Standards for the Preparation of Teachers of

Reading Specialist (BR)

Michigan State Board of Education

Approved

July 20, 2000

Program Requirements

- May only be offered to previously certified teachers as a graduate degree program and only as a K-12 additional endorsement

Proficiency Level Ratings

Levels of proficiency for these standards are identified as follows:

A = AWARENESS: The reading specialist recognizes/recalls the existence of different aspects of literacy and related teaching strategies. The reading specialist is cognizant of the different aspects of literacy development and related teaching procedures.

B = BASIC UNDERSTANDING: The reading specialist articulates knowledge about literacy development and related instructional and assessment strategies. The reading specialist demonstrates proficiency in using the knowledge at a fundamental level of competence acceptable for teaching.

C = COMPREHENSIVE UNDERSTANDING: The reading specialist is able to apply broad, in-depth knowledge of the different aspects of literacy development in a variety of settings. This level is not intended to reflect mastery; all teachers are expected to be lifelong learners.

* = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY: Programs either meet, or do not meet these standards

These proficiency levels for each standard are indicated at the end of each standard in parenthesis.

1.0   Standards for the Structure of Programs for Preparing Reading Specialists

The reading education program will:

1.1   embody a philosophy consistent with the Michigan Curriculum Framework, 1996, Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards; (*)

1.2   maintain an articulated and coordinated curriculum, involving content, pedagogy, and attitudes, that is aligned with state standards and standards from relevant national professional associations (Michigan Curriculum Framework, 1996, English/Language Arts Content Standards and Benchmarks; International Reading Association standards; and the national Primary Literacy Standards for Kindergarten through Grade Three – Reading and Writing); (*)

1.3   promote curriculum integration, cross-disciplinary applications of concepts and processes, and coordination of academic preparation with career applications; (*)

1.4   provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with diverse populations (e.g., English as a second language, dialect, cultural, ethnicity, social class, geographic location); and (*)

1.5   require a system of demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and reflective practices. (*)

2.0   Standards for Professionalism in Reading

Reading educators demonstrate professional practices when they:

2.1   respect the worth, contributions, abilities, and language of all learners; (C)

2.2   help students understand their own and others' cultures, literacy abilities, and language; (C)

2.3   develop students' effective use of oral, written, and visual literacy in their daily lives; (C)

2.4   develop students' critical thinking skills through oral, written, and visual texts and foster their lifelong use; (C)

2.5   promote students' appreciation of and engagement in a wide variety of media and genre; (C)

2.6   involve, support, and communicate with parents on an ongoing, collaborative basis to promote and sustain literacy development; (C)

2.7   work with community members and community organizations to develop and further literacy goals; (C)

2.8   promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction; (C)

2.9   engage regularly in reflective practice with an emphasis on inquiry-based teaching; (C)

2.10   pursue knowledge of reading and learning processes by reading professional journals and publications; (C)

2.11   participate in local, state, national, and international professional organizations that promote improvement of literacy, e.g., Michigan Reading Association (MRA), Michigan Council of Teachers of English (MCTE), International Reading Association (IRA), National Council of Teachers of English (NCTE), National Association for the Education of Young Children (NAEYC), Whole Language Umbrella (WLU), etc; (C)

2.12   participate in professional and public discourse and take informed stands on literacy issues; (C)

2.13   make presentations at local, state, regional, and national meetings and conferences; and (C)

2.14   write for publication. (B)

3.0   Standards for Knowledge about Content and Curriculum in Reading

Reading specialists know the following and understand their implications for instruction and assessment.

3.1   Meaning and Communication

3.1.1 Theoretical Base and Philosophical Principals

The reading educator will:

3.1.1.1   understand reading as "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation" (Michigan Definition of Reading, 1984); (C)

3.1.1.2   demonstrate understanding of the integrated nature of the English language arts (listening, reading, speaking, writing, viewing, and visually representing), and understand that students need to have opportunities to integrate their use of reading, writing, listening, speaking, viewing, and visually representing; (C)

3.1.1.3   understand the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people; and perceive the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition; and (C)

3.1.1.4   understand the major theories of language development, cognition, and learning. (C)

3.1.2 Knowledge Base

The reading educator will:

3.1.2.1   understand the symbolic system of written language including the phonemic, morphemic, semantic, syntactic, and pragmatic sub-systems of language and their relationships to the reading process; (C)

3.1.2.2   understand the influence of students' culture and language on their reading acquisition, reading comprehension, and instructional needs; (C)

