

**Department of Reading and Language Arts  
School of Education and Professional Studies  
Central Connecticut State University**

**ALIGNMENT CHART**

Unit's Outcomes and Proficiencies	IRA Standards for Reading Professionals Specialist/Literacy Coach Competencies	Reading and Language Arts Mission Statements
<p><b>CF1.</b> The education professional as active learner</p> <ul style="list-style-type: none"> <li>❖ Possesses strong content knowledge in the arts and sciences,</li> <li>❖ Communicates in multiple forms to diverse audiences</li> <li>❖ Possesses pedagogical knowledge for content to be taught</li> <li>❖ Engages in habits of critical thinking and problem solving</li> </ul>	<p><b>Standard 1.</b> Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.</p> <p><b>Standard 2.</b> Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p> <p><b>Standard 4.</b> Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p> <p><b>Standard 5.</b> Professional Development: Candidates view professional development as a career-long effort and responsibility.</p>	<p><b>Statement 1.</b> Prepare knowledgeable and competent reading specialists and literacy coaches who meet the state standards for advanced certifications in reading and language arts and the IRA standards for reading professionals.</p> <p><b>Statement 6.</b> Prepare classroom teachers who have a strong expertise in literacy and apply this effectively in classroom, as well as share collegially with their peers in a professional development capacity.</p>
<p><b>CF2.</b> The education professional as facilitator of learning for all students</p> <ul style="list-style-type: none"> <li>❖ Applies knowledge of human development across the life span (including physical, cognitive, social, and emotional growth)</li> <li>❖ Respects and values all learners</li> <li>❖ Addresses the diversity of learning environments</li> <li>❖ Understands the learning process and applies instructional and assessment strategies and technologies</li> </ul>	<p><b>Standard 2.</b> Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p> <p><b>Standard 3.</b> Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p> <p><b>Standard 4.</b> Creating a Literate Environment: Candidates create a literate environment that fosters</p>	<p><b>Statement 2.</b> Prepare literacy professionals who can provide leadership through modeling and mentoring to ensure that classroom teachers and other staff support acquire a wide range of instructional practices, approaches, methods, and curriculum materials to facilitate their reading and writing instruction.</p> <p><b>Statement 3.</b> Prepare literacy professionals who are knowledgeable with various assessments appropriate for s</p>

<p>to facilitate learning</p>	<p>reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p>wide range of diversity in classroom, including technologically-based assessments and to be able to mentor and support classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning., and to communicate results to educational stakeholders..</p> <p><b>Statement 4.</b> Prepare literacy professionals who can support and mentor classroom teachers and other professionals in creating a literate environment to facilitate successful reading and writing for all children.</p> <p><b>Statement 6.</b> Prepare classroom teachers who have a strong expertise in literacy and apply this effectively in classroom, as well as share collegially with their peers in a professional development capacity.</p>
<p><b>CF3.</b> The education professional as reflective and collaborative practitioner,</p> <ul style="list-style-type: none"> <li>❖ Makes informed and ethical decisions</li> <li>❖ Accepts responsibility for student learning</li> <li>❖ Engages in opportunities for professional growth</li> <li>❖ Collaborates with colleagues, families, and the school community</li> </ul>	<p><b>Standard 3.</b> Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p> <p><b>Standard 5.</b> Professional Development: Candidates view professional development as a career-long effort and responsibility.</p>	<p><b>Statement 3.</b> Prepare literacy professionals who are knowledgeable with various assessments appropriate for s wide range of diversity in classroom, including technologically-based assessments and to be able to mentor and support classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning., and to communicate results to educational stakeholders.</p> <p><b>Statement 5.</b> Prepare literacy professionals who continue to be lifelong learners and scholars through readings, research and professional development, and leaders in planning and implementing professional development programs for</p>

		<p>teachers and other professionals, as well as in advocating to advance professional research base to expand knowledge-based practices.</p> <p><b>Statement 6.</b> Prepare classroom teachers who have a strong expertise in literacy and apply this effectively in classroom, as well as share collegially with their peers in a professional development capacity.</p> <p><b>Statement 7.</b> Serve members of the educational community and related professions within the School of Education and Professional Studies, at the university level, across the state of Connecticut, within the region, and at the national level.</p>
--	--	--