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VSBPE

DATE: May 31, 2019

ITEM: Will the VSBPE act to accept the newly drafted (76) Specialized Literacy Professional endorsement?

AGENCY RECOMMENDED ACTION: The VSBPE act to accept the newly drafted (76) Specialized Literacy Professional endorsement.

BACKGROUND:

The (76) Specialized Literacy Professional endorsement was originally drafted and presented to the VSBPE in 2016. At that time, over the course of more than one VSBPE meeting, different iterations of the draft were submitted to the Board because the first version was not accepted. The first version was not accepted for two reasons. One, because of its length, depth and technical specificity. Board members felt endorsements should be briefer. And two, because of the requirement of a master's degree. Board members expressed concern that having one literacy endorsement with a master's degree requirement would hamper a school's ability to hire literacy personnel. Unable to agree on and accept any of the multiple versions of the draft, the VSBPE used the fact that the 2016 revision group referred to the International Literacy Association's (ILA) national standards that were in draft form to postpone another vote. That is, the final ILA standards in 2016 had not yet been formally accepted by all members through a nation-wide vote. Learning this, the VSBPE directed the Office to wait until ILA members ratified the new standards before bringing another version of the (76) Specialized Literacy Professional endorsement to the VSBPE. In doing so, the Office was obligated to re-convene the revision group after the ratification of the ILA standards to assure that not substantive changes were made to the national standards that might warrant changing the proposed (76) Specialized Literacy Professional endorsement. The re-convened revision group also addressed the issue of requiring a master's degree.

RATIONALE FOR RECOMMENDATION:

When the revision group reconvened, it found, as it understood in 2016, that the ratified ILA standards did not vary from the draft form of the national standards that were used in 2016 to guide the creation of the proposed endorsement. The revision group reached this conclusion over the course of four meetings spanning two- and one-half months. Pages of notes were compiled and discussed as group members re-read the ILA standards and the proposed (76) Specialized Literacy Professional endorsement. Also, the Office specifically directed the re-convened revision group to address the idea that the proposed endorsement is too long and overly technical. In response, the revision group rejected shortened versions of the proposed endorsement prepared by the Office. Further, the revision group contends that the breadth and scope of the proposed endorsement is

appropriate. Additionally, the Office directed the re-convened revision group to address the concern of requiring a master's degree. The revision group unanimously reached the conclusion that the requirement of a master's degree is appropriate. In considering this, the revision group raised the point that an advanced level of training and knowledge is required to meet the needs of the Specialized Literacy Professional.

The proposed (76) Specialized Literacy Professional endorsement reflects the current practice of Reading/English Language Arts Specialists and Reading English/Language Arts Coordinators that finds much of their work either overlapping or being defined by unique socioeconomic conditions required of the job in varying regions. The revised endorsement mirrors the new ILA standards that now use the one term; Specialized Literacy Professional to describe the jobs and work of literacy specialists and coordinators. Acceptance of the current proposed draft will see Vermont stays current with national trends and best practice.

SUPPORTING DOCUMENTATION: (76) Specialized Literacy 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.*

"The term "literacy" means the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Components of literacy include reading, writing, speaking, listening, viewing, and visually representing.

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.
 - 1.1.1. Recognize major theories and research evidence related to reading and writing development and instruction.
 - 1.1.2. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
 - 1.1.3. Understand the essentials of language development, including phonemic, morphemic, semantic, syntactic, and pragmatic aspects of language and their relationship to the reading and writing process.
 - 1.1.4. Understand the processes, principles, and dimensions of oral language acquisition and the relationship between oral language development, including vocabulary knowledge, and literacy development.
 - 1.1.5. Understand the interdependency of word structure, fluency, vocabulary, comprehension, and language and consider these relationships in the design of literacy instruction and assessment.
 - 1.1.6. 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.
 - 1.1.7. Understand the specific reading and writing expectations of PreK-12 students as described in state and national standards.
 - 1.1.8. Demonstrate a critical stance toward the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to one's professional role.
 - 1.1.9. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cultural, cognitive, linguistic, and physical).
 - 1.1.10. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including

