Program Attributes—Pedagogical Knowledge
Department of Literacy Teaching and Learning

Literacy as Social Practice
- Graduates recognize social contexts influence how literacies are defined and what literacies are valued. Graduates consider how to navigate competing ideologies related to the purposes and practices of literacy education.
- Graduates know how to honor and build on students' and communities' "funds of knowledge" (e.g., cultural resources and diverse life experiences).
- Graduates are self-reflective about how their own identities and social locations shape their practice.

Generate Productive Learning Communities
- Graduates collaborate and communicate with colleagues, other specialists, families, administrators, and the public on literacy issues showing care and sensitivity to different perspectives and different languages.
- Graduates learn to create and participate in productive learning communities.

Engagement
- Graduates know how to teach for engagement and meaning-making.
- Graduates know how to foster resilience and independence through engaging students in meaningful literate practices.
- Graduate's language conveys that reading and writing are attainable to all students.
- Graduates develop the belief that reading and writing are enjoyable and informative.

Reciprocal Relationships Across Modes of Communication
- Graduates understand the reciprocal relationships among reading, writing, speaking, listening, viewing, and representing.
- Graduates know how to use multimodal texts to create opportunities for students to draw on multimodalities strategically to create meaning, depending on purpose and audience.

Strategic Teaching to Promote Self-Extending Learning
- Graduates know how to teach students that lead to strategic actions and self-extending learning, including developing specific reading and writing competencies such as comprehension, critical reading, vocabulary knowledge, word knowledge (phonological insight, spelling and analysis), word solving in context, composing, revising, and editing.

Assessment of Literacies and Their Development
- Graduates understand how to assess students in specific literacy areas (e.g., fluency, phonemic awareness) and make subsequent decisions about appropriate instruction.
- Graduates understand multiple formal and informal assessments to inform future, responsive instruction, and how to be systematic and strategic in their assessment practices through careful observation to inform assessment and instructional decisions.

Research Based Professional Learning
- Graduates use research studies and learning communities to analyze and improve their practices.
- Graduates assume first and foremost that learning problems lie in instruction, rather than in the learner, and seek solutions accordingly.
- Graduates have a critical understanding of what conclusions can be drawn from data in research studies and how to link research and practice.
- Graduates critically analyze claims of commercial publishers and websites regarding the value of products (materials, procedures, tests).

Respectful Representation of Students, Families, and Communities
- When graduates represent students, their language reflects the full extent of student competencies and progress, and the nature of learning contexts.
- Graduates know how to interact with families and communities in caring ways that build respectful, positive relationships that support students.

Critical Literacies and Equity
- Graduates know how to create teaching and learning contexts in which students value multiple perspectives, focus on the sociopolitical context of literacy, and take action as participants in local and global communities.
- Graduates critically consume and produce media texts.
- Graduates understand how to recognize, respond to, and intervene in educational inequities, including bias stemming from race, class, gender, language, ability, and heterosexism.

Disciplinary Literacies/Knowledge Building
- Graduates understand the specialized role of literacy development in building disciplinary knowledge.
- Graduates recognize and attend to the importance of unique vocabulary and content knowledge, for different disciplines, and those in common across disciplines, and utilize specific literacy practices to support student knowledge building.
- Graduates know a wide variety of genre and forms for different purposes and audiences, based on expectations and authentic uses in the various disciplines.

Data Based Decision Making
- Graduates understand how to select, gather, analyze and use the most useful screening, formative and summative data for problem finding, problem solving and decision-making.
- Graduates understand the value and limitations of observational, standardized, and norm-referenced data.
- Graduates understand how literacy policies are made at all levels, and how to participate in all levels of policy making.

Technologies and Digital Media
- Graduates understand the nature and implications of technologies and digital media in literacy practices.
- Graduates understand the acquisition of digital literacies.
- Graduates choose and use relevant technologies and digital media for teaching and assessment.

Materials, Resources, and Media
- Graduates evaluate, choose, and redesign instructional materials drawing on research and professional resources.
- Graduates know how to use a range of instructional materials and resources appropriate for learners.
- Graduates choose texts and resources that enable students to engage in inquiry and critical conversations.

Prevention and Intervention
- Graduates understand the importance of, and optimal approaches toward, preventing difficulties with literacy acquisition, particularly how to ensure good first instruction.
- Graduates understand and identify successful practice in key literacy areas (e.g., comprehension, alphabetic knowledge, vocabulary).
- Graduates understand how to manage resources to optimize compensatory tiers of instruction.

