

In addition to the Arkansas Teaching Standards, the Instructional Facilitator, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Instructional Strategist</p> <p>NPBEA/ELCC: 1.3, 2.1, 2.2</p> <p>IFA (1031): IA, IB, IIIB, IVA</p>	<p>1.1 Knowledge of the theoretical foundation of an instructional facilitator with clearly defined roles and when to employ each in day-to-day work</p> <ul style="list-style-type: none"> • Being able to identify multiple roles • Being able to identify knowledge and skills in each role <p>1.2 Knowledge of adult learning theories and fundamental needs of the adult learner</p> <p>1.3 Ability to use effective questioning skills to uncover confusions or unknown strategies</p> <p>1.4 Ability to use a framework for identifying what skills and strategies may be needed to enhance learning (assumption: able to recognize if related to content, classroom management, instruction or assessment for learning)</p> <p>1.5 Ability to access, create or design quality professional learning for staff that is aligned with school improvement goal to improve student achievement</p> <p>1.6 Ability to design/create effective demonstration lessons utilizing high-yield instructional strategies based on need to reach all students</p> <p>1.7 Ability to support teachers in developing appropriate classroom-based interventions to improve student learning</p> <p>1.8 Ability to align and ensure implementation of adopted curriculum</p> <p>1.9 Ability to provide effective feedback</p> <p>1.10 Ability to document teachers' progress</p>
<p>2. Agent for Instructional Improvement</p> <p>NPBEA/ELCC: 1.2, 1.3, 2.1,</p> <p>IFA (1031): IIB, IVB</p>	<p>2.1 Ability to serve as a catalyst for instructional improvement by</p> <ul style="list-style-type: none"> • Being able to use critical inquiry process to initiate change • Being able to use Gap Analysis framework to engage teachers in assessing current status and examine gaps between where they are and where they want to be • Understanding the impact of environment and culture on change <p>2.2 Knowledge and ability to use strategies to build support for alternative approaches to teaching for learning</p> <p>2.3 Ability to use adult learning theories in order to meet the needs of school staff at various stages in their careers</p> <p>2.4 Ability to work with teachers and other school leaders to identify and select effective standards-based instructional material for meeting instructional needs based on data</p> <p>2.5 Ability to work with others to collect, analyze and interpret data from multiple sources through formative and summative assessments to identify targets areas and root causes</p> <p>2.6 Ability to engage teachers in data analysis and interpretation to</p>

	<p>determine student and teacher needs</p> <p>2.7 Ability to interpret diagnostic tools used to differentiate instruction and adapt to individual needs by</p> <ul style="list-style-type: none"> • Monitoring a school-wide program/plan for implementation and effectiveness
<p>3. Reading - Informational Text</p> <p>CCSS-ELA: RI.7-12.1-10</p> <p>NCTE: I.1; I.2</p> <p>Praxis II (0044/5044): I.B</p>	<p>3.1 Knowledge of developmentally appropriate informational texts across genres, cultures, and centuries</p> <p>3.2 Ability to select developmentally appropriate informational texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>3.3 Ability to read informational texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Developing text-based questions to elicit both literal and inferential understanding of texts that is accurately supported by quoting several pieces of textual evidence that most strongly supports the analysis • Determining a central idea of a text and analyzing its development over the course of the text, including its relationship to supporting ideas and providing an objective summary of the text • Analyzing how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) • Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts • Analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging • Determining an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text <p>3.4 Ability to integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem by</p> <ul style="list-style-type: none"> • Evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea

	<ul style="list-style-type: none"> • Delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced <p>3.5 Ability to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses)</p> <p>3.6 Ability to analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features</p>
<p>4. Writing</p> <p>CCSS-ELA: W.7-12.1-10</p> <p>NCTE: II.1; II.3</p> <p>Praxis II (0044/5044): III.A.1-3 III.B.1-7</p>	<p>4.1 Knowledge of the learning progression of writing in a variety of forms for various audiences and purposes</p> <p>4.2 Ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence</p> <p>4.3 Ability to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>4.4 Ability to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>4.5 Ability to produce clear and coherent writing, develop and strengthen writing as needed, and use technology to produce, publish, and update writing</p> <p>4.6 Ability to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>4.7 Ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p> <p>4.8 Ability to draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>4.9 Ability to understand the importance of writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>

<p>5. Speaking and Listening</p> <p>CCSS-ELA: SL.7-12.1-6</p> <p>NCTE: II.2</p> <p>Praxis II (0044/5044): NA</p>	<p>5.1 Ability to understand that comprehension and collaboration are key to effective speaking and listening in the classroom</p> <p>5.2 Ability to engage students effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>5.3 Ability to paraphrase, summarize, and analyze a text or information presented in diverse media and formats and evaluating the motives behind the presentation</p> <p>5.4 Ability to understand the qualities and a variety of effective strategies for presenting knowledge and ideas</p> <p>5.5 Ability to demonstrate a variety of effective strategies for presenting knowledge and ideas</p> <p>5.6 Ability to present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details using appropriate eye contact, adequate volume, and clear pronunciation</p> <p>5.7 Ability to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p>5.8 Ability to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>
<p>6. Language</p> <p>CCSS-ELA: L.7-12.1-6</p> <p>NCTE: II.2</p> <p>Praxis II (0044/5044): II.A-D</p>	<p>6.1 Knowledge that language knowledge, skills, and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing</p> <p>6.2 Ability to demonstrate an understanding of the rules of Standard English, including grammar, usage, & syntax</p> <p>6.3 Ability to model the conventions of Standard English for students by</p> <ul style="list-style-type: none"> • Demonstrating command of the conventions of standard English grammar and usage when writing or speaking • Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing <p>6.4 Ability to apply knowledge of language by correctly using standard conventions when writing, speaking, reading, or listening by</p> <ul style="list-style-type: none"> • Varying sentence patterns for meaning, reader/listener interest, and style • Maintaining consistency in style and tone <p>6.4 Ability to model vocabulary acquisition and use by determining</p>

	<p>or clarifying the meaning of unknown and multiple-meaning words and phrases using grade-level appropriate strategies</p> <p>6.6 Ability to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings</p> <p>6.7 Ability to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases by modeling how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
--	---