



2014–15

**South Carolina Literacy Competencies**

**for Administrators**

## Standard 1: Foundational Knowledge

Administrators understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Elements	Competencies: The teacher will be able to...
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.	<ul style="list-style-type: none"><li>• Recognize major theories and research evidence related to reading and writing development and instruction.</li><li>• Identify the specific reading and writing expectations of PreK–12 students as described in national and state standards.</li><li>• Plan for environments that support individual motivation to read and write (e.g., access to print, choice, challenge, interests).</li><li>• Value the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to one’s administrative charge.</li></ul>
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.	<ul style="list-style-type: none"><li>• Identify evidence-based instructional approaches, techniques and procedures relevant to the reading and writing demands of PreK–12 instruction.</li><li>• Critically examine practices contributing to applied knowledge of reading education.</li></ul>
1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.	<ul style="list-style-type: none"><li>• Encourage reading professionals to show fair-mindedness, empathy, and ethical behavior in teaching students and working with other professionals.</li><li>• Model such behaviors in work with professional staff.</li></ul>

## Standard 2: Curriculum and Instruction

Administrators ensure their teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Elements	Competencies: The teacher will be able to...
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	<ul style="list-style-type: none"><li>• Monitor instruction for determine that standards are met.</li><li>• Provide opportunities for review and alignment of curriculum with standards.</li></ul>
2.2: Ensure that appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections are being implemented.	<ul style="list-style-type: none"><li>• Provide ongoing, integrated professional development opportunities that allow the demonstration and of modeling of practical and evidence-based approaches.</li><li>• Provide opportunities for teachers’ self-reflection and interaction with peers.</li><li>• Provide professional materials and encourage study/discussion groups.</li></ul>
2.3: Understand the importance of using a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	<ul style="list-style-type: none"><li>• Demonstrate a critical stance towards instructional materials used for reading and writing instruction.</li><li>• Provide opportunities for demonstrations, evaluations, and usage of a wide range of instructional materials that support student learning.</li></ul>

### Standard 3: Assessment and Evaluation

Administrators ensure their teachers use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Elements	Competencies: The teacher will be able to...
3.1: Understand types of assessments and their purposes, strengths, and limitations.	<ul style="list-style-type: none"><li>• Demonstrate an understanding of literature and research related to assessments, their uses and misuses.</li><li>• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</li><li>• Explain large scale assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.</li></ul>
3.2: Select, develop, administer, and interpret formative and summative assessments, both traditional print and electronic, for specific purposes.	<ul style="list-style-type: none"><li>• Provide time and fiscal resources to facilitate assessment.</li><li>• Support the development of sound assessment design across classrooms.</li></ul>
3.3: Use assessment information to assist in planning and evaluating instruction.	<ul style="list-style-type: none"><li>• Use student data to facilitate curricular, grouping, literacy staffing pattern decisions within schools and across schools and within the district.</li></ul>
3.4: Communicate assessment results and implications to a variety of audiences.	<ul style="list-style-type: none"><li>• Analyze and communicate federal, state, and local assessment results to internal staff and external partners, e.g., community members, policymakers, and other stakeholders</li><li>• Analyze and communicate literacy performance goals as identified in federal and state law and implications of those goals on literacy curriculum, instruction, and assessment.</li></ul>

### Standard 4: Diversity

Administrators ensure their teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Elements	Competencies: The teacher will be able to...
4.1: Recognize, understand, and value, the forms of diversity that exist in society and their importance in learning to read and write.	<ul style="list-style-type: none"><li>• Examine, evaluate and articulate how students' diversity informs pedagogy, selection of curricula, and professional development practices.</li><li>• Support and collaborate with teachers, parents or guardians, and community members to provide experiences responsive to students' diverse needs.</li><li>• Plan for and sustain a school culture that is supportive of diversity that exists among teachers and students.</li></ul>
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<ul style="list-style-type: none"><li>• Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students.</li><li>• Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity.</li></ul>
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"><li>• Ensure that school contexts, structures, and teachers' professional practices are supportive of, responsive to and respectful of teachers', students', and parents' or guardians' diversity.</li><li>• Ensure that school contexts, structures, and teachers' professional practices are supportive of, responsive to and respectful of teachers', students', and parents' or guardians' diversity.</li></ul>

### Standard 5: Literate Environment

Administrators ensure their teachers 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.

Elements	Competencies: The teacher will be able to...
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<ul style="list-style-type: none"><li>• Provide resources and encourage flexibility in creating the physical environment.</li></ul>
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.	<ul style="list-style-type: none"><li>• Foster a climate in the school that consistently demands positive social interactions from adults and students.</li></ul>
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"><li>• Understand how classroom routines can facilitate reading and writing instruction.</li><li>• Provide a school level infrastructure that supports the use of effective classroom routines.</li></ul>
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"><li>• Provide resources and encourage flexibility in differentiating instruction.</li><li>• Recruit community members as mentors, tutors, volunteers, and resource-providers to support literacy growth at the school.</li></ul>

## Standard 6: Professional Learning and Leadership

Administrators recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Elements	Competencies: The teacher will be able to...
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"><li>• Connect foundational knowledge associated with educational leadership to the organizational and instructional knowledge required to implement an effective school-wide reading program.</li><li>• Apply knowledge from a variety of disciplines to promote a positive school culture and climate for students and adults.</li></ul>
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.	<ul style="list-style-type: none"><li>• Ensure a positive and ethical learning context for reading that respects students, families, teachers, colleagues, and communities.</li><li>• Foster community involvement in school-wide literacy initiatives.</li><li>• Encourage and support teachers and reading professionals to develop their knowledge, skills, and positive dispositions.</li><li>• Provide leadership by participating in ongoing professional development with staff and others in leadership positions.</li><li>• Encourage use of technology among teachers and other personnel for their own learning and for improving student learning.</li></ul>
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"><li>• Work collaboratively with school staff to plan, implement, and evaluate sustained professional development programs to meet established needs, grade/discipline, or individual levels.</li><li>• Provide varied professional development opportunities for those having responsibility for student learning.</li></ul>

6.4: Understand and influence local, state, or national policy decisions.

- Promote effective communication and collaboration among parents or guardians, community, and school staff.
- Understand the importance of hiring highly qualified literacy personnel, providing clear role descriptions for literacy positions, and supporting individuals in those positions.
- Advocate at local, state, and federal levels for needed organizational and instructional changes to promote effective literacy instruction.