from total teacher responsibility to total student responsibility in applying the skill or strategy taught.
19. Arranges and schedules time for students to read as partners and/or with small groups. Maintains updated records of students' reading interests and levels and other pertinent information, and provides reading materials in accordance with these data.
20. Maintains informal records such as student journals and portfolios to evaluate individual progress.
21. Schedules reading aloud to students as well as opportunities for self-choice reading/writing experiences such as DEAR, SSR, and SSW.
22. Schedules authentic reading/writing activities such as journal writing, letter writing, book-making, interviewing, Reading/Writing Workshops, and Language Experience activities through technology and print.
23.
 - (a) Maintains a classroom that contains inviting displays of a variety of reading and writing materials in an attractive, neat, and well-organized manner.
 - (b) Locates reading and writing materials for accessible student use.
24. Provides a schedule, lesson plans, and instruction that reflect regular use of whole group, small group, and individual learning for various reading purposes in a well-balanced literacy program.
25. Involves students in early childhood classes actively in learning the relationship between language symbols and sounds.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The reading professional understands that individual differences influence reading.

The reading professional understands linguistics, cultural, and ethnic diversity of the school community and recognizes the contributions of diverse groups.

The reading professional recognizes the importance of building on the strengths of individual learners.

The reading professional knows the importance of listening to students and treating them with respect.

The reading professional knows that high expectations are necessary for student achievement.

The reading professional knows how to effectively communicate student progress to both students and their parents.

The reading professional knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The reading professional knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The reading professional knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

The reading professional knows how to:

Be cognizant of the factors which shape students' outlook, values, and orientation toward literacy endeavors.

Understand that students' literacy development is dependent upon their individual knowledge, experience, and ability.

Understand the direct influence of teacher expectations and attitude on students' literacy achievement.

Communicate effectively with students in a learning community.

The reading professional knows the importance of building on the strengths of individual learners rather than only identifying the weaknesses.

The reading professional knows how to:

(a) Keep and regularly examine anecdotal records and note files, as well as permanent student records, for insight into the innate and environmental factors that influence students' reading progress.

(b) Have a positive manner and rapport with students that reflect reasonable expectations for their achievement in reading and writing.

Use oral, written, and bodily communication to convey acceptance and respect for every student's language capacity, experiential background, goals, and achievement.

Use continuous praise and supportive statements to encourage students' literacy achievement.

Provide clear and complete directions and instruction that eliminates students' misunderstanding.

Be careful in the use of correct and appropriate enunciation, pronunciation, grammar, spelling, and handwriting in order to communicate effectively with students.

Schedule and plan lessons and provide instruction and informal communication that provide equal opportunities and expectations for every student's development as a reader, a writer, and a thinker to maximum potential.

DISPOSITIONS

The teacher respects, accepts, and support ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The reading professional appreciates the individual learning differences of all students.

The reading professional respects linguistic, cultural, and ethnic diversity of the school community and recognizes the contributions of diverse groups.

The reading professional values students' opinions.

The reading professional believes that high expectations are necessary for student achievement.

The reading professional is:

Committed to the provision of respect, acceptance, and support for all students in their reading development.

Appreciative of the importance of effective communication to literacy learning.

The reading professional values:

Daily oral, written, and bodily communication with all students which is positive, supportive, and encouraging of their individual reading performances.

Oral, written, and bodily communication which reflects respect for all students' opinions and interpretations of what they read.

Lesson plans and instruction which reflect appropriately high expectations for students' reading achievement.

Communication which is effective throughout the school day in modeling appropriate voice modulation, usage, spelling, handwriting, and positive body language.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The reading professional models the role which teachers, other professionals, and parents assume in a collaborative relationship.

The reading professional models affective, positive behavior appropriate to specific circumstances.

The reading professional demonstrates conflict resolution skills.

The reading professional creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The reading professional interprets and communicates education programs of all students to school personnel, school patrons, and community members.

The reading professional models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The reading professional teaches the students to be their own advocates.

The reading professional addresses individual differences when planning instruction.

January 24, 2001

The reading professional exhibits human relations skills which support the development of human potential literacy acquisition.

The reading professional uses the linguistic, cultural and ethnic diversity of the school community in teaching and evaluating students.

The reading professional provides learning experiences that build on the strengths of individual learners.

The reading professional listens to students and respects their ideas.

The reading professional communicates student progress to both students and their parents.

The reading professional:

- Builds reading instruction through the strengths, rather than the weaknesses, of individual students.

- Provides sound and individualized instruction based on classroom needs.

- Demonstrates respect for students' linguistic/dialect variations.

- Uses many means to promote interest in reading as an activity of choice.

- Allows all students to base reading responses on the individual backgrounds they bring to the printed page.

- Plans instruction which values the language that students bring to the classroom, but recognizes the responsibility to teach standard English at appropriate times and in an appropriate manner.

- Demonstrates behavior throughout the school day which reflects respect for all students' home language.

