



**Los Angeles Unified School District  
Division of Instruction  
Elementary Literacy and Language Arts  
In Partnership with  
Human Resources Division  
Micro-Credentialing Program**



## **Reading Specialist: Early Literacy Foundations Micro-Credentialing Program Overview**

The Los Angeles Unified Reading Specialist: Early Literacy Foundations Micro-Credentialing process prepares educators of grades transitional kindergarten through third grade to effectively teach and support reading. The ultimate goal of the Reading Specialist: Early Literacy Foundations Micro-Credentialing process is to ensure that teachers become accomplished reading educators, able to enact positive change in their classroom and school, and improve achievement for students in Los Angeles Unified.

Educators who successfully complete the Los Angeles Unified Reading Specialist: Early Literacy Foundations Micro-Credentialing process and earn a Los Angeles Unified Reading Specialist: Early Literacy Foundations Micro-Credential will demonstrate the following knowledge, skills, and dispositions:

- Deeply understand the science of teaching reading and a structured literacy approach for implementing the California Content Standards for English Language Arts & Literacy, the English Language Arts/English Language Development Framework for California Public Schools, and the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts, including the implications on learning in a 21st Century classroom
- Strategically identify, deliver and utilize the results of screening, diagnostic, and progress monitoring assessments along with observation of student learning to ensure that each student is provided targeted Tier 1 instruction and intervention.
- Create and deliver systematic and cumulative instruction, through a structured literacy approach, based on the literacy continuum that meets students' diverse cultural and linguistic needs and leverages high impact strategies, resources, and instructional technology to enhance learning.
- Continuously plan, deliver, reflect and revise their instruction to implement literacy instruction within a Multi-Tiered Systems of Support to close achievement gaps and improve literacy outcomes for all students.
- Collaborate and lead the building of partnerships with families, colleagues, and community partners that support all students.

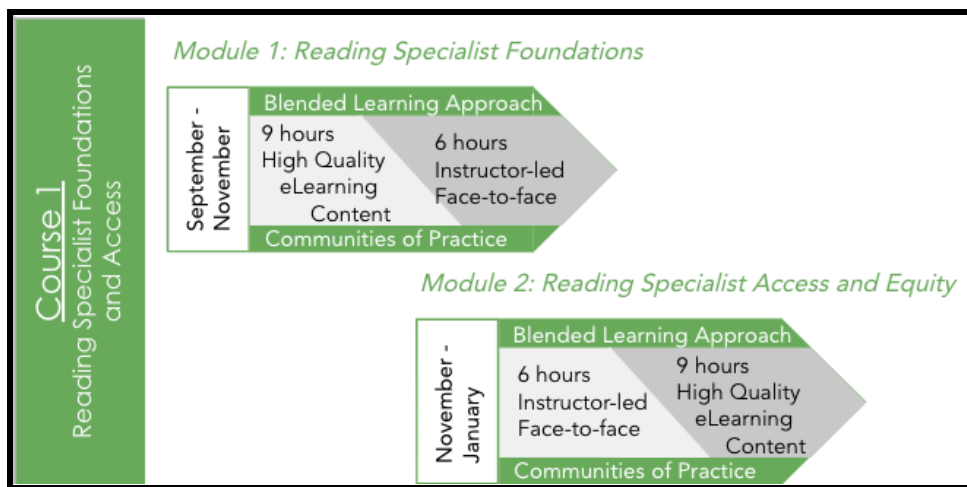
Over the span of one school year, participants seeking the Los Angeles Unified Reading Specialist: Early Literacy Foundations Micro-Credential engage as a community of practice in 105 hours of coursework that is blended and personalized. The 105 hours of coursework consists of three courses of two modules each. All courses are offered in a hybrid format with 30 hours of face-to-face, instructor-led training; 45 hours of self-paced, high-quality eLearning content training online; and 30 hours of homework and fieldwork. Throughout the process, educators produce five Evidence of Learning Artifacts (EOLAs) to demonstrate mastery and application of

their learning in their setting. Additionally, educators complete a Capstone that requires them to document the enactment of one EOLA in their setting, reflect on their work, and identify next steps and resources for their future growth. All courses are infused with Digital Media Literacy and the instructional technology support educators need to effectively leverage digital tools in their setting.

