Knowledge and practice standards for graduate language and literacy teachers

t1dcip
TEACHING & LEARNING DEVELOPMENT
CAPACITY IMPROVEMENT PROGRAMME

A sub-project of the
Consolidated Literacy Working Group
of

the Primary Teacher Education (PrimTEd) project
of

the DHET's

Literacy teaching core competency standards

Brief of the literacy working group

1. A literacy review
2. Analysis of the competencies required by new teachers [from the literature review]
3. Compare these with those informing actual (or planned) university courses/ modules
4. Develop draft standards, consult widely and revise as necessary
5. Develop competency assessment items with the Assessment Working Group

Brief 4

Develop draft standards, consult widely and revise as necessary

Our notion of standards

- Their purpose is to make something else happen – children learning to read and write (that children create meaning using texts).

- Teacher **knowledge** and **practice** standards are statements that describe what a teacher needs to *know* and be able to *do* to carry out their core function professionally and effectively.

- Substantial evidence-based information exists on what the standards should cover.

- Have obvious HEI Initial Teacher Education reading and writing curriculum revision implications.

See our documents on the PrimTEd website:
Towards competency standards for language and literacy teachers
DRAFT Curriculum Framework for literacy teaching in Initial Primary Teacher Education

Standards exist in a socio-economic-political context.

Interests and differences exist between academic, education provision decision makers and teachers on standards.

Process – steps developing these standards

1. The literature review
2. The mapping of standards
3. The drafting of seven sets of standards
4. The editing, refining and condensing to four sets of standards
5. Consultation and revisions
6. DHET presents to Deans' Forum
7. Authorisation, release and distribution

The literature review

- Output – a brief annotated bibliography

  https://www.jet.org.za/clearinghouse/primted/standards/literacy-teacher-standards

- Usefulness of the examples

Examples of complex, detailed standards

LITERACY ASSOCIATION

| ROLE	STANDARD	COMPONENT #1	COMPONENT #2	COMPONENT #3	COMPONENT #4
READING / LITERACY SPECIALIST	**STANDARD 1: FOUNDATIONAL KNOWLEDGE** Candidates demonstrate knowledge of the theoretical and evidence-based foundations of reading, writing, communication and the integral role of the reading/literacy specialist in schools.	**1.1** Candidates demonstrate knowledge of the theoretical and evidence-based foundations of language acquisition and literacy (emergent and early literacy, literacy in elementary, middle grades, high school, and literacy in disciplinary domains), including the components of decoding, vocabulary, fluency and comprehension, applied to text in multiple genres, and formats (i.e., print, digital, visual, multimodal) within various settings and cultural contexts, and especially for students experiencing literacy difficulties; demonstrate understanding of the connections and potential integration of reading, writing and communication across the grades and disciplines.	**1.2** Candidates demonstrate their knowledge of the theoretical and evidence-based foundations of writing development and the writing process throughout the grades, including basic writing components (i.e., spelling, handwriting, keyboarding, grammar, conventions, word choice), composition of varying types of text (i.e., narrative, expository, persuasive), writing in disciplinary domains, use of writing as a means to communicate with a variety of audiences, and use of writing as a means to facilitate learning (e.g., notetaking, research); demonstrate understanding of the connections and potential integration of writing, reading and communication across the grades and disciplines.	**1.3** Candidates demonstrate knowledge of theoretical and evidence-based foundations of communication development (i.e., speaking, listening, and viewing) that characterize the developmental progressions of language and literacy for all learners (e.g., gifted, those identified with specific learning difficulties, English language learners) and across the grades (emergent and early literacy, literacy in elementary, middle grades, and high school, and literacy in disciplinary domains); demonstrate understanding of the connections and potential integration of communication, reading and writing across the grades and disciplines.	**1.4** Candidates demonstrate knowledge of the theoretical and evidence-based foundations related to the role of the reading/literacy specialist and its instructional and leadership dimensions to ensure all students, especially those experiencing literacy difficulties, have equitable access to high quality, sound, comprehensive literacy instruction and curriculum; demonstrate their knowledge of the principles of effective collaboration with teachers, students, families, administrators, and other specialized professionals in developing a school literacy culture that reflects theoretical and evidence-based knowledge about effective, culturally sensitive literacy development.

