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## Action

*Professional Services Committee*

### **Proposed Preconditions and Program Standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential**

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**Executive Summary:** This agenda item presents, for adoption, the proposed preconditions and proposed program standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential.

**Recommended Action:** Staff recommends Commission adoption of the proposed Preconditions and program standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential.

**Presenter:** Rebecca Parker and Geri Mohler, Consultants, Professional Services Division

#### **Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

September-October 2010



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# Proposed Preconditions and Program Standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential

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## Introduction

This agenda item presents the proposed standards for the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential programs for consideration and possible adoption. An initial draft of the standards was presented to the Commission in October 2009. Since the October 2009 Commission meeting, the draft was made available to the public for comment, suggested revisions were made by staff based on those comments, and the resulting document went back to the Reading Advisory Panel at the end of March 2010, for further revision. An updated draft of the revised standards was presented to the Commission in June 2010. Additional changes were made in response to comments from Commissioners, Commission staff and panel members. The proposed preconditions and program standards are provided in Appendix A. The list of individuals on the Reading Advisory Panel is included as Appendix B. The current version of the Reading Certificate and Reading and Language Arts Specialist Credential Standards (1999) can be found on the Commission website (<http://www.ctc.ca.gov/educator-prep/standards/reading.pdf>).

## Background

The current Reading Certificate and Reading and Language Arts Specialist Credential Program Standards were updated in August 1999 and were aligned with the previous Multiple and Single Subject Teacher Preparation Program Standard 7, the *1997 K-12 English–Language Arts Content Standards*, and the draft *1999 K-12 Reading/Language Arts Framework*. These documents have been superseded by the recently adopted Multiple and Single Subject Teacher Preparation Program Standards 7A, 7B, and 8B(d); the newly adopted Reading Instruction Competence Assessment (RICA) (<http://www.rica.nesinc.com/>) content specifications; and the new K-12 Reading/Language Arts (RLA) Framework (2007).

The Reading Advisory Panel first met in June 2008. Following a hiatus, due to the lack of a state budget, the panel resumed its meetings in November 2008. The panel met on a monthly basis between January and August 2009 and in February and August 2010; some meetings were held remotely among pairs or trios of panel members to maximize useful time according to panel member availability.

## Proposed Standards

In crafting the draft revisions to the 1999 standards, the panel examined the documents identified above, with particular focus on the RICA content specifications. The panel also reviewed the International Reading Association (IRA) Reading Standards 2003 and draft 2010 standards and took into consideration the current Response to Instruction and Intervention (RtI<sup>2</sup>) model being implemented in California. Response to Instruction and Intervention is a systematic, data-driven approach that integrates resources from general education, categorical programs, and special education in a comprehensive system of instruction and interventions in the core curriculum

intended to benefit every student and, in particular, to reduce the number of referrals to special education. Reading specialists and education specialists collaborate in the implementation of this model at their school site or district.

To establish appropriate levels of candidate competence for the reading authorizations, the panel developed a continuum of knowledge, skills, and abilities required of beginning multiple subject teachers through those of the Reading and Literacy Certificate and then to the Reading and Literacy Leadership Specialist credential holders. The panel used the RICA specifications as a starting point to describe the baseline level of knowledge, skills, and abilities for beginning multiple subject teachers in the area of teaching reading. The RICA content specifications were chosen as the baseline to ensure that people who complete the Reading and Literacy Certificate and/or the Reading and Literacy Leadership Specialist Credential programs will be equipped to help classroom teachers, including single subject teachers, by having an advanced level of knowledge about the reading and literacy development process.

Early in the panel's deliberations, members agreed that the revised standards should reflect the reciprocal roles among the skills of reading, speaking, listening, and writing. In addition, panelists felt that reading experts should understand the value of cultivating a culture of literacy in which all activities of a school day, in all content areas, are infused with opportunities for students to practice using language by speaking, listening, reading, and writing. The culture of literacy must also be sensitive to, and support the language development of, all students. To that end, the panel proposed changing the name of the Reading and Language Arts Specialist standards to the Reading and Literacy Leadership Specialist Credential program standards. Additionally, panelists incorporated competencies for working with English learners, students with special needs (including students with cochlear implants), and Gifted and Talented Education students into each curricular domain.

After the presentation to the Commission in October 2009, comments from the field encouraged further revision by removing duplicative standard names and separating the standards for the Reading and Literacy Certificate from those for the Reading and Literacy Leadership Specialist Credential. In addition, the numerous curriculum standards in the previous version have now been consolidated into one curriculum standard, which reduced the newest draft of the revised standards to only ten standards.

