**Transcript Review Worksheet**

**5440-79 Specialized Literary Professional**

*The holder is authorized to function as a school-wide resource to support teachers and schools in implementing literacy instruction and assessment practices that are informed by research, and to provide instruction in literacy to students in grades PK-12. This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.*

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course Name/****Number** |
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| 1. **Foundational Knowledge** Specialized Literacy Professionals understand the theoretical and evidence-based foundations of literacy.  |
| 1.1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. |  |  |
| 1.2. Understand the processes, principles, and dimensions of oral language acquisition and the relationship between oral language development, including vocabulary knowledge and literacy development.  |  |  |
| 1.3. Understand the interdependency of word structure, fluency, vocabulary, comprehension, and language and consider these relationships in the design of literacy instruction and assessment.  |  |  |
| 1.4. Understand the characteristics and multiple causes of reading and writing difficulties, including how environmental/contextual and physiological/neurological factors can influence language, reading, and writing development.  |  |  |
| 1.5. Understand the specific reading and writing expectations of PreK-12 students as described in state and national standards.  |  |  |
| 1.6. Demonstrate broad knowledge of children’s and adolescent literature and informational texts that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.  |  |  |
| 1.7. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.  |  |  |
| 2**. Curriculum and Instruction** Specialized Literacy Professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in literacy.  |
| 2.1. Use foundational knowledge to design, implement, and evaluate an integrated, comprehensive, and balanced curriculum.  |  |  |
| 2.2. Provide opportunities for review and alignment of curriculum with standards.  |  |  |
| 2.3. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and interdisciplinary reading–writing connections.  |  |  |
| 2.4. Understand universal, targeted, and intensive intervention, including in the design of IEPs/504s and multi-tiered support systems (tiered instruction).  |  |  |
| 2.5. Understand the purposes and eligibility criteria of various federal and state supplemental and intervention programs designed to help students with reading and writing difficulties.  |  |  |
| 2.6. Demonstrate a critical stance towards instructional materials used for literacy instruction.  |  |  |
| 2.7. Develop and implement the curriculum to meet the specific needs of all students based on instructional data and learning trajectories.  |  |  |
| 2.8. Support teachers and administrators in the design, implementation, and evaluation of a literacy curriculum across PreK–12  |  |  |
| 2.9. Support teachers in implementing curriculum that allows for demonstration of literacy across multiple disciplines.  |  |  |
| 3. **Assessment and Evaluation** Specialized Literacy Professionals use a variety of assessment tools and practices to plan and evaluate effective literacy instruction.  |
| 3.1. Understand types of assessments and their purposes, strengths, and limitations and apply them appropriately in instructional settings. |  |  |
| 3.2. Explain assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks. |  |  |
| 3.3. Support the development of a sound, feasible, comprehensive assessment program within schools and across schools and within the district.  |  |  |
| 3.4. Use assessment information from multiple data sources to evaluate the efficacy of instruction and make instructional and programmatic decisions. Use student data to facilitate and advise curricular development, grouping, and literacy staffing pattern decisions across and within schools and the district. |  |  |
| 3.5. Analyze assessment results and implications and communicate them to a variety of audiences. |  |  |
| 4. **Diversity** Specialized Literacy Professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. For this section we use the current definition of the ILA definition of diversity.  |
| 4.1. Recognize, understand, and value the many forms of diversity that exist in society and their importance in the development of learning to read and write. |  |  |
| 4.2. Examine, evaluate, and articulate how awareness of diversity informs pedagogy, selection of curricula, and professional development practices.  |  |  |
| 4.3. Support the development of reading and writing instruction that is responsive to a diverse student population.  |  |  |
| 4.4. Understand and support the process of second language acquisition, the benefits, and challenges second language acquisition poses to students’ reading and writing development, and distinctions between language learning issues and learning disabilities.  |  |  |
| 4.5. Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students. |  |  |
| 5. **Literate Environment** Specialized Literacy Professionals create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to meet the developmental needs of all learners  |
| 5.1. Design the physical environment to optimize students' use of print, digital, and online resources with variety in text types, genres, and reading and writing instruction.  |  |  |
| 5.2. Identify and promote curricula considering technology as both a tool and topic of literacy instruction.  |  |  |
| 5.3. Create supportive environments where English learners are encouraged and given many opportunities to use English while continuing to support students in using and maintaining their primary language.  |  |  |
| **6. Professional Learning and Leadership** Specialized Literacy Professionals recognize the importance of professional learning and lead investment in professional learning as a career-long effort and responsibility. |
| 6.1. Understand how to interpret, analyze, and apply research findings to instructional practice.  |  |  |
| 6.2. Understand and implement effective coaching.  |  |  |
| 6.3. Use the research base to assist in building an effective professional development program.  |  |  |
| 6.4. Encourage and support teachers and reading professionals to develop their knowledge, skills, and dispositions.  |  |  |
| 6.5. Facilitate the critical use of technology among teachers and other personnel for their own learning and for improving student learning.  |  |  |
| 6.6. Coordinate continuous improvement efforts in literacy, and design improvement strategies based on comprehensive literacy assessment data and evidence-based practices.  |  |  |
| 7. A master’s degree  |
| 7.1. A minimum of 21 credits in reading/English language arts  |
| 7.2. A minimum of a practicum, or the equivalent, in reading instruction and assessment |