

# Crosswalk: Previous versus New READING SPECIALIST Standards

## General Information about this Revision:

- » Additions of all IDA Substandards to the standards and functions.
- » Updated wording per ILA 2017 Standards to the standards and functions.

### Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (Previously Standard 3)	Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of reading literacy specialist in schools. (ILA S1) (IDA S1)	<b>Additions to:</b> Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

### Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (Previously Standard 4)	Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)	<b>Additions to:</b> Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

### Standard 3

REVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (Previously Standard 5)	Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnosis, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers to their understanding and use of assessment results; advocate for appropriate literacy practices to	<b>Additions to:</b> Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

	relevant stakeholders. (ILA S3) (IDA S3)	
<b>Standard 4</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (Previously Standard 1)	Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)	<b>Additions to:</b> Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.
<b>Standard 5</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Candidates 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. (Previously Standard 2)	Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)	<b>Additions to:</b> Updated wording per ILA 2017 Standards to the standard and functions.
<b>Standard 6</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (Previously Standards 6)	Standard 6: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)	<b>Additions to:</b> Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.
<b>Standard 7</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
NONE; No previous standard	Candidates complete supervised, integrated, extended	<b>Additions to:</b>

	practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)	New standard added per 2017 ILA Standards. New standard and functions.
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