

## MIDDLE/HIGH SCHOOL CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
<p><b>STANDARD 1: FOUNDATIONAL KNOWLEDGE</b> Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.</p>	<p><b>1.1</b> Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction.</p>	<p><b>1.2</b> Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline.</p>	<p><b>1.3</b> Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline.</p>	<p><b>1.4</b> Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning.</p>
<p><b>STANDARD 2: CURRICULUM AND INSTRUCTION</b> Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.</p>	<p><b>2.1</b> Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy.</p>	<p><b>2.2</b> Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners.</p>	<p><b>2.3</b> Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning.</p>	<p><b>2.4</b> Candidates use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests.</p>
<p><b>STANDARD 3: ASSESSMENT AND EVALUATION</b> Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.</p>	<p><b>3.1</b> Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.</p>	<p><b>3.2</b> Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.</p>	<p><b>3.3</b> Candidates use the results of student work and assessment results to inform and/or modify instruction.</p>	<p><b>3.4</b> Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.</p>

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<p><b>STANDARD 4: DIVERSITY AND EQUITY</b> Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p><b>4.1</b> Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.</p>	<p><b>4.2</b> Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.</p>	<p><b>4.3</b> Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.</p>	<p><b>4.4</b> Candidates forge family, community, and school relationships to enhance students' content and literacy learning.</p>
<p><b>STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT</b> Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.</p>	<p><b>5.1</b> Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners.</p>	<p><b>5.2</b> Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment.</p>	<p><b>5.3</b> Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.</p>	<p><b>5.4</b> Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.</p>
<p><b>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP</b> Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.</p>	<p><b>6.1</b> Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.</p>	<p><b>6.2</b> Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.</p>	<p><b>6.3</b> Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.</p>	<p><b>6.4</b> Candidates advocate for the teaching profession and their students, schools, and communities.</p>