

IRA STANDARDS FOR **READING PROFESSIONALS** (Specialist) Practicum/Student Teaching

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: “beginning”; followed by “emerging”; and then “ready to teach.”

- Candidates may engage in this practicum either pre-student teaching, that is, prior to the completion of the primary methods coursework *or*
- Candidates will engage in the practicum as a part of student teaching, as the first student teaching placement or at the conclusion of student teaching.

A candidate's placement on this continuum will be dependent upon the timing and duration of the placement.

The IRA standards (2010) are intended for reading specialists who have responsibilities for teaching students who struggle with learning to read *and* who must also be able to support teachers in their efforts to provide effective instruction for all students. The emphasis in this evaluation is on the role of the specialist that focuses on “teaching students who struggle with learning to read.” The additional part of the specialist’s responsibilities, for the most part, is not included in the expectations for the “Iowa K-8 Reading Endorsement.” The candidates from Luther who are seeking the Iowa reading endorsement do not have prior experience in the classroom as a licensed teacher; they are not ready “to support teachers in their efforts to provide effective instruction for all students.”

Beginning: The teacher candidate demonstrates awareness of the expectations of the standard and is able to articulate knowledge of the standard expectation.

Emerging: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to assume some responsibility for the students receiving reading support. The candidate is moving toward greater independence for planning and teaching.

Ready to Teach: The teacher candidate demonstrates understanding of the expectations for working with students who need additional support, as described by the standard, and demonstrates application at the level of someone ready to take the responsibility of the teacher.

NO: No Opportunity to Demonstrate

2/27/17

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction				
	BEGINNING	EMERGING	READY to Teach	NO
	Candidate	Candidate	Evidence that demonstrates competence may include, but is not limited to, the following... Candidate	No Opportunity To Demonstrate
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.	Identifies examples of reading instruction for developing word recognition, language comprehension, strategic knowledge, and reading-writing connections. Identifies conditions that support individual motivation to read and write (e.g., access to print, choice, challenge, interests, and family and community knowledge) as factors that enhance literacy learning for all.	With the help of the cooperating teacher, begins to use theories of reading & writing processes & development to understand & respond to the needs of all readers. With the help of the cooperating teacher, analyzes the classroom environment to determine ways to foster individual motivation to read & write.	Interprets major theories of reading & writing processes & development to understand the needs of all readers in diverse contexts. Analyzes classroom environment quality for fostering individual motivation to read & write (e.g., access to print, choice, challenge, & interests). Reads & understands the literature & research about factors that contribute to reading success (e.g., social, cognitive, and physical).	
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Recognizes the role of professional judgment & practical knowledge for improving students' reading development & achievement.	Shows fair-mindedness & joins in the conversation about the importance of fair-mindedness, empathy, & ethical behavior in literacy instruction & professional behavior.	Models fair-mindedness, empathy, & ethical behavior when teaching students & working with other professionals. Communicates the importance of fair-mindedness, empathy, & ethical behavior in literacy instruction & professional behavior.	

Standard 2: Curriculum & Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.				
	BEGINNING	EMERGING	READY to Teach	NO
	Candidate	Candidate	Evidence that demonstrates competence may include, but is not limited to, the following... Candidate	No Opportunity To Demonstrate
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Demonstrates knowledge of research & literature that supports reading & writing curriculum instruction.	Implement lessons that are part of the reading & writing curriculum with teacher guidance & supervision. Collaborates with other teachers to implement the reading & writing curriculum.	Demonstrates an understanding of the research & literature that undergirds the reading & writing curriculum instruction for all pre-K-8 students. Develops & implements the curriculum to meet the specific needs of students who struggle with reading. Work with teachers and other personnel to evaluate the literacy curriculum to ensure there is vertical & horizontal alignment across pre-K-8.	
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading- writing connections.	Identifies & describes a variety of instructional approaches related to concepts of print, phonemic awareness, phonics, vocabulary development, comprehension, fluency, critical thinking, & writing.	Uses a variety of instructional approaches selected & supervised by the cooperating teacher.	Uses instructional approaches supported by literature & research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, & writing. Provides appropriate in-depth instruction for all readers & writers, especially those who struggle with reading & writing. As needed, adapts & instructional materials & approaches to meet the language-proficiency needs of English learners & students who struggle to learn to read & write.	
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Identifies & describes a variety of materials.	With guidance from the cooperating teacher, selects & uses a wide range of materials.	Demonstrates knowledge of & a critical stance toward a wide variety of quality traditional print, digital, & online resources. Engages in collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs & abilities of all learners.	

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.				
	BEGINNING	EMERGING	READY to Teach	NO
	Candidate	Candidate	Evidence that demonstrates competence may include, but is not limited to, the following... Candidate	No Opportunity To Demonstrate

3.1: Understand types of assessments and their purposes, strengths, and limitations.	Identifies assessments used to assess student reading performance.	Demonstrates an understanding of established purposes for assessing student performance. Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.	Demonstrates an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, & measuring outcomes. Recognizes the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). Explains district and state assessment frameworks, proficiency standards, and student benchmarks.	
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Is beginning to select for specific purposes appropriate traditional print & electronic assessments.	Administers assessments under the direction of certified personnel.	Administers and interprets appropriate assessments for students, especially those who struggle with reading and writing. Collaborates with other teachers in the analysis of data, using the assessment results of all students.	
3.3: Use assessment information to plan and evaluate instruction.	Candidate knows a range of standards-based materials, resources, & technologies.	Works with the cooperating teacher to collect data & maintain records.	Uses multiple data sources to analyze individual readers' performance & to plan instruction & intervention. Analyzes & use assessment data to examine the effectiveness of specific intervention practices & students' responses to instruction. Participates in professional development initiatives using assessment data.	
3.4: Communicate assessment results and implications to a variety of audiences.	Understands the importance of student confidentiality & acknowledges the role of certified personnel as communicators of assessment results.	With the cooperating teacher, analyzes assessment results & with the cooperating teacher is beginning to explain the results to appropriate audiences.	Analyzes & reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, & accountability. Demonstrates the ability to communicate results of assessments to various audiences.	