- Plans instruction and materials which promote development of intrinsic motivation to read and write.

- Plans for instruction, materials, and behavior which reflect attempts to develop lifelong reading habits in students.

The reading professional's lesson plans, grouping techniques, and instruction demonstrate consideration of and accommodation for multisensory literacy experiences and differences in learning styles such as global/analytic and field experience.

January 24, 2001

The reading professional's lesson plans and instruction indicate adaptations and modifications for identified classroom needs rather than reliance on highly structured, inflexible reading programs.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organization within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The reading professional knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

The reading professional knows how to involve parents in cooperative efforts and programs to help students with reading development.

The reading professional knows how to communicate information about reading programs to administrators, parents, staff members, school board members and the community.

The reading professional knows how to work collaboratively with the education community in making decisions about reading instruction.

The reading professional knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The reading professional knows how to use stress management skills.

January 24, 2001

The reading professional knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The reading professional knows how to plan for involving parents in the instructional process.

The reading professional knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The reading professional knows how to encourage and assist families to become active participants in the educational team.

The reading professional:

1. Understands the importance of reflecting upon teaching practices in order to improve reading instruction.
2. Knows how to translate, evaluate, and apply current research in reading and learning theory.
3. Knows the legal obligations of public statutes, school district and building regulations, school board directives, court decisions, and other policies that directly or indirectly affect the teaching of reading.
4. Understands the process of change in learning and learners.
5. Understands that reading instruction takes place within a community/social context.
6. Understands the importance of family/guardian involvement in reading development.
7. Is aware of the various school and community resources available for reading program assistance.

The reading professional knows how to:

Produce a checklist of steps to examine in planning and executing a reading lesson if students' learning is less than expected.

Explain major research findings related to reading education in lay terms.

January 24, 2001

Explain how to examine and interpret the validity, reliability, and significance of reading research reports.

Give specific examples of how given research findings can be applied in a reading program.

Cite legal restrictions which directly or indirectly affect the teaching of reading.

Readily point out school district and building regulations which directly or indirectly apply to reading programs and classrooms.

Easily provide state and local school board directives that relate to reading instruction.

Explain court decisions that have bearing on reading and language instruction.

Work collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The reading professional is willing to collaborate with parents and the school community in order to enhance reading instruction.

The reading professional is willing to participate in literacy research, reflection, assessment and learning as an ongoing process.

The reading professional is willing to work collaboratively to effect positive change for school improvement.

The reading professional is:

Willing to use a team approach in the interest of students' reading progress.

Committed to the enlistment of parental/guardian support in students' reading progress.

Interested in obtaining the approval and support of the school community in strengthening the reading program.

The reading professional:

1. Values keeping notes of conferences and other team efforts with other school building and district personnel related to the reading program.
2. Values providing written and oral examples of contacts with students' parents or guardians related to their involvement in reading development.
3. Values a schedule and/or appointment calendar that contains notes of contacts with community representatives related to their reading program support and/or classroom visits as resource speakers or classroom aides.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The reading professional matches home, school, and community resources with students needs.

The reading professional demonstrates knowledge of the roles and uses of paraprofessionals and volunteers in an instructional program.

The reading professional demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

The reading professional employs adult learning principles in supervising and training other adults.

The reading professional facilitates the identification of staff development needs and strategies for professional growth.

The reading professional communicates program needs, processes, and outcomes.

The reading professional advocates on behalf of young children and their families (especially for early childhood teachers).

January 24, 2001

The reading professional involves parents in cooperative efforts and programs to help students with reading development.

The reading professional effectively communicates information about reading programs to administrators, parents, staff members, school board members and the community.

The reading professional collaborates with the educational community in making decisions about reading instruction.

The reading professional reads and critically applies research and recommended practices for effective management of teaching and learning.

The reading professional participates in professional organizations.

The reading professional adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for children and their families.

The reading professional demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The reading professional develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for children.

The reading professional participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The reading professional communicates options for programs and services at the next level and assists the family in planning for transition.

The reading professional assists families in identifying their resources, priorities and concerns in relation to their child's development.

The reading professional involves families in assessing planning for individual children, including children with special needs.

The reading professional implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

The reading professional uses state, local, regional, and national resources to aid in the delivery of services for students.

The reading professional:

January 24, 2001

Takes responsibility for his/her continuing professional education and development.

Fulfills his/her legal obligations, school board directives, court decisions, and other policies.

Is an advocate for students and school improvement in reading education.

Maintains professionalism in contacts with school personnel, community representatives, and parents or guardians.

The reading professional:

Is an active member of professional organizations in education.

Attends professional workshops, conferences, and/or graduate courses related to reading education.

Adheres to the International Reading Association's Code of Ethics and to all legal and regulatory obligations and responsibilities related directly and indirectly to reading education.

Organizes and/or participates in special projects and initiatives to promote classroom and school reading improvement.

Demonstrates a professional attitude and a manner that gains the respect of other school personnel, community representatives, and parents or guardians.