Standards
- Graduates understand and draw on standards related to disciplines and teaching e.g. CCSS, IRA Teaching Standards, NYS Standards for each discipline, National Board Standards.
Program Attributes—Teaching and Leadership
Department of Literacy Teaching and Learning

Literacy as Social Practice
- Graduates recognize social contexts influence how literacies are defined and what literacies are valued. Graduates consider how to navigate competing ideologies related to the purposes and practices of literacy education.
- Graduates honor and build on students’ and communities’ “funds of knowledge” (e.g., cultural resources and diverse life experiences) to inform their practice.
- Graduates reflect on how their identities and social locations shape their practice.

Generate Productive Learning Communities
- Graduates collaborate and communicate with colleagues, other specialists, families, administrators, and the public on literacy issues showing care and sensitivity to different perspectives and different languages.
- Graduates also generate productive learning communities for students. Graduates engage with families in responsive and respectful ways.

Engagement
- Graduates teach for engagement and meaning-making.
- Graduates foster resilience and independence through engaging students in meaningful literate practices.
- Graduates engage students in literate activities that allow students to demonstrate competence, and turn students’ attention to the productive strategies they use independently and with support, even in unsuccessful attempts.
- Graduates develop the belief that reading and writing are enjoyable and informative.

Reciprocal Relationships Across Modes of Communication
- Graduates teach in a way that capitalizes on the reciprocal relationships among reading, writing, speaking, listening, viewing, and representing.
- Graduates teach with multimodal texts and create opportunities for students to draw on multimodalities strategically to create meaning, depending on purpose and audience.

Strategic Teaching to Promote Self-Extending Learning
- Graduates teach for strategic actions and self-extending learning, including developing specific reading and writing competencies such as comprehension, critical reading, vocabulary knowledge, word knowledge (phonological insight, spelling, and analysis), word solving in context, composing, revising, and editing.

Assessment of Literacies and Their Development
- Graduates use assessments to inform future, responsive instruction, and are systematic and strategic in their assessment practices.
- Through careful observation and analysis, graduates document growth with and without formal assessments.

Research Based Professional Learning
- Graduates use research studies and learning communities to analyze and improve their practices.
- Graduates assume first and foremost that learning problems lie in instruction, rather than in the learner and seek and enact solutions accordingly.
- Graduates have a critical understanding of what conclusions can be drawn from data in research studies and how to link research and practice.
- Graduates critically analyze claims of commercial publishers and websites regarding the value of products (materials, procedures, tests).

Respectful Representation of Students, Families, and Communities
- Graduate students represent student strengths and progress, and the nature of learning contexts.
- Graduates interact with families and communities in caring ways that build respectful, positive relationships that support students.

Critical Literacies and Equity
- Graduates create teaching and learning contexts in which students value multiple perspectives, focus on the sociopolitical context of literacy, and take action as participants in local and global communities.
- Graduates create teaching and learning contexts in which students critically consume and produce media texts.
- Graduates recognize, respond to, and intervene in educational inequities, including bias stemming from race, class, gender, language, ability, and heterosexism.

Disciplinary Literacies/Knowledge Building
- Graduates understand the role of literacy development in building disciplinary/conceptual knowledge.
- Graduates support students in accessing, developing, and communicating discipline-specific knowledge (or practices common across disciplines), including content knowledge, genre knowledge, and vocabulary.
- Graduates understand how to use literacy events to build conceptual knowledge over time with attention to material selection and assessment of knowledge development.

Data Based Decision Making
- Graduates understand how to select, gather, analyze and use the most useful screening, formative and summative data for problem finding, problem solving and decision-making.
- Graduates understand the value and limitations of observational, standardized, and norm-referenced data.
- Graduates understand how literacy policies are made at all levels, and how to participate in all levels of policy making.

Technologies and Digital Media
- Graduates use appropriate technologies and digital media, understanding the nature and implications of their choices.
- Graduates choose and use relevant technologies and digital media for teaching and assessment.

Materials, Resources, and Media
- Graduates evaluate, choose, and redesign instructional materials drawing on research and professional resources.
- Graduates use a range of instructional materials and resources appropriate for learners.
- Graduates choose print and digital resources that enable students to engage in inquiry and critical conversations.

Prevention and Intervention
- Graduates implement optimal approaches toward preventing difficulties with literacy acquisition by ensuring optimal instruction.
- Graduates understand and identify successful practice in key literacy areas (e.g., comprehension, alphabetic knowledge, vocabulary).

Standards
- Graduates show evidence of using the standard in their teaching e.g. CCSS, IRA Teaching Standards, NYS Standards for each discipline, National Board Standards.