COMPONENT A: Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

	Monolingual		Bilingual		Biliterate	
	Monocultural	**Bicultural**	**Monocultural**	**Bicultural**	**Monocultural**	**Bicultural**
BEGINNING	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children.	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).	**Skills:** • Demonstrates a basic understanding of language milestones while interacting with children. • Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children. • In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).
	Indicators: • Uses some of the following strategies with DLL children: modeling good listening skills; repeating common phrases slowly and clearly; allowing for wait time and voluntary participation. • Learning to pronounce the child's name, organizing the classroom with linguistically and culturally appropriate materials, and learning how to say hello and goodbye in the child's first language. • When interacting in small groups, supports the receptive language development of DLLs through the use of gestures, props, and the repetition of key words in the children's first language and English. • Asks for translation help from others in order to respond to the needs of DLL children.	**Indicators:** • Learns and uses culturally appropriate phrases in the child's first language (e.g., can I help you, are you ok) • Uses cultural endearments with the child (e.g., family nickname, expressions that signal affirmation such as "Que bien" (very good); di-di, ni hao bun! (Little brother, you did great.).	**Indicators:** • Uses appropriate greetings towards children and families in the first language that are appropriate for age and status. • Creates opportunities for children to communicate with each other using names, basic gestures and high function words. • When the DLL child mixes languages, repeats the phrase in the language the child is attempting to speak.	**Indicators:** • Uses knowledge of the child's culture to help the child learn new vocabulary (e.g., reads a folktale about the child's home culture in the child's first language). • Begins to help child notice that there are features of communication (e.g., eye contact, use of proper names, wait time) that are different and helps them to practice the new behaviors.	**Indicators:** • Identifies and emphasizes key words in the child's first language during a math lesson (e.g., size, quantity of objects). • Reads books with repeating phrases in the child's first language to support first language development and in English to encourage receptive language. • Takes dictation from child to collect "favorite phrases" and reads stories in the child's first or second language.	**Indicators:** • Begins to model culturally and linguistically appropriate behavior for greeting and departing. • Reads a book about the child's heritage in the child's first language and asks questions about it. • Discusses with parents how they can promote first language development (e.g., asking questions, descriptive vocabulary and extended two-way conversation).

How are the standards presented?

- **No** generic categories – only those relating to literacy teaching
- Specific – not broad principles
- Fairly concise and not overcomplicated (c.f. International Literacy Association standards of 2016)
- Linguistically and conceptually accessible
- Not graded in terms of ratings of proficiency or in terms of teacher experience, etc. Should be for all graduating teachers.
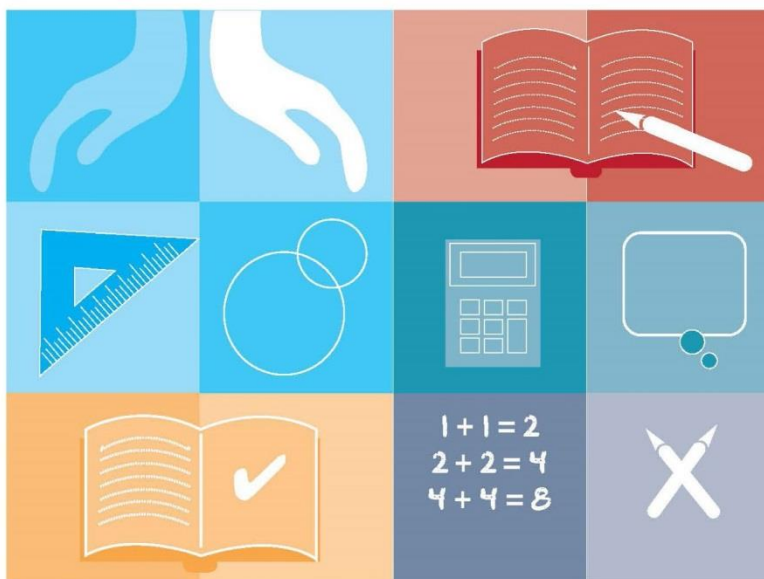
Draft
Knowledge and Practice Standards for primary teacher education graduates:
language and literacy