3.1.2.3   understand emergent literacy, the stages of literacy development on a continuum, (including knowledge of letters and their sounds, phonemic awareness, reading words, accuracy and fluency, self-monitoring and self-correction strategies, comprehension and reading habits), and the experiences that support it; (C)

3.1.2.4   understand how contextual factors in the classroom can influence student learning and reading (e.g., grouping procedures, reading across the curriculum, types of reading tasks, assessment); (C)

3.1.2.5   recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, responders); (C)

3.1.2.6   analyze oral, written, and visual texts to determine style, voice, and language choices, and to evaluate appropriateness to context, purpose, and audience; and (C)

3.1.2.7   recognize the importance of responding personally, analytically, and critically to a variety of written texts; (C)

3.1.2.8   Be familiar with the work of literacy leaders and relevant research from both reading and general education and how it has contributed to literacy education, and know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with learning/reading disabilities. (C)

3.2   Literature and Understanding

The reading educator will:

3.2.1 Be familiar with classic (works which have been widely recognized over time for their excellence) and contemporary children's and young adults' literature, easy-reading fiction, and nonfiction at appropriate levels; (C)

3.2.2 identify key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts; (C)

3.2.3 use oral, visual, and written texts to explore and address important issues and problems in communities beyond the classroom; (C)

3.2.4 respect and cultivate students' choices and enthusiasm for reading a wide variety of materials; (C)

3.2.5 investigate through literature and other texts various examples of distortion and stereotypes; (C)

3.2.6 draw parallels and contrasts and develop critical thinking through the use of key ideas, concepts, and varied perspectives found in multiple texts; and (C)

3.2.7 use conclusions based on understanding of differing views presented in text

to support an opinion. (C)

3.3   Genre and Craft of Language

The reading educator will:

3.3.1 describe and use mechanics, including figurative and descriptive language, spelling, punctuation, and grammar, that facilitate understanding in all the language arts; (C)

3.3.2 explore and describe how characteristics of both narrative and informational genre and elements of expository text structure can be used to convey meaning, (C)

3.3.3 explore and describe how textual aids are used to convey meaning; and (C)

3.3.4 identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. (C)

3.4   Skills and Processes

3.4.1 The reading educator will understand the importance of creating a literate environment that fosters interest and growth in all aspects of literacy by:

3.4.1.1   using texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation for learners to read widely and independently for information, pleasure, and personal growth; (C)

3.4.1.2   serving as a model for reading and writing as valuable, lifelong activities; (C)

3.4.1.3   providing opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes; (C)

3.4.1.4   providing opportunities for creative and personal responses to literature; (C)

3.4.1.5   promoting the integration of language arts in all content areas; (C)

3.4.1.6   using instructional and information technologies to support literacy learning; and (C)

3.4.1.7   implementing effective strategies to include parents as partners in the literacy development of their children. (C)

3.4.2 The reading educator will articulate the developmental nature of the language arts and:

3.4.2.1   recognize that students progress through the pre-emergent, developing, and fluent stages at different rates; (C)

3.4.2.2   identify stages of oral language (listening and speaking), reading, writing, and spelling development; and (C)

3.4.2.3   understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency. (C)

3.4.3 The reading educator will describe the nature of the writing process (i.e., prewriting, drafting, revising, editing, and publishing) and teach strategies for each step of the process. (C)

3.4.4 The reading educator will explain that readers need to have and use a variety of word identification approaches and strategies involving phonemic awareness, phonics, sight words, spelling, structural analysis, context clues, and prior knowledge. (C)

3.4.5 The reading educator will articulate the relationships among print-sound code, word identification, fluency, and comprehension; and describe characteristics of fluent readers. (C)

3.4.6 The reading educator will list and describe a variety of strategies for learning vocabulary for various types of text materials. (C)

3.4.7 The reading educator will know a variety of ways to promote comprehension, including, but not limited to, using comprehension strategies that support interactions with a variety of texts; modeling a variety of questions; connecting prior knowledge with new information; and using various aspects, such as written conventions, text structures, and genres. (C)

3.4.8 The reading educator will know multiple, metacognitive fix-up strategies for monitoring comprehension. (C)

3.4.9 The reading educator will know a variety of study strategies such as locating and using a variety of print, nonprint, and electronic reference sources; varying reading rate according to purpose(s) and difficulty of the material; and techniques for effective time management, organizing and remembering information, and test taking. (C)

3.4.10 The reading educator will recognize the value of learning through genuine inquiry and strategies for guiding students to set their own goals, select appropriate resources for investigating topics, organize and interpret data to draw inferences, and present their conclusions. (C)

4.0   Standards for Pedagogy: Instruction and Assessment

Reading educators will demonstrate knowledge about pedagogy in reading in the two strands listed below.

