

# Reading Specialist

## [27.120]

### STANDARD 1

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

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

- 1I. adjusts reading instruction to meet the learning 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 specialist understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.**

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

- 2A. understands a model of reading diagnosis that includes student proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2B. is aware of 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 and procedures for providing reading diagnosis and educational services to students with reading problems.

**Performance Indicators - *The competent reading specialist 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 specialist understands how to interpret and use reading research.**

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

- 3A. understands the role that reading research should play in guiding pedagogical decisions.
- 3B. understands the types of questions that can be answered by different types of research studies.
- 3C. is aware of major research findings on reading instruction.

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

- 3D. searches and accesses research literature in a systematic way.
- 3E. reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.
- 3F. explains research findings to a variety of audiences.
- 3G. collects, analyzes, and interprets State and local test data to describe achievement trends for district, school, and special populations.
- 3H. designs and conducts small-scale, instructional research studies in regular classrooms and special instructional settings.
- 3I. promotes and facilitates teacher research and classroom research.

### **STANDARD 4**

#### **The competent reading specialist provides leadership in curriculum design and implementation.**

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

- 4A. knows State and national educational standards that are relevant to reading education.
- 4B. knows exemplary programs and practices in reading education.
- 4C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

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

- 4D. helps faculty and administration to articulate a philosophy of reading instruction.
- 4E. participates in development and implementation of school improvement plan.
- 4F. participates in and facilitates reading curriculum design, revision, and implementation efforts.
- 4G. guides the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.
- 4H. collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.
- 4I. participates in the design and implementation of special programs such as early intervention, summer school, and after school programs.
- 4J. assists subject area teachers in selecting appropriate textbooks, software, and other instructional materials.

**STANDARD 5**

**The competent reading specialist provides leadership in staff development.**

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

- 5A. knows models of staff development.
- 5B. understands processes for consensus-building and conflict resolution.

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

- 5C. provides professional development support to classroom teachers, including teachers in mathematics, science, social studies, and other subjects.
- 5D. demonstrates exemplary reading instruction with students in varied settings, including one-to-one, small group, and classroom.
- 5E. designs staff development programs related to curricular goals.
- 5F. presents professional staff development sessions.
- 5G. locates resources for staff development, including speakers, courses of study, technology, and workshops.
- 5H. serves as a resource on reading to administrators and other policymakers.
- 5I. guides and trains paraprofessionals, tutors, and volunteers.
- 5J. uses multiple indicators of professional growth as the basis for planning and evaluating staff development.

**STANDARD 6**

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

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

- 6A. knows resources and strategies for facilitating communication among school, home, and community.
- 6B. understands the value of community support for school reading programs.

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

- 6C. provides professional presentations on reading curriculum and issues to school boards and community audiences.
- 6D. communicates effectively about reading to media, policymakers, and the general public.
- 6E. facilitates home-school connections and parental participation in school reading programs.
- 6F. develops partnerships with community members, agencies, and universities.
- 6G. advocates for public support of reading education.
- 6H. is open to constructive peer evaluation and feedback.

**STANDARD 7**

**The competent reading specialist secures and manages instructional resources.**

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

- 7A. is aware of resources for supporting effective reading programs.
- 7B. knows funding sources and strategies for seeking support for reading programs.

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

- 7C. secures instructional materials.
- 7D. organizes and coordinates efficient access to instructional materials school-wide.

**STANDARD 8**

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

- 8A. **Knowledge Indicator** - The competent reading specialist teacher is aware of and adheres to ethical standards of professional conduct in reading education.

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

- 8B. reflects on his/her own teaching practices and conducts self-evaluation.
- 8C. 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.
- 8D. participates actively in local, State, or national professional organizations in reading education.