**ILA Standards Ranking & Reflection Chart**

Carefully consider the meaning of each of the ILA Sub-standards and rank your comfort with your knowledge related to each. Then provide a Ranking Justification Statement within the chart for each standard. Here you briefly justify why each sub-standard got the ranking you gave it for yourself. Let us know what learning experiences you feel prepared you well for sub-standards that received high rankings, as well as where your program learning experiences were lacking for sub-standards that received low rankings. **Please specifically mention courses, assignments, and other program experiences that informed your rankings.** For example, “I grew the most relative to all four of the sub-standards for Standard #4 through the practicum courses 660 & 670 through our work with…” We want to know how your knowledge related to the standard has grown in complexity, insight, and inspiration!

**Ranking descriptions are as follows**:

**4**: My learning experiences in the RLL Program have prepared me *well* for the knowledge and expectations related to this sub-standard.

**3**: My learning experiences in the RLL Program have prepared me *adequately* for the knowledge and expectations related to this sub-standard.

**2**: My learning experiences in the RLL Program have prepared me *partially* for the knowledge and expectations related to this sub-standard.

**1**: My learning experiences in the RLL Program have *not* prepared me for the knowledge and expectations related to this sub-standard.

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| **ILA Standards** | **4** | **3** | **2** | **1** |
| **Standard 1: Foundational Knowledge**  **Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes 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. | X |  |  |  |
| 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. | X |  |  |  |
| 1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | X |  |  |  |
| **Standard 1 Ranking Justification**:  READ 650 completely prepared me with the skills to evaluate current research critically. Using the Trio and the 12 steps to evaluate peer reviewed research.  READ 650. Creating a collaborative Google doc on the historical perspective of learning increased my knowledge of the paradigm shift concerning how we learn. We also collaborated with partners to create a presentation on the trends of research concerning learning over time. I still have these presentations that I refer to when I need a solid resource.  READ 680-We developed a balanced literacy plan for a school district. This assignment grounded my knowledge in viewing reading instruction more globally across schools or districts. | | | | |
| **Standard 2: Curriculum and Instruction**  **Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.** | | | | |
| 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. | X |  |  |  |
| 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. | X |  |  |  |
| 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | X |  |  |  |
| **Standard 2 Ranking Justification**:  READ 620, 660, and 670-We learned how to use evaluate student’s performance and design instruction based on the students’ needs. We created lesson plans and participated in practicum experiences to demonstrate knowledge to address students’ needs.  READ 650-We created a personal narrative based on a mentor text lesson. This experience helped me to support my students’ own writing and built my confidence to be a writing instructor.  READ 680-We created a literacy plan to support multiple students’ needs including the crucial elements of literacy: comprehension, vocabulary and spelling. | | | | |
| **Standard 3: Assessment and Evaluation**  **Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.** | | | | |
| 3.1: Understand types of assessments and their purposes, strengths, and limitations. | X |  |  |  |
| 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. | X |  |  |  |
| 3.3: Use assessment information to plan and evaluate instruction. | X |  |  |  |
| 3.4: Communicate assessment results and implications to a variety of audiences. | X |  |  |  |
| **Standard 3 Ranking Justification**:  READ 660 and 670-We assessed emergent, beginner, and transitional readers. Learning to use a variety of assessment tools will be crucial to my success at efficiently determining where the students’ are performing in reading so that I can design instruction to help them grow stronger. We completed case summaries and a literacy profile of a student. These assignments supported my learning of how to assess and evaluate students. | | | | |
| **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.** | | | | |
| 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. | X |  |  |  |
| 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. | X |  |  |  |
| 4.3: Develop and implement strategies to advocate for equity. | X |  |  |  |
| **Standard 4 Ranking Justification**:  READ 520-We explored several online resources for ELL. As assignments, we watched videos of interviews and best teaching practices and then discussed how we could implement practices we observed in our classes. We also built a compilation of online resources to take away from grad school and use in our professional careers. | | | | |
| **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.** | | | | |
| 5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. | X |  |  |  |
| 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. | X |  |  |  |
| 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). | X |  |  |  |
| 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | X |  |  |  |
| **Standard 5 Ranking Justification**:  READ 550-The various reading assignments centered on student engagement by use of current materials and high interest materials for the students. We also developed a lesson to utilize reading comprehension instruction through the media of specific content material.  READ 510-Discussion post during this and all other courses were very helpful in sharing my experiences, as well as, learning from other teachers’ experiences. Sharing ideas through a professional forum supported my growth as an instructor of reading.  READ 620-We developed instruction based on grouping students for the students’ spelling stage. I immediately changed the design of my classroom based on the knowledge gain from this course. Growth has been demonstrated through spelling inventories. | | | | |
| **Standard 6: Professional Learning and Leadership**  **Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership 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. | X |  |  |  |
| 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. | X |  |  |  |
| 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. | X |  |  |  |
| 6.4: Understand and influence local, state, or national policy decisions. | X |  |  |  |
| **Standard 6 Ranking Justification**:  READ 680- We were assigned to complete model lessons for teachers in our buildings. This task stretched me professionally, but now I feel confident to go into other classrooms and model literacy instruction.  READ 680-Reading the text on literacy coaching, I learned helpful suggestions to support colleagues in a professional manner. |  |  |  |  |