4.1   Instruction

4.1.1 The reading educator will plan and implement instructional practices that:

4.1.1.1   use the elements of effective communication in a variety of situations and model appropriate communication behaviors (e.g., ways word usage can influence communication; relationships among components of the communication process; writing with developing fluency for multiple purposes; and use of effective listening and speaking behaviors); (C)

4.1.1.2   are developmentally appropriate, based on learning theory, and supported by current research; (C)

4.1.1.3   organize curriculum in ways that include a range of teaching approaches and strategies that integrate English language arts and knowledge from various disciplines and represent principles of authentic instruction (higher order thinking, deep knowledge, substantive content, and connections to the world beyond the classroom); (C)

4.1.1.4   include a variety of teaching methodologies and techniques (e.g., lectures, demonstration, group discussions, cooperative learning, small group activities, whole class instruction, individualized activities), and ways to assess one's effectiveness in using them to teach reading, writing, listening, speaking, and visually representing; (C)

4.1.1.5   create learning environments which promote an understanding of differences in language use within personal, professional, and community environments, including issues which relate to culture, race, gender, class, religion, ethnicity, heritage, regional background, and/or environmental background; (C)

4.1.1.6   include selecting instructional technology, materials, and resources; using technology as a component of instruction; and creating opportunities for students to access and use a variety of sources of reading information, such as computers and other technology; (C)

4.1.1.7   empower all learners who possess a range of capacities and abilities, such as different learning styles and multiple intelligences; modify lessons to meet student needs; and create an inclusionary environment; (C)

4.1.1.8   enhance learner motivation through activities that are appropriate, creative, and practical; demonstrate the relevance, purpose, and function of subject matter; provide meaningful learning experiences; actively involve students in the learning process; and support the connection between teacher expectations and student performance; and (C)

4.1.1.9   teach students how to use the inquiry process, including the resources appropriate for investigating particular questions and/or topics and a variety of means for presenting conclusions. (C)

4.1.2 The reading educator will accommodate individual learning styles, intelligences, and needs by recognizing how differences among learners influence

their literacy development and creating programs to address the strengths and needs of individual learners, including students with learning disabilities and students who are gifted. (C)

4.1.3 The reading educator will plan and implement literacy instruction that:

4.1.3.1   engages students in interpreting and evaluating ideas presented through oral, written, and visual forms, as well as the language, style, and voice in which those ideas are presented; (C)

4.1.3.2   teaches students how the craft of literacy expression enhances their understanding and appreciation of varied texts; and teaches students how the techniques and devices of expression influence a reader's, listener's, or viewer's responses; (C)

4.1.3.3   teaches students to monitor their own word identification through the use of graphophonemic, syntactic, and semantic relationships (e.g., letter/sound correspondence, phonemic awareness, structural analysis, and context) to identify unfamiliar words; (C)

4.1.3.4   teaches students how to use multiple strategies to determine the meaning of unfamiliar words and concepts in texts; employs effective techniques and strategies for the ongoing development of students' independent vocabulary acquisition; (C)

4.1.3.5   provides direct instruction and models of when and how to use multiple comprehension strategies in a variety of texts, and ensures that students can use various aspects of text, including conventions of written English, text structure, and genres, to gain comprehension; (C)

4.1.3.6   teaches students strategies for monitoring their own comprehension and how to use monitoring and fix-up strategies to identify and overcome difficulties when constructing and conveying meaning across a wide range of situations;

4.1.3.7   teaches students how to use the writing process (prewriting, drafting, revising, editing, and publishing) to construct texts for multiple purposes in a variety of genre; (C)

4.1.3.8   guides students to refine their spelling knowledge through reading and writing; (C)

4.1.3.9   teaches students how to use effective listening strategies and elements of effective speaking; (C)

4.1.3.10   assists students in selecting and using various methods of interpersonal, small-group, and public discourse to explore an idea; and (C)

4.1.3.11   teaches students how to apply individual, shared, and academic

standards according to the purpose of the communication context. (C)

4.2   Assessment

4.2.1 The reading educator will apply current principles of assessment and evaluation that include:

4.2.1.1   using assessment practices based on learning theories and research in literacy; (C)

4.2.1.2   employing assessment practices that are aligned with literacy goals, curriculum, and instruction; (C)

4.2.1.3   using a variety of classroom assessment techniques in planning for and supporting instruction, such as performance assessment, portfolios, rubrics, checklists, anecdotal records, and projects; (C)