- information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
- 1.1.11. 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.
 - 1.2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
 - 1.2.1. Identify evidence-based instructional approaches, techniques, and procedures relevant to the reading and writing demands of PreK-12 instruction.
 - 1.2.2. Critically examine practices contributing to applied knowledge of reading education, to inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
 - 1.3. Understand the role of professional judgment and practical knowledge for improving all students' literacy development and achievement.
 - 1.3.1. Encourage, model, and communicate fair-mindedness, empathy, and ethical behavior in teaching students and working with other professionals.

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 or evaluate an integrated, comprehensive, and balanced curriculum.
 - 2.1.1. Demonstrate an understanding of the research and literature that undergirds the literacy instruction for all pre-K–12 students.
 - 2.1.2. Guide planning and instruction around state and national literacy standards..
 - 2.1.3. Provide opportunities for review and alignment of curriculum with standards.
- 2.2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and interdisciplinary reading–writing connections.
 - 2.2.1. Provide ongoing, integrated professional development opportunities that allow the demonstration and modeling of practical and evidence-based approaches.
 - 2.2.2. Provide professional materials and encourage study/discussion groups.
 - 2.2.3. Understand universal, targeted, and intensive/intervention, including in the design of IEPs/504s and multi-tiered support systems (tiered instruction).
 - 2.2.4. Understand the purposes and eligibility criteria of various federal and state supplemental and intervention programs designed to help students with reading and writing difficulties.
- 2.3. Demonstrate a critical stance towards instructional materials used for literacy instruction.
 - 2.3.1. Provide opportunities for demonstrations, evaluations, and usage of a wide range of instructional materials that support student learning.
 - 2.3.2. Develop and implement the curriculum to meet the specific needs of all students based on instructional data and learning trajectories
 - 2.3.3. Support teachers and administrators in the design, implementation, and evaluation of a vertically and horizontally aligned literacy curriculum across PreK–12
 - 2.3.4. Support teachers in designing and 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.
 - 3.1.1. Demonstrate an understanding of literature and research related to assessments, their uses and misuses.
 - 3.1.2. Explain assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.
 - 3.1.3. Understand the relative strengths and limitations of norm-referenced, criterion-referenced, formative, summative, and performance-based assessments
 - 3.1.4. Demonstrate an understanding of established purposes for assessing the performance of all students, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
 - 3.1.5. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- 3.2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes for all students.
 - 3.2.1. Support the development of a sound, feasible, comprehensive assessment program within schools and across schools and within the district.
 - 3.2.2. Understand the time and fiscal resources needed to facilitate the implementation of a comprehensive assessment program
 - 3.2.3. Consider the abilities of all students through a universal design approach.
 - 3.2.4. Seek out or develop equitable literacy assessments for culturally and linguistically diverse populations
 - 3.2.5. 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.
 - 3.2.6. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
 - 3.2.7. Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
 - 3.2.8. Use multiple data sources to analyze individual student performance and to plan instruction and intervention.
 - 3.2.9. Lead and collaborate with teachers and administrators in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions
 - 3.2.10. Plan facilitate and evaluate professional development initiatives in assessment literacy and data literacy.
- 3.3. Communicate assessment results and implications to a variety of audiences.
 - 3.3.1. Analyze and report state and local assessments results to internal and external partners.
 - 3.3.2. Analyze and communicate literacy performance goals as identified in federal and state law and implications of those goals on literacy curriculum, instruction, and assessment.

