

Literacy: Reading–Language Arts Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished teachers of literacy: reading–language arts into the following thirteen standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in Early and Middle Childhood/Literacy: Reading–Language Arts.

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 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 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 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 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 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 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 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 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 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 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 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.

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.