

# Reading

## [27.110]

### STANDARD 1

**The competent reading teacher has a deep understanding of reading and reading instruction.**

#### **Knowledge Indicators** - *The competent reading teacher:*

- 1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
- 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- 1C. knows the history of reading instruction and its relevance to current theory and practice.
- 1D. is aware of trends, controversies, and issues in reading education.
- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
- 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- 1G. understands the differences between reading skills and strategies and the role each plays in reading development.
- 1H. knows a wide range of quality literature for students.

#### **Performance Indicators** - *The competent reading teacher:*

- 1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
- 1J. locates, evaluates, and uses literature for readers of all abilities and ages.
- 1K. uses various tools to estimate the readability of texts.
- 1L. uses technology to support reading and writing instruction.
- 1M. demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l) of this Part.

### STANDARD 2

**The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.**

#### **Knowledge Indicators** - *The competent reading teacher:*

- 2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2B. understands models of reading disabilities used in special education.
- 2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 2D. understands the uses and limitations of informal and formal assessments.

- 2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
- 2F. knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.

**Performance Indicators - *The competent reading teacher:***

- 2G. screens classes to identify students in need of more thorough reading diagnosis.
- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- 2I. determines students' reading levels (independent, instructional, frustrational).
- 2J. gathers and interprets information for diagnosis of the reading problems of individual students.
- 2K. develops individual educational plans for students with severe learning problems related to literacy.
- 2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- 2M. develops case study reports of students with reading problems.
- 2N. designs, implements, and evaluates appropriate reading programs for small groups and individuals.

### **STANDARD 3**

#### **The competent reading teacher participates in curriculum design and implementation.**

**Knowledge Indicators - *The competent reading teacher:***

- 3A. knows State and national educational standards that are relevant to reading education.
- 3B. knows exemplary programs and practices in reading education.
- 3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

**Performance Indicators - *The competent reading teacher:***

- 3D. participates in development and implementation of school improvement plans.
- 3E. participates in and facilitates reading curriculum design, revision, and implementation efforts.
- 3F. participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.
- 3G. guides and trains paraprofessionals, tutors, and volunteers.

### **STANDARD 4**

#### **The competent reading teacher communicates and works with the public and other professionals.**

- 4A. **Knowledge Indicator** - The competent reading teacher understands the value of community support for school reading programs.

**Performance Indicators - *The competent reading teacher:***

- 4B. communicates effectively about reading to the general public.
- 4C. facilitates home-school connections and parental participation in school reading programs.

## STANDARD 5

**The competent reading teacher has high professional standards.**

5A. **Knowledge Indicator** - The competent reading teacher is aware of and adheres to ethical standards of professional conduct in reading education.

**Performance Indicators** - *The competent reading teacher:*

5B. reflects on teaching practices and conducts self-evaluation.

5C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

5D. participates in local, State, or national professional organizations in reading education.