## Reading Specialist: Early Literacy Foundations Micro-Credential Course and Module Descriptions

### Course 1: Reading Specialist Foundations and Access

- The “Reading Specialist Foundations and Access” course consists of 12 hours of instructor-led, face-to-face training; 18 hours of high-quality eLearning content; and 10 hours of homework and fieldwork divided into two modules:



- **Module 1: Reading Specialist Foundations:** How can I support all students, including those students struggling with basic skills and those showing characteristics of dyslexia, to master their grade level reading standards for foundational skills? In this course, participants will examine the goal in Los Angeles Unified is to ensure the reading success of all students by the end of first grade. Though language acquisition begins in very early childhood, literacy development is a complex cognitive process that progresses along a continuum and requires instruction aligned with the CA ELA Content Standards and ELA-ELD Framework, to ensure students have a solid foundation of literacy skills.

Students also face a variety of socio-economic and academic challenges, which requires that teachers understand these challenges and differentiate instruction to meet student needs to close reading achievement gaps.

Accomplished teachers create a safe and supportive physical and socio-emotional environment that incorporates a wide range of research-based instructional strategies and targeted assessments to foster proficiency in the grade level literacy standards for all students, including but not limited to struggling readers and/or those showing signs of dyslexia.

- **Evidence of Learning Artifact (EOLA):** Design for Literacy Success

- **Module 2: Reading Specialist Access and Equity:** How can I use knowledge of students' backgrounds, home languages, and cultural capital as assets for creating a bias-free learning environment that affords access and equitable opportunity for the literacy success of all students? In this course, participants will consider that Los Angeles Unified has a diverse student population. Teachers must understand how their commitment to fairness and equity impacts student learning, including a commitment to bravely examining their own implicit and explicit biases.

Knowing that each student is developing in their intellectual, social, emotional, cultural, and language knowledge, teachers strive to gain an understanding of students' lives in the community outside of school. This is foundational to developing a personalized and effective instructional program. Teachers must establish a climate for learning that values the diverse perspectives and contributions each student brings to the classroom in order to engage students more fully in learning.

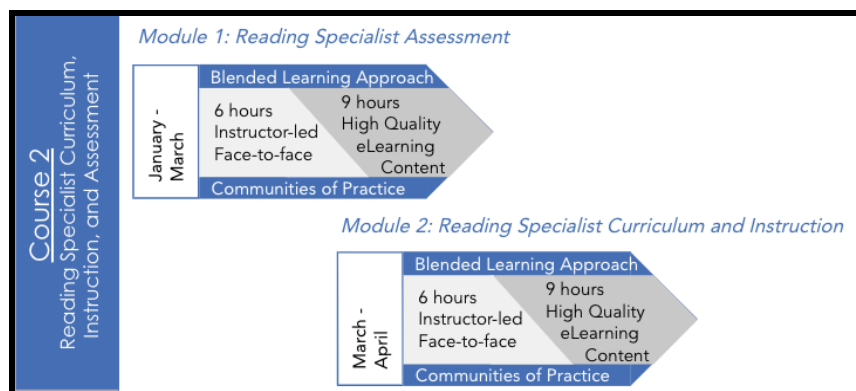
Accomplished teachers draw upon their knowledge of content, pedagogy, and child development to differentiate instruction and design the learning environment to meet the individual needs of students.

They are conscious of the importance of equitable use of resources, including technology to connect with students and to provide equity and access for all learners.

- **Evidence of Learning Artifact (EOLA):** Classroom Dynamics for Access and Equity

## Course 2: Reading Specialist Curriculum, Instruction, and Assessment

- The “Reading Specialist Curriculum, Instruction, and Assessment” course consists of 12 hours of instructor-led, face-to-face training; 18 hours of high-quality eLearning content; and 10 hours of homework and fieldwork divided into two modules:



- **Module 1: Reading Specialist Assessment:** What is the role of assessment in supporting the reading achievement of the students in my setting? How can I use data to group students in order to provide multi-tiered systems of support (MTSS) in literacy so all students meet and exceed goals? In this course, participants will learn that assessment is a key aspect of literacy instruction and intervention. Teachers use a range of ongoing formal and informal assessment methods and strategies to continuously gather data, including classroom-based, District, and State/National tests, to shape and drive instructional decisions. They monitor individual student progress and recognize that many factors impact results on a given assessment.