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.
 - 4.1.1. Examine, evaluate and articulate how awareness of diversity informs pedagogy, selection of curricula, and professional development practices.
 - 4.1.2. Support the development of reading and writing instruction that is responsive to a diverse student population.
 - 4.1.3. 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.
 - 4.1.4. Plan for and sustain a school culture that is supportive of diversity that exists among teachers, students, and community.
 - 4.1.5. Collaborate with all stakeholders to mobilize efforts to be responsive to students' diversity.
- 4.2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
 - 4.2.1. Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students.
 - 4.2.2. Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity.
 - 4.2.3. Provide differentiated instruction and instructional materials, including print and digital resources.
- 4.3. Develop and implement strategies to advocate for equity.
 - 4.3.1. Ensure that school contexts, structures, and teachers' professional practices are supportive of, responsive to, and respectful of teachers', students', and parents' or guardians' diversity.
 - 4.3.2. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

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.
 - 5.1.1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities, and support teachers in doing the same.

- 5.1.2. Modify the arrangements to accommodate students' changing needs.
- 5.1.3. Plan for and analyze environments that foster and support individual motivation to read and write (e.g., access to print, choice, variety, challenge, interests).
- 5.1.4. Identify and promote curricula considering technology as both a tool and topic of literacy instruction.
- 5.2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
 - 5.2.1. Foster a school climate that consistently demands positive social interactions from adults and students, including those who struggle with reading and writing.
 - 5.2.2. Model inclusive language and practices that support teachers and learners.
 - 5.2.3. 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 L1.
- 5.3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
 - 5.3.1. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using multi-modal strategies for teaching and for demonstration of learning (e.g. print, digital, and online resources)
 - 5.3.2. Provide a school level infrastructure that supports the use of effective classroom routines for all students, especially those who struggle with reading and writing.
- 5.4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
 - 5.4.1. Provide resources and encourage flexibility in differentiating instruction. (e.g., recruit community members as mentors, tutors, volunteers, and resource-providers to support literacy growth at the school.)
 - 5.4.2. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

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. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, systems thinking, professional development, and school culture.
 - 6.1.1. Understand how to interpret, analyze, and apply research findings to instructional practice.
 - 6.1.2. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
 - 6.1.3. Understand and implement effective coaching
 - 6.1.4. Apply knowledge from a variety of disciplines to promote a positive school culture and climate for students and adults.
 - 6.1.5. Use the research base to assist in building an effective professional development program.
- 6.2. Display positive dispositions related to their own reading and writing, the teaching of literacy, and pursue the development of individual professional knowledge and reflective practice.

- 6.2.1. Ensure a positive and ethical learning context for reading that respects students, families, teachers, colleagues, and communities.
- 6.2.2. Foster community involvement in school-wide literacy initiatives.
- 6.2.3. Encourage and support teachers and reading professionals to develop their knowledge, skills, and dispositions.
- 6.2.4. Facilitate the critical use of technology among teachers and other personnel for their own learning and for improving student learning.
- 6.2.5. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- 6.2.6. Promote the value of literacy in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- 6.2.7. Join and participate in professional literacy organizations, symposia, conferences, and workshops with other teachers and administrators.
- 6.2.8. Demonstrate effective interpersonal, communication, facilitation, and leadership skills.
- 6.3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional learning programs.
 - 6.3.1. Collaborate with school staff to plan, implement, and evaluate sustained, embedded professional development programs to meet established needs, grade/discipline, or individual levels.
 - 6.3.2. Provide varied professional development opportunities for other teachers and administrators.
 - 6.3.3. Support teachers in their efforts to use technology in literacy assessment and instruction.
 - 6.3.4. Demonstrate the ability to engage in reflective dialogue with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
- 6.4. Understand and influence local, state, or national policy decisions.
 - 6.4.1. Understand the importance of hiring highly effective literacy personnel, providing clear role descriptions for literacy positions, and supporting individuals in those positions.
 - 6.4.2. Use knowledge of students and teachers to build effective professional development programs.
 - 6.4.3. Understand and critique models and comprehensive literacy programs in order to coordinate improvement efforts in literacy
 - 6.4.4. 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

This endorsement reflects the International Literacy Association's Standards for Reading Professionals--Reading Specialists/Literacy Coaches and Administrators (2017).

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