Prepared by:
The PrimTEd Literacy Working Group

Fourth released version 2019

Four sets of standards

- Knowledge (21)
- Practice (6)
- English as First Additional Language (6)
- First Additional Languages (6)

Available on PrimTEd website:
https://www.jet.org.za/clearinghouse/primted/standards/

Knowledge

1. Demonstrate basic knowledge of the key components of **language**.
2. Demonstrate knowledge of basic **grammatical concepts** that are necessary for language and literacy teaching.
3. Demonstrate knowledge of the theoretical and research-based foundations of **home language acquisition** and **additional language learning**.
4. Demonstrate an understanding of the role of **bi- and multilingualism** and of **standard and non-standard varieties of language**s in communication and learning in South Africa.
5. Demonstrate knowledge of the importance of **oral language** in literacy development and of the influence of written language on oral language.
6. Demonstrate basic knowledge about the terminology and theories of **literacy and literacies**.
7. Demonstrate knowledge that **reading and writing** are complementary and recursive processes.
8. Demonstrate knowledge of theoretical and research-based components of **reading and writing** teaching through the phases and grades (including its cognitive, linguistic and socio-cultural foundations and the processes and concepts involved).
9. Shows understanding of the need to teach all the components of reading and writing in a purposeful, **systematic and structured** way.
10. Demonstrates **phonological awareness** including **phonemic awareness**
11. Demonstrates basic knowledge of **phonics**, e.g. knowing letter shapes, knowing that written words are built up from letters and letter groups with sound values

12. Demonstrate **vocabulary** and word study knowledge, e.g. know how to help learners extend vocabulary for communication and academic purposes
13. Demonstrates knowledge of **comprehension**, strategies to develop comprehension and strategies to develop comprehension across a range of genres.
14. Demonstrates knowledge of how to develop **fluency** in reading through a flexible use of strategies.
15. Identify the **level of reading competences** learners have attained and can provide appropriate responses.
16. Demonstrates knowledge about typical sequences of development in children's **spelling**.
17. Demonstrate knowledge of phase appropriate **features of page or screen-based visual texts**, of how the relationship of verbal and visual features of texts affects meaning and of strategies to teach learners to become firstly, visually literate and subsequently, critically visually literate.
18. Demonstrate knowledge of the theoretical, historical, and research-based components of **writing** development and the writing process through the grades
19. Demonstrate practical knowledge of the **teaching of writing** and the creation of a writing-rich environment.
20. Display knowledge about **writing genres.**
21. Displays knowledge of **literature** for children, e.g. knowing a range of suitable literature and authors for particular children, having some understanding of quality in children's literature (fiction and non-fiction), and of how to enhance children's responses to literature.

Practice

1. Demonstrate the foundational knowledge required to teach a language and literacy **curriculum**.
2. Select and organise content into a coherent, well-sequenced **instructional design** using knowledge of the curriculum, learners' strengths and weaknesses, and assessment and reporting requirements.
3. Implement multimodal forms of instruction and evaluate **instructional practice** in each of the key components of reading and writing.
4. Select and plan the use of a range of **instructional materials** and resources, including a variety of print and digital texts, to engage learners in the learning process.
5. Demonstrate an understanding of the range of types and multiple purposes of **assessment** in literacy, including for selection (screening), diagnosis, guidance, grading, prediction, motivation and standard maintaining.
6. Plan **instructional collaboration** with other teachers and education professionals in designing, adjusting, and modifying the curriculum, instructional approaches and practices to meet learners' language and literacy needs.

