Vermont Agency of Education
Vermont Standards Board for Professional Educators

TO: Professional Standards Committee

SUBMITTED BY: Terry Reilly, Preservice Programs Coordinator for Educator
                 Quality

ITEM FOR ACTION: (76) Specialized Literacy Professional

RECOMMENDED ACTION:

The Vermont Standards Board for Professional Educators accept the current draft of the (76) Specialized Literacy Professional endorsement.

MOTION:

I, _____, move that the VSBPE accept and approve the Specialized Literacy Professional endorsement as drafted.

BACKGROUND INFORMATION:

At the direction of the VSBPE, AOE staff facilitated the revision of the Reading English Language Arts Specialist endorsement and the Reading English Language Arts Coordinator endorsement. The end result was one new endorsement named Specialized Literacy Professional that is longer than the two previous endorsements.   The PSC then instructed AOE staff to conduct a crosswalk examination of the new endorsement and the Core Teaching Standards to identify redundancy. The examination found that where overlap occurs it provides essential, valuable information for the Specialized Literacy Professional educator. The endorsement competencies inform the educator of what he/she may be doing as a Specialized Literacy Professional in relation to the specific Teaching Standards. The endorsement documents as it stands currently acts as a valuable source of information for the educator. Therefore, it is recommended that the Vermont Standards Board for Professional Educators accept the current draft of the Specialized Literacy Professional endorsement.

STAFF AVAILABLE: Terry Reilly, Preservice Programs Coordinator for Educator Quality

Crosswalk of Core Teaching Standards for Vermont Educators and the proposed Specialized Literacy Professional endorsement

Purpose: Identify redundancy and overlap between Core Teaching Standards and the proposed Specialized Literacy Professional endorsement.

Method: AOE staff reviewed the Vermont Core Teaching Standards. When key words and phrases were identified, a search was conducted in the endorsement for a match. Forty-one key words and or phrases were searched.   Seven of them produced results where the word or phrase occurred more than five times in the Specialized Literacy Professional endorsement.

Key words and phrases searched in endorsement: assessment, individual learner, individual needs, collaborates, families, growth, construct knowledge, learner, cognitive, linguistic, language, learning differences, individual students, language development, English proficiency, disabilities, individual experiences, methods, learning environment, communicate, communicates, cultural, environment (while the word environment only appears three times in the endorsement, AOE staff saw some overlap in the content around this word) engages student, content, teacher, reflection, learning, technology, technologies, evaluate, progress, accommodations, prepare, plan, strategies, communication, ethical, leadership, diverse needs.

When a search identified five or more instances of the word or phrase appearing in the endorsement, the results were indicated below.

Recommendation: The crosswalk examination found that where overlap occurs between the Teaching Standards and the Specialized Literacy Professional competencies, it provides essential, valuable information for the Specialized Literacy Professional educator. The endorsement competencies inform the educator of what he/she may be doing as a Specialized Literacy Professional in relation to the specific Teaching Standards. The endorsement documents as it stands currently acts as a valuable source of information for the educator. Therefore, it is recommended that the Vermont Standards Board for Professional Educators accept the current draft of the Specialized Literacy Professional endorsement.

Vermont Standards	Specialized Literacy Professional
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	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.

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	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 and evaluate professional development initiatives using assessment data. 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.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	*The holder is authorized to function as a school-wide resource to support teachers 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" broadly defined means reading and writing. In the context of these standards, it also includes: oral language, word structure (including phonological awareness and phonemic awareness), vocabulary, fluency, strategic knowledge, writing, and comprehension.
	
