

Name: Example

IRA Standards	Artifacts	Rationale
Standard 1. Foundational Knowledge.		
1.1 Candidates 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.	Exam papers from RE 5100, Beginning Readers and Writers Case reports from RE 5725, Practicum in the Clinical Teaching of Reading Reflective summary paper from RE 5740, Seminar in the Clinical Teaching of Reading	
1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	Papers from RE 5710, Seminar in Reading and Language Arts Research Reflective papers or exams from RE 5120, Psychological Bases of Reading; RE 5200, Politics of Literacy; RE 5210, Educating Students with Reading Disabilities; RE 6700, Historical Trends in Reading Theory and Research; RE 6731, Advanced Issues in Literacy and Learning	
1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.		

Standard 2. Curriculum and Instruction.		
2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Planned units of study (poetry, integrated language arts, writing instruction) from RE 5130, Teaching the Language Arts	
2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Planned units of study, author’s study, book summaries from RE 5140, Advanced Study of Children’s Literature Planned units of study from RE 5730, Reading and Writing Instruction for Intermediate and Advanced Learners	
2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Case reports from RE 5725, Practicum in the Clinical Teaching of Reading Reflective summary paper from RE 5740, Seminar in the Clinical Teaching of Reading	

Standard 3. Assessment and Evaluation.		
3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.	IRI and assessment battery (summary sheet) and letter to a parent from RE 5715, Reading Assessment and Correction	
3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Action research paper from RE 5040, Teacher as Researcher Case reports from RE 5725, Practicum in the Clinical Teaching of Reading	
3.3 Candidates use assessment information to plan and evaluate instruction.	Reflective summary paper from RE 5740, Seminar in the Clinical Teaching of Reading	
3.4 Candidates communicate assessment results and implications to a variety of audiences.		

Standard 4. Diversity.

4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Reflective papers from FDN 5840, Social and Philosophical Foundations of Education and/or RES 5535, Race, Class and Gender in Literacy Research
4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Planned units of study (poetry, integrated language arts, writing instruction) from RE 5130, Teaching the Language Arts Reflections on children's texts from RE 5140, Advanced Study of Children's Literature
4.3 Candidates develop and implement strategies to advocate for equity.	Units of study or reflective papers from RE 5111, Issues Trends and Practices in Reading Reflective papers or exams from RE 5200, Politics of Literacy; RE 5210, Educating Students with Reading Disabilities; RE 6575, Technology and Literacy; RE 6731, Advanced Issues in Literacy and Learning

Standard 5. Literate Environment.		
5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<p>Blog and planned units of study (poetry, integrated language arts, writing instruction) from RE 5130, Teaching the Language Arts</p> <p>Planned units of study, author's study, book summaries from RE 5140, Advanced Study of Children's Literature</p> <p>Planned units of study from RE 5730, Reading and Writing Instruction for Intermediate and Advanced Learners</p> <p>Reflective summary paper from RE 5740, Seminar in the Clinical Teaching of Reading</p> <p>Action research paper from RE 5040, Teacher as Researcher</p> <p>Examples of computer technology used in lessons</p>	
5.2 Candidates 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 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).		
5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.		

Standard 6. Professional Learning and Leadership.		
6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	Product of Learning and reflections in RE 5525, Product of Learning Papers from RE 5710, Seminar in Reading and Language Arts Research	
6.2 Candidates 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.	Action research paper from RE 5040, Teacher as Researcher Planned professional development unit from RE 5730, Reading and Writing Instruction for Intermediate and Advanced Learners	
6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	In-school professional development activities or leadership roles	
6.4 Candidates understand and influence local, state, or national policy decisions.		