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.				
	BEGINNING	EMERGING	READY to Teach Evidence that demonstrates competence may include, but is not limited to, the following...	NO No Opportunity To Demonstrate
	Candidate	Candidate	Candidate	
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Values diversity as a resource in a functioning democratic society.	Recognizes the forms of diversity in their own lives and understand how these may limit or enable their reading and writing.	Demonstrates an understanding of the ways in which diversity influences the reading & writing development of students, especially those who struggle with reading & writing.	

		Demonstrates an understanding of the forms of diversity that exist in society, with a particular focus on individual & group differences that have been used to marginalize some & privilege others. Values diversity as a resource in a functioning democratic society.	Works with other teachers to develop reading & writing instruction that is responsive to diversity. Participates in school community conversations about research on diversity & how diversity impacts reading & writing development.	
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Describes specific aspects of school & community experiences that can be used to reveal students' diversity & engage them in learning.	Assists in instructional practices that are linked to students' diversity & which also acquaint them with others' traditions & diversity. Assists in instructional practices that engage students as agents of their own learning.	Provides differentiated instruction & instructional materials, including traditional print, digital, & online resources that capitalize on diversity. Collaborates with others to build strong home-to-school & school-to-home literacy connections.	
4.3: Develop and implement strategies to advocate for equity.	Identifies strategies to advocate for equity.	Identifies the need to advocate for equity in literacy learning.	Provides students with linguistic, academic, & cultural experiences that link their communities with the school. Advocates for change in societal practices & institutional structures that are inherently biased or prejudiced against certain groups. Demonstrates how issues of inequity & opportunities for social justice activism & resiliency can be incorporated into the literacy curriculum. Collaborates with teachers, parents & guardians, & administrators to implement policies and instructional practices that promote equity & draw connections between home & community literacy & school literacy.	

Standard 5: Literate Environment

Candidates 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.				
	BEGINNING	EMERGING	READY to Teach	NO
	Candidate	Candidate	Evidence that demonstrates competence may include, but is not limited to, the following... Candidate	No Opportunity To Demonstrate
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Describes a physical environment that optimizes students' use of traditional print, digital, & online resources in reading & writing instruction.	Works with the cooperating teacher to develop & maintain physical arrangements of traditional print, digital, and online resources that facilitate reading & writing instruction.	Arranges instructional areas to provide easy access to books & other instructional materials for a variety of individual, small-group, & whole-class activities & support teachers in doing the same.	

			Modifies the arrangements to accommodate students' changing needs.	
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.	Describes a social environment that is low risk & includes choice, motivation, & scaffolded to support students' opportunities for learning to read & write.	Works with cooperating teacher to create & maintain a positive social environment.	Creates supportive social environments for all students, especially those who struggle with reading and writing.	
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Knows a variety of routines to support reading & writing instruction.	Understands how and why classroom teachers use specific routines. Assists cooperating teacher to create & maintain supportive classroom routines.	Understands the role of routines in creating and maintaining positive learning environments for reading & writing instruction using traditional print, digital, & online resources. Creates effective routines for all students, especially those who struggle with reading and writing. Supports teachers in doing the same for all readers.	
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Is knowledgeable about a variety of instructional grouping options	Uses a variety of instructional grouping options selected by & supervised by the cooperating teacher. In consultation with the cooperating teacher, adjusts instructional groupings to ensure that the diverse needs of learners are being met.	Uses evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.	

Standard 6: Professional Learning & Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.				
	BEGINNING	EMERGING	READY to Teach Evidence that demonstrates competence may include, but is not limited to, the following... Candidate	NO No Opportunity To Demonstrate
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	Respects the importance of confidentiality. Demonstrates a belief that all students can learn.	Respects the importance of confidentiality. Cares for the well-being of students. Demonstrates a curiosity and interest in practice that results in student learning.	Articulates the research base related to the connections among teacher dispositions, student learning, & the involvement of parents, guardians, & the community. Promotes the value of reading & writing in and out of school by modeling a positive attitude toward reading & writing with students, colleagues, administrators, & parents & guardians. Joins & participates in professional literacy organizations, symposia, conferences, & workshops.	

			Demonstrates effective use of technology for improving student learning.	
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Articulates the value of professional learning/development opportunities.	Participates with teachers in professional development experiences designed to improve student learning.	Collaborates in planning, leading, & evaluating professional development activities for individuals & groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, & observing) or with groups (e.g., teacher workshops, group meetings, and online learning). Demonstrates the ability to engage in effective conversations (e.g., for planning & reflective problem solving) with individuals & groups of teachers, work collaboratively with teachers & administrators, & facilitate group meetings.	
6.4: Understand and influence local, state, or national policy decisions.	Recognizes that policy mandates influence a teacher's responsibilities.	Demonstrates an understanding of local, state, & national policies that affect reading and writing instruction.	Writes or assists in writing proposals that enable schools to obtain additional funding to support literacy efforts. Promotes effective communication & collaboration among stakeholders, including parents & guardians, teachers, administrators, policymakers, & community members. Advocates with various groups (e.g., administrators, school boards, and local, state, & federal policymaking bodies) for needed organizational & instructional changes to promote effective literacy instruction.	

Please add narrative feedback that you believe will help the candidate continue to grow as a teacher of students who need additional reading support.