Teachers draw on students' culture, background and interests as well as information from adult caregivers to inform assessment of the whole child. They reflect individually and collaboratively on the data collected, and use technology for effective collection and analysis of assessment data.

They collaborate with colleagues to support the infrastructures of literacy instructional support at their site and in their setting.

They approach the instruction from a growth mindset, and share the growth mindset with students and guide them to become aware of their progress in literacy development, so students come to think of themselves as independent learners capable of evaluating their own work and setting goals for future learning.

Information gathered from assessments is used to communicate with family and community stakeholders.

- **Evidence of Learning Artifact (EOLA):** Assessment Impact Plan

- **Module 2: Reading Specialist Curriculum and Instruction:** How can I collaboratively plan lessons and implement effective differentiated instruction that incorporates a structured literacy approach and oral language development that meets the targeted needs of each student, ensuring that all students make individual progress toward literacy proficiency? Recognizing that literacy teaching is a dynamic, responsive process, teachers engage in a recursive, reflective process to implement effective, differentiated instruction using a structured literacy approach. Intentional thought is given to providing flexible and responsive instruction that is tailored to the unique needs of students, including tapping into the assets they bring and engaging in ongoing dialogue to provide momentum for growth.

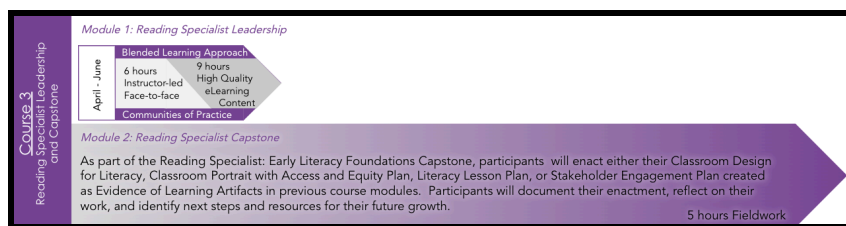
They intentionally plan and provide literacy instruction that is grounded in research and includes opportunities for students to master phonological awareness skills, use phonics skills to decode unfamiliar words, and build comprehension and oral language skills by consistently engaging with authentic connected text.

They collaborate with colleagues to develop opportunities for additional support and are flexible with individual classroom schedules in order to support school-wide structures for MTSS. They communicate with others in the literacy field to supplement and refine their repertoire of strategies and resources and can articulate their rationale for choices.

- **Evidence of Learning Artifact (EOLA):** Literacy Instruction Plan

### Course 3: Reading Specialist Leadership and Capstone

- The “Reading Specialist Leadership and Capstone” course consists of 6 hours of instructor-led, face-to-face training; 9 hours of high-quality eLearning content; and 10 hours of homework and fieldwork divided into two modules:



- **Module 1: Reading Specialist Leadership:** How can I collaborate to develop partnerships with families and other stakeholders in order to benefit my students, my school, and my profession? In this course, participants will explore how teachers are committed to the continuing literacy growth and development of their students, themselves, their colleagues, their schools, and the field of literacy education. They routinely collaborate with other members of the school community to provide effective instruction using a structured literacy approach to strengthen the school’s Multi-Tiered Systems of Support. To this systematic, collaborative process teachers bring a comprehensive knowledge of both the field of literacy education and the learner in a context that is professional, purposeful, relevant, probing, and productive.

Teachers understand that families are the first literacy instructors and can be their strongest allies. They develop positive and mutually supportive relationships with family and community members to achieve common goals for the literacy education of all students. As such, they enlist the support of families and caregivers and encourage their expertise to promote students' success. They strive to gain an understanding of students' lives in the community outside school and meet outside the school day with parents whose work obligations conflict with school schedules.

