

EARLY AND MIDDLE CHILDHOOD

LITERACY: READING AND LANGUAGE ARTS STANDARDS

Standard I: Knowledge of Learners

Accomplished early and middle childhood literacy: reading–language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultural, and language learners.

Standard III: Learning Environment

Accomplished early and middle childhood literacy: reading–language arts teachers establish a caring, supportive, inclusive, challenging, democratic, and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively.

Standard V: Assessment

Accomplished early and middle childhood literacy: reading–language arts teachers use a range of ongoing formal and informal assessment methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communicate to various audiences; and engage in ongoing reflection.

Standard VII: Writing

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of writing processes, language acquisition, writing development, and ongoing assessment to provide authentic and relevant instruction that prepares students to write for a variety of purposes and audiences.

Standard IX: Viewing and Visual Literacy

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.

Standard XI: Teacher as Learner and Reflective Practitioner

Accomplished early and middle childhood literacy: reading–language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.

Standard XIII: Professional Responsibility

Accomplished early and middle childhood literacy: reading–language arts teachers actively contribute to the improvement of literacy teaching and learning and to the advancement of literacy knowledge and practice for the profession.

Standard II: Equity, Fairness, and Diversity

Accomplished early and middle childhood literacy: reading–language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.

Standard IV: Instruction

Accomplished early and middle childhood literacy: reading–language arts teachers employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language.

Standard VI: Reading

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of the reading processes, of their students, and of the dynamic connections within the other language arts to create effective instruction so that all readers construct meaning and develop an enduring appreciation of reading.

Standard VIII: Listening and Speaking

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach oral language development, listening, and both verbal and nonverbal communication skills as essential components of literacy, and they provide opportunities for all students to listen and speak for a variety of purposes and audiences.

Standard X: Literacy Across the Curriculum

Accomplished early and middle childhood literacy: reading–language arts teachers understand the reciprocal and interrelated nature of the literacy processes of reading, writing, listening, speaking, and viewing and engage students in language arts processes in all disciplines.

Standard XII: Collaboration with Families and Communities

Accomplished early and middle childhood literacy: reading–language arts teachers develop positive and mutually supportive relationships with family and community members to achieve common goals for the literacy education of all students.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.
-3 short essays / constructed responses on:

- I. Analyzing Student Reading
- II. Writing Development
- III. Literacy Across the Curriculum

Component 2: Differentiation in Instruction

-Describe the ways you promote literacy development through writing over an instructional period that ranges from three weeks to three months.
-Use assessment(s) and analysis of a student's writing to design differentiated instruction that advances their growth as a writer and connects the reading and writing processes to help the student construct meaning through writing.
-Analyze two work samples for selected student, discuss their writing development and skill level in constructing meaning through writing, and outline your approach to supporting learning.
-Provide evidence of your ability to describe, analyze, and evaluate the student's writing development, to design and deliver differentiated instruction based on this analysis, to provide feedback to the student to help him or her grow as a writer, to reassess student work as a result of instruction, and to reflect on your practice.

Component 3: Teaching Practice and Learning Environment



-Provide a brief overview of the content of your overall submission.
-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.
-Submit information about the instructional context for each video.
-Describe your instructional planning for the lesson featured in each video and submit supporting materials.
-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.
-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.
-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.
-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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