4.2.1.4   using information from a balance of formal and informal assessments, including standardized tests; state assessments, such as the Michigan Educational Assessment Program (MEAP), the Michigan Literacy Progress Profile (MLPP); and classroom assessments for a variety of formative and summative evaluation purposes; (C)

4.2.1.5   selecting, creating, and correctly interpreting results of developmentally appropriate tools and various measurements used for assessment and evaluation; (C)

4.2.1.6   assessing exceptional needs and abilities; (C)

4.2.1.7   communicating effectively with parents and students about learners' progress and development; (C)

4.2.1.8   teaching students how to set goals and engage in self-reflection and assessment activities, and evaluating students' abilities to perform these tasks at their developmental levels; and (C)

4.2.1.9   engaging in meaningful self-evaluation and reflecting on professional practice. (C)

4.2.2 The reading educator will plan and implement literacy assessment that:

4.2.2.1   evaluates student print and nonprint texts using appropriate assessments such as rubrics that represent rigorous standards and reflect the critical components of the Michigan English Language Arts Content Standards and Benchmarks; (C)

4.2.2.2   evaluates student use of the writing process to construct texts and to write fluently in a variety of genre; (C)

4.2.2.3   evaluates student abilities to use the print-sound code to decode and

recognize words; to read with accuracy and fluency; to determine the meaning of unfamiliar words and concepts; to construct meaning from a variety of texts; and to use monitoring and fix-up strategies to overcome difficulties when constructing and conveying meaning across a wide range of situations as appropriate for different developmental levels; (C)

4.2.2.4   assesses student abilities to determine their purposes and audiences for communication and investigations; and to choose those elements of language, media, delivery, and genre which most effectively shape their print and nonprint texts; (C)

4.2.2.5   evaluates students' collections of personal work and the critical standards they use to judge the merit and aesthetic qualities of each selection; and (C)

4.2.2.6   enables students to document and evaluate the development of their communication abilities using individual, shared, and academic critical standards that require diverse examples of authentic texts for different audiences and purposes. (C)

5.0   Organizing and Implementing School and District Reading Programs

The reading educator will:

5.1   understand the nature and multiple causes of reading disabilities and articulate principles for remediating reading difficulties;(C)

5.2   be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and (C)

5.3   understand how contextual factors in school can influence students' learning and reading (e.g., grouping procedures, school programs, assessment). (C)

5.4   The reading educator will communicate information about reading to:

5.4.1 students concerning their strengths, areas that need improvement, and ways to achieve improvement; (C)

5.4.2 allied professionals and paraprofessionals concerning the assessment of student achievement and instructional planning; (C)

5.4.3 parents in initiating cooperative efforts and programs to support students' literacy development; (C)

5.4.4 administrators, staff members, school board members, policymakers, the media, and the local community concerning practices, assessment, and data; and (C)

5.4.5 colleagues and the wider community to share interpretations of research findings. (C)

5.5   The reading educator will serve in an active role in curriculum development by:

5.5.1 initiating and participating in ongoing curriculum development, alignment, and evaluation; (C)

5.5.2 adapting instruction to meet the needs of diverse learners to accomplish a variety of purposes; (C)

5.5.3 supervising, coordinating, and supporting all services associated with reading programs (e.g., needs assessment, program development, budgeting, evaluation, grant and proposal writing, etc.); (C)

5.5.4 selecting and evaluating instructional materials, including those that are technology-based, to develop literacy; (C)

5.5.5 using multiple indicators to determine curriculum effectiveness; (C)

5.5.6 planning and implementing programs supported by federal, state, and local funding designed to help students with reading problems; and (C)

5.5.7 assisting in developing individual educational plans for students with severe learning problems related to literacy. (C)

5.6   The reading educator will initiate, implement, evaluate, and participate in professional development programs that:

5.6.1 emphasize the dynamic interaction among prior knowledge, experience, and the school context; (C)

5.6.2 are sensitive to school factors (e.g., class size, resources, community concerns); (C)

5.6.3 support ongoing conversations with parents and community regarding literacy; and (C)

5.6.4 use multiple indicators to judge professional growth. (C)

5.7   The reading educator will interact with literacy research to:

5.7.1 apply literacy research in a variety of contexts and conduct literacy research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and (B)

5.7.2 promote and facilitate teacher- and classroom-based research. (C)

5.8   The reading educator will supervise paraprofessionals by:

5.8.1 planning lessons, observing and evaluating their interactions with students and providing feedback on their performance; (C)

5.8.2 providing professional development and training; and (C)

5.8.3 providing emotional and academic support. (C)

5.9 The reading educator will know federal, state, and local programs designed to help students with reading difficulties. (C)