After the presentation to the Commission in June 2010, comments from Commissioners, Commission staff, and panel members led to further refinement and revision of the standards. Attention was paid to developing topics such as: English learners, early literacy, adolescent literacy, Response to Instruction and Intervention (RtI<sup>2</sup>), academic literacy, 21<sup>st</sup> century literacy skills, creating a greater distinction between the certificate and credential, articulation between PreK and K-12, and research and evaluation topics. After refinements were made, panel members were presented with a detailed survey to complete and met again on August 16, 2010, to discuss and decide upon further refinement of the standards.

Presented below is an outline of the organization of the proposed standards:

### **Reading and Literacy Certificate Program Standards**

#### **Category A. Program Design**

Standard 1: Program Design, Rationale, and Coordination

#### **Category B. Curriculum and Fieldwork**

Standard 2: Promoting a Culture of Literacy

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention

Standard 4: Integrating Curriculum through Fieldwork

#### **Category C. Candidate Competence**

Standard 5: Planning, Organizing, and Providing Literacy Instruction

### **Reading and Literacy Leadership Specialist Credential Program Standards**

#### **Category A. Program Design**

Standard 6: Program Design, Rationale and Coordination

#### **Category B. Curriculum and Fieldwork**

Standard 7: Research and Evaluation Methodology

Standard 8: Advanced Professional Perspective

Standard 9: Integrating Curriculum through Fieldwork /Clinical Experiences

#### **Category C. Candidate Competence**

Standard 10: Planning, Organizing, and Leading Literacy Instruction

#### **Staff Recommendation**

Staff recommends that the Commission approve the proposed preconditions and program standards as presented in this agenda item.

#### **Next Steps**

If the Commission takes action to adopt the preconditions and program standards, staff will develop a standards handbook and disseminate the preconditions and standards via a Program Sponsor Alert and the Commission website to all institutions, with a timeline for transition and implementation, and a date on which technical assistance will be provided via a webcast.

# **Appendix A**

## **Proposed Preconditions and Program Standards**

### **Proposed Preconditions**

#### **Reading and Literacy Certificate Program**

1. A program sponsor that operates a program for the Reading and Literacy Certificate shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential, including an English learner authorization, requiring a bachelor's degree and a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, including an English learner authorization, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent.
2. A Commission-approved program shall determine prior to recommending a candidate for the Reading and Literacy Certificate, that the candidate has three years of teaching experience.

#### **Reading and Literacy Leadership Specialist Credential Program**

1. A Commission-approved program shall determine prior to recommending a candidate for the Reading and Literacy Leadership Specialist Credential that the candidate has completed a Reading and Literacy Certificate program.

# Proposed Reading and Literacy Certificate Program Standards

## Category A. Program Design

*The reading certificate program includes a purposeful, developmentally-designed sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies developed in the preservice program. It effectively prepares candidates to teach all students to read and helps candidates understand the challenges of developing literacy among California's diverse population. Successful candidates will be able to maximize literacy development for all students. All "students" refers to, but is not limited to, struggling students, English learners, gifted and talented students, and students with special needs. Program Sponsors will need to address all levels whenever the word "students" is used in this document.*

### **Standard 1: Program Design, Rationale and Coordination**

The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework*. It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

## Category B. Curriculum and Fieldwork

### **Standard 2: Promoting a Culture of Literacy**

The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for

student achievement in reading and literacy; and fostering students' independence, engagement, motivation, including cultural relevance, positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

### **Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention**

The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework*.

The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development, and to develop the pedagogical skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language learning, including RtI<sup>2</sup>, and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.

The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy components (better to say components of literacy skills?), including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.

The program provides opportunities for candidates to learn the differences and interrelationships between the skills needed for assessing and supporting students' literacy development and those specific to language acquisition and development.

The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

### **Standard 4: Integrating Curriculum through Fieldwork**



The program will provide Reading and Literacy Certificate candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4<sup>th</sup> grade and up) levels of literacy acquisition. Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and language arts instruction. Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

### **Category C. Assessment of Candidate Competence**

#### **Standard 5: Planning, Organizing, and Providing Literacy Instruction**

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

##### **A. Literacy Research and Assessment**

Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on language and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators. Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

##### **B. Instruction and Intervention**

Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences;

Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible. Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to

facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.

Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21<sup>st</sup> Century skills necessary for success in today's global economy.