FAL

1. Demonstrate knowledge of **home language acquisition** and **additional language learning** theories and research findings.
2. Recognise the **reciprocal relationships between home and additional languages** as resources for learning and development.
3. Demonstrate sound knowledge of, and ability to use, the **FAL**.
4. Demonstrate knowledge of how the **sounds, vocabulary and grammar** of the FAL are taught.
5. Demonstrate knowledge of and ability to use a **range of instructional strategies and methods** to support the development of orality and literacy in FAL.
6. Can source, design, display and manage appropriate **FAL resources.**

Teacher standards: knowledge

Purpose and rationale

General competencies assumed to be in place

Level descriptors

Related SACE *Professional Teaching Standards*

Standards

of language and literacy and ... write.

Purpose and rationale

Language and literacy teachers need to have knowledge of:
- ...-foundations of reading and writing,
- ..., listening, viewing and presenting,
- ...ion used in teaching these; and
- ...within and across subjects.

General competencies assumed to be in place

...ges, one as home language and another as first ..., one of these will be English.

Level descriptors

Related SACE *Professional Teaching Standards*
- Teachers understand that language plays an important role in teaching and learning.
- ...mentally connected to teachers' understanding of the subject/s
- ...and how their subjects are taught and learnt effectively.

Standards

1.	Demonstrate basic knowledge of the key components of **language**.
2.	Demonstrate knowledge of basic **grammatical concepts** that are necessary for language and literacy teaching.
3.	Demonstrate knowledge of the theoretical and research-based foundations of **home language acquisition** and **additional language learning**.
4.	Demonstrate an understanding of the role of **bi- and multilingualism** and of **standard and non-standard varieties of language**s in communication and learning in South Africa.
5.	Demonstrate knowledge of the importance of **oral language** in literacy development and of the influence of written language on oral language.
6.	Demonstrate basic knowledge about the terminology and theories of **literacy and literacies**.
7.	Demonstrate knowledge that **reading and writing** are complementary and recursive processes.

Standard	Evidence of achievement
10. Demonstrates **phonological awareness** including **phonemic awareness**	10.1 A basic awareness of the sounds of languages is displayed. 10.2 Definitions, explanations and demonstrations of phonological awareness (syllabification, onset and rime (onset and rime are important in English but not in agglutinating languages), and phonemic awareness) are given. 10.3 An understanding of the developmental continuum of phonological awareness and an ability to use this knowledge in reading instruction appropriate to each grade and learner is demonstrated.
11. Demonstrates basic knowledge of **phonics**, e.g. knowing letter shapes, knowing that written words are built up from letters and letter groups with sound values	11.1 Phonics is defined. 11.2 The use of phonics and decoding strategies appropriate to the particular language and grade are identified. 11.3 Awareness of the similarities and differences in phonics strategies in analytic/isolating and agglutinating languages is shown. 11.4 The importance of syllables and word morphology in the African languages is recognised. 11.5 Explanations of the principles underpinning particular phonics approaches are given. 11.5 Knowledge of resources available to support particular approaches/programmes is demonstrated.
12. Demonstrate **vocabulary** and word study knowledge, e.g. know how to help learners extend vocabulary for communication and academic purposes	12.1 The role of vocabulary in learning across and beyond the curriculum in expanding the learner's conceptual world is articulated. 12.2 A variety of research-based ways to introduce and build new language and vocabulary in both home and additional languages (e.g., word study, word parts and word associations, etc.) throughout the curriculum and across grade levels is described, including: ▸ Word features and their structures, for example, syllables, prefixes, infixes, suffixes, roots, inflections, etc., are explained. ▸ A list of high frequency and sight words (words which should be instantly recognisable) for the grade level is presented. ▸ A vocabulary list with the number of words in the particular language that should be known by the end of a particular grade (and which take into account necessary subject specific vocabularies) is presented. 12.3 The distinction between expressive and receptive vocabulary is explained.

Do these standards make sense?

- Are these things that newly graduated teachers should know and be able to practice?
- Where do they learn these things in reality?
- Are these standards what teachers are doing already – though maybe with a different technical vocabulary?
- Or are they all mainly new -- and would it involve creating a whole new curriculum and modules?

Discussion

- Are these standards useful?

- Any unintended consequences likely?

- Could/would HEI institutions consider implementing them?

- Who should 'authorise' them: DHET, SACE, Deans' Forum, individual HEIs, individual Faculties of Education?

- What help is needed to implement them?