	1. Foundational Knowledge
	Specialized Literacy Professionals understand the theoretical and evidence-based foundations of reading, writing, and language development and instruction.
	    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. 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.
	        1.1.2. Understand the processes, principles, and dimensions of oral language acquisition and the relationship between oral

Vermont Standards	Specialized Literacy Professional
	language development, including vocabulary knowledge, and literacy development.
	1.1.3. Understand the interdependency of word structure, fluency, vocabulary, comprehension, and language and consider these relationships in the design of literacy instruction and assessment. Understand the processes, principles, and dimensions of oral language acquisition and the relationship between oral language development, including vocabulary knowledge, and literacy development.
	1.1.4. 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.
	1.1.10. 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.
	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 learn of all students.
	3.2.8. Use multiple data sources to analyze individual student performance and to plan
	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.
	5.2.2. Model inclusive language and practices that support teachers and learners.
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	**1.** Literate Environment Specialized Literacy Professionals create a literate environment that fosters reading and writing by integrating

Vermont Standards	Specialized Literacy Professional
	foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
	1.1. 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. Design a social environment that is low risk and includes choice, motivation, and scaffolded
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	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.
	2. Curriculum and Instruction
	Specialized Literacy Professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in literacy.
	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.
	4.1.3. 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.
	4.2.2. Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity
	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.
	5.3.1. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using print, digital, and online resources.
	6.Professional Learning and Leadership

Vermont Standards	Specialized Literacy Professional
	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, professional development, and school culture.
	6.2.1. Ensure a positive and ethical learning context for reading that respects students, families, teachers, colleagues, and communities.
	6.2.4. Facilitate the critical use of technology among teachers and other personnel for their own learning and for improving student learning.
	6.3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional learning programs.
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.	3. Assessment and Evaluation
	Specialized Literacy Professionals use a variety of assessment tools and practices to plan and evaluate effective literacy instruction.
	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.
	3.2.10. Plan and evaluate professional development initiatives using assessment data.
	4.1.1. Examine, evaluate and articulate how awareness of diversity informs pedagogy, selection of curricula, and professional development practices.
	4.2.1. Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students.
	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

Vermont Standards	Specialized Literacy Professional
	programs to meet established needs, grade/discipline, or individual levels.
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	2.1.2. Guide planning and instruction around state and national literacy standards. 3. Assessment and Evaluation Specialized Literacy Professionals use a variety of assessment tools and practices to plan and evaluate effective literacy instruction. 3.2.8. Use multiple data sources to analyze individual student performance and to plan instruction and intervention. 3.2.10. Plan and evaluate professional development initiatives using assessment data. 4.1.4. Plan for and sustain a school culture that is supportive of diversity that exists among teachers, students, and community. 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).
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	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. 1.3. Understand the role of professional judgment and practical knowledge for improving all students' literacy development and achievement. 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. 3.2.10. Plan and evaluate professional development initiatives using assessment data. 4.1.1. Examine, evaluate and articulate how awareness of diversity informs pedagogy, selection of curricula, and professional development practices. 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

Vermont Standards	Specialized Literacy Professional
	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, professional development, and school culture. 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. 6.1.5. 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 behaviors. 6.2.7. Join and participate in professional literacy organizations, symposia, conferences, and workshops with other teachers and administrators. 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 otherte teachers and administrators. 6.4.2. Use knowledge of students and teachers to build effective professional development programs.
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.	4.1.4. Plan for and sustain a school culture that is supportive of diversity that exists among teachers, students, and community. 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.

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	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.) 6.2.2. Foster community involvement in school-wide literacy initiatives. 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.

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5440-76 Specialized Literacy Professional

The holder is authorized to function as a school-wide resource to support teachers 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" broadly defined means reading and writing. In the context of these standards, it also includes: oral language, word structure (including phonological awareness and phonemic awareness), vocabulary, fluency, strategic knowledge, writing, and comprehension.

1. **Foundational Knowledge**

Specialized Literacy Professionals understand the theoretical and evidence-based foundations of reading, writing, and language development and instruction.

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 or implement 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 supports, 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 students who struggle with reading/language arts

       2.3.3.   Support teachers and administrators in the design, implementation, and evaluation of a vertically and horizontally aligned literacy curriculum across PreK–12.

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 lear 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 and evaluate professional development initiatives using assessment data.

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.

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

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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.

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 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, 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 practices as a model of adult learning.

   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 behaviors.

   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 reading and writing 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.

Additional Requirements:

A Master's degree

A minimum of 21 credits in reading/English language arts

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 (2010).

Contributors to this endorsement are:

Lori Dolezal, Education Quality Manager, Vermont Agency of Education

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Juliet Halladay, Associate Professor, University of Vermont

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