# Reading Teacher

Based on the International Literacy Association [Standards for the Preparation of Literacy Professionals](https://www.literacyworldwide.org/get-resources/standards/standards-2017)  
(Standards for Classroom Teachers Matrix)

Well-prepared reading teachers possess robust knowledge of concepts that underlie what they will encounter   
in teaching students in all grades. Reading content knowledge underlies all aspects of the portfolio: disciplinary content, pedagogical skills, and responsiveness to students.

A 3-Year License with Stipulation Reading Portfolio must provide evidence that an applicant has content knowledge in reading for any age student. Artifacts and their corresponding explanations provide evidence of   
the knowledge, skills, and dispositions necessary to be proficient in teaching reading in prekindergarten-12.

**Note: Standards 2017 includes three classroom teacher matrixes: pre-K/primary, elementary/intermediate, and middle/high school classroom teachers. They appear in order within this document .**

Pre-K/Primary Matrix

### 1. Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1.1 Demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools. |  |  |  |
| 1.2 Demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task. |  |  |  |
| 1.3 Demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing. |  |  |  |
| 1.4 Demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning. |  |  |  |

## 2. Curriculum and Instruction

Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2.1 Demonstrate the ability to critically examine pre-K/primary literacy curricula and select high-quality literary, multimedia, and informational texts to  provide a coherent, integrated, and motivating literacy program. |  |  |  |
| 2.2 Plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/primary learners. |  |  |  |
| 2.3 Design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners. |  |  |  |
| 2.4 Plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/ primary learners. |  |  |  |

## 3. Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students’ language acquisition and literacy development for instructional and accountability purposes.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3.1 Understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments. |  |  |  |
| 3.2 Use observational skills and results of student work to determine students’ literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students’ language and literacy development. |  |  |  |
| 3.3 Use results of various assessment measures to inform and/or modify instruction. |  |  |  |
| 3.4 Use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments. |  |  |  |

## 4. Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4.1 Recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities. |  |  |  |
| 4.2 Set high expectations for learners and implement instructional practices that are responsive to students’ diversity. |  |  |  |
| 4.3 Situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials. |  |  |  |
| 4.4 Forge family, community, and school relationships to enhance students’ literacy learning. |  |  |  |

## 5. Leaners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5.1 Apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners. |  |  |  |
| 5.2 Incorporate digital and print texts and experiences designed to differentiate and enhance students’ language, literacy, and the learning environment. |  |  |  |
| 5.3 Incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences. |  |  |  |
| 5.4 Create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning. |  |  |  |

## 6. Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students’ literacy learning.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6.1 Are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations. |  |  |  |
| 6.2 Reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change. |  |  |  |
| 6.3 Collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities. |  |  |  |
| 6.4 Advocate for the teaching profession and their students, schools, and communities. |  |  |  |

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Elementary/Intermediate Matrix

### 1. Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1.1 Demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support  that development. |  |  |  |
| 1.2 Demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task. |  |  |  |
| 1.3 Demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing. |  |  |  |
| 1.4 Demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning. |  |  |  |

## 2. Curriculum and Instruction

Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2.1 Demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes. |  |  |  |
| 2.2 Plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/intermediate learners. |  |  |  |
| 2.3 Design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/intermediate learners. |  |  |  |
| 2.4 Plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners. |  |  |  |

## 3. Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students’ language acquisition and literacy development for instructional and accountability purposes.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3.1 Understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments. |  |  |  |
| 3.2 Use observational skills and results of student work to determine students’ literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students’ language and literacy development. |  |  |  |
| 3.3 Use results of various assessment measures to inform and/or modify instruction. |  |  |  |
| 3.4 Use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments. |  |  |  |

## 4. Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4.1 Recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities. |  |  |  |
| 4.2 Set high expectations for learners and implement instructional practices that are responsive to students’ diversity. |  |  |  |
| 4.3 Situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials. |  |  |  |
| 4.4 Forge family, community, and school relationships to enhance students’ literacy learning. |  |  |  |

## 5. Leaners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5.1 Apply knowledge of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners. |  |  |  |
| 5.2 Demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students’ language, literacy, and the learning environment. |  |  |  |
| 5.3 Incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences. |  |  |  |
| 5.4 Create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning. |  |  |  |

## 6. Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students’ literacy learning.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6.1 Are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations. |  |  |  |
| 6.2 Reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change. |  |  |  |
| 6.3 Collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities. |  |  |  |
| 6.4 Advocate for the teaching profession and their students, schools, and communities. |  |  |  |

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Middle/High School Matrix

### 1. Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1.1 Demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction. |  |  |  |
| 1.2 Demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline. |  |  |  |
| 1.3 Demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline. |  |  |  |
| 1.4 Demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for  all learning. |  |  |  |

## 2. Curriculum and Instruction

Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2.1 Demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy. |  |  |  |
| 2.2 Use evidence-based instruction and  materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners. |  |  |  |
| 2.3 Design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning. |  |  |  |
| 2.4 Use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests. |  |  |  |

## 3. Assessment and Evaluation

Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students’ language acquisition and literacy development for instructional and accountability purposes.

| Candidates Demonstrate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3.1 Understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments. |  |  |  |
| 3.2 Use observational skills and results of student work to determine students’ disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students’ disciplinary literacy development. |  |  |  |
| 3.3 Use the results of student work and assessment results to inform and/or modify instruction. |  |  |  |
| 3.4 Use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments. |  |  |  |

## 4. Diversity and Equity

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4.1 Recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities. |  |  |  |
| 4.2 Set high expectations for learners and implement instructional practices that are responsive to students’ diversity. |  |  |  |
| 4.3 Situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials. |  |  |  |
| 4.4 Forge family, community, and school relationships to enhance students’ content and literacy learning. |  |  |  |

## 5. Leaners and the Literacy Environment

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

| Candidates | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5.1 Demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners. |  |  |  |
| 5.2 Demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students’ disciplinary literacy and the learning environment. |  |  |  |
| 5.3 Incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences. |  |  |  |
| 5.4 Create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning. |  |  |  |

## 6. Professional Learning and Leadership

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students’ literacy learning.

| Candidates | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6.1 Are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations. |  |  |  |
| 6.2 Reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change. |  |  |  |
| 6.3 Collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities. |  |  |  |
| 6.4 Advocate for the teaching profession and their students, schools, and communities. |  |  |  |

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