# Proposed Reading and Literacy Leadership Specialist Credential Program Standards

## Category A. Program Design

*The Reading and Literacy Leadership Specialist Credential program includes a purposeful sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies developed in the Reading and Literacy Certificate program and that is based on a sound rationale informed by current, confirmed, replicable and reliable research in language and literacy development. The program effectively prepares candidates to lead the development and implementation of comprehensive literacy programs at the classroom, school, district, county and state levels that will ensure equitable opportunity and achievement for all of California's diverse students, PreK to 12<sup>th</sup> grade. Successful candidates will be able to provide highly specialized services to students and teachers and to serve as active leaders in a comprehensive community system to build, support, sustain, and advocate for the development of effective literacy programs in which all students meet or exceed grade-level content standards. All "students" refers to struggling, advanced, special education, English learners, and advanced learners. Program Sponsors will need to address all levels whenever the word "students" is used in this document.*

### **Standard 6: Program Design, Rationale and Coordination**

The design of the program follows an explicit statement of program philosophy and purpose. It begins at the level of the Reading and Literacy certificate and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by Standard 10 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners and be literacy leaders in their school, district, and community. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

## Category B. Curriculum and Fieldwork

### **Standard 7: Research and Evaluation Methodology**

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides candidates focused instruction and experiences in evaluating literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and

district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to assess the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks. The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for the instructional programs, accountability, and for target student populations that might assist their communities in obtaining support for literacy development.

### **Standard 8: Advanced Professional Competencies**

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

#### **A. Curriculum, Instruction, and Assessment**

The program provides opportunities for candidates to develop an advanced understanding of the process through which students learn to read and write and the structure of the English language, including phonology, morphology; and orthography; relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12<sup>th</sup> grade foundations/standards and frameworks, and relevant research (including terminology) upon which they are based and about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, understanding the importance of thoughtfully following a well-designed sequence of instruction.

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. The program provides opportunities for candidates to

deepen their understanding of, and ability to use, the theoretical and research-based strategies that assist students from a variety of socio-cultural and linguistic backgrounds to become proficient readers, and research-based instructional methodology, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, effective use of instructional time, and developing students' strategies to self-regulate and learn independently, to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners. The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI<sup>2</sup> Tiers 1, 2, and 3.

The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and writing experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21<sup>st</sup> century.

#### **B. Leadership, Collaboration, and Professional Development**

The program provides opportunities for candidates to learn about local, state, and national policies that affect reading and writing instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the *California Reading/Language Arts Framework*. Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population and how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.

The program provides opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

#### **Standard 9: Integrating the Curriculum through Clinical Experiences**

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and language arts instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies to assess the needs of students most at risk of failure at multiple sites or the district level, evaluate the current instructional practices and use of district-adopted instructional materials at those locations, and implement appropriate research-based instructional and intervention strategies. Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of the new instructional or intervention strategies. Candidates will have the opportunity to evaluate the effectiveness of the intervention.

The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

### **Category C. Assessment of Candidate Competence**

#### **Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction**

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

##### **A. Instruction**

Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty.

Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted literacy curricula at classroom, school and/or district levels.

Candidates have an advanced level of knowledge about, and can advocate for resources to support students' acquisition of the critical aspects of multiple digital literacies for 21<sup>st</sup> Century skills necessary for success in today's global economy.

##### **B. Assessment/Research**

Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.

### **C. Professional Development and Leadership**

Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in the assessment, development of curriculum for, and instruction of language, reading and literacy, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8.

Candidates analyze instructional practices and evaluate student assessment data at a grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.

### **D. Program Evaluation**

Candidates critically examine the relevant research and recommendations of experts in the field, and incorporate that information when generating, and communicating to stakeholders, the results of reliable and informative evaluations of current literacy practices, including program strengths, weaknesses and effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communications about the planned changes to all interested stakeholders that contributes to the decision-making and leadership process, and a process for implementing and evaluating those changes.

## Appendix B

### Reading Certificate and Reading and Language Arts Specialist Credential Standards Advisory Panel

<b>Name</b>	<b>Organizational Affiliation</b>
Barbara Bartholomew	CSU Bakersfield
Federica B. Breuer	Piedmont Unified School District and Mills College
Bernard “Barney” Bricmont	Live Oaks Elementary School District—School Board
Susan Brown	Yucaipa-Calimesa Joint Unified School District
Nancy Brynelson	California State University
Martha Beetley	Davis Joint Unified School District
Sandra Ceja	San Diego County Office of Education
Barbara Gallier	Whittier Union High School District
Mary Hall	Los Angeles Unified School District
Lacy Metcalfe	Carlsbad Unified School District
Mary Kay Moskal	St. Mary’s College
Robert Perry	Los Angeles Unified School District
Gary Ravani	California Federation of Teachers
John Shefelbine	CSU Sacramento
Yukko Uchikoshi	University of California
Hallie Yopp	CSU Fullerton & CSU Center for the Advancement of Reading