Teachers share their learning with colleagues and community partners, and advocate for policies, interdisciplinary initiatives, and resources that will benefit their students, their school, and their profession. They take actions toward informing policies relating to education.

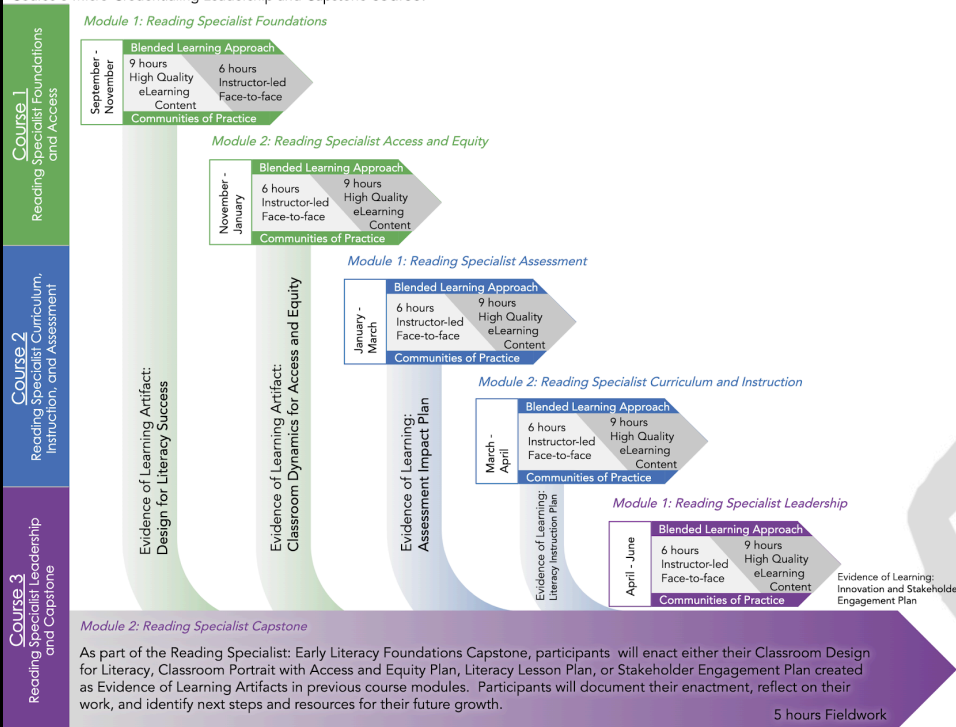
- **Evidence of Learning Artifact (EOLA):** Innovation and Stakeholder Engagement Plan
- **Module 2: Reading Specialist Capstone:** As part of the Reading Specialist Capstone, participants will enact either their Classroom Design for Literacy, Classroom Dynamics for Access and Equity, Assessment Impact Plan, Literacy Intervention Plan, or Innovation and Stakeholder Engagement Plan created as Evidence of Learning Artifacts in previous course modules. Participants will document their enactment, reflect on their work, and identify next steps and resources for their future growth.

# Reading Specialist: Early Literacy Foundations Micro-Credential

## Professional Learning Plan at a Glance

### Los Angeles Unified Reading Specialist: Early Literacy Foundations Micro-Credential Professional Learning Plan at a Glance

The Professional Learning Plan for all Los Angeles Unified Micro-Credentials consists of three courses of two modules each. Educators complete the courses over the span of one academic year. Course content is delivered using a blended learning approach that includes both instructor-led face-to-face and high-quality eLearning content. Throughout the process, educators engage in the professional learning of each course as part of a community of practice and produce Evidence of Learning Artifacts (EOLAs) for each course module that are synthesized and applied as part of the Course 3 Micro-Credentialing Leadership and Capstone course.



A Reading Specialist: Early Literacy Foundations Micro-Credentialed educator possesses the following knowledge, skills, and dispositions:

Reading Specialist: Early Literacy Foundations Micro-Credentialed Educators:

- Deeply understand the science of teaching reading and a structured literacy approach for implementing the California Content Standards for English Language Arts & Literacy, the English Language Arts/English Language Development Framework for California Public Schools, and the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts, including the implications on learning in a 21st Century classroom
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