Competencies for Teachers: Reading Specialist, Grades K-12

Individuals seeking licensure as a Reading Specialist shall obtain a Master's degree or higher. Individuals shall complete an ADE approved graduate program of study aligned to the following competencies and consisting of a minimum of 21-27 hours. This program should include a minimum of 6 semester hours of supervised practicum experience. Programs will ensure that candidates for licensure have met the proficiency pathway requirements in addition to the following competencies. The Reading Specialist, grades K-12, shall meet the expectations set by the following content-specific competencies:

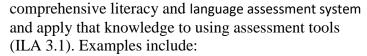| 1. Foundational Knowledge	Standard 1: Ability to understand the theoretical and evidence-based foundations of reading and writing processes and instruction by
ILA IDA Praxis 5302	1.1 Demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy (ILA 1.1, IDA 1.1, IDA 1.2, Praxis 5302 I.A.2, III.A.1, I.C.2-9). Example: • Cite evidence and give practical examples showing how phonemic awareness affects attaining the alphabetic principle, decoding and spelling development, and storage and retrieval of spoken words, and that learning to read affects aspects of language processing, including the extent of phonemic awareness and precision of phonological representations of words in our mental dictionaries (IDA 1.3) • Is familiar with the relationship between first-and second- language acquisition and literacy development and ways to support educators in meeting the unique needs of English learners 1.2 Demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy (ILA 1.2, IDA 1.6). 1.3 Demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of Standard English,

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	vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy (ILA 1.3) .Examples include:
	• Cite examples of tasks or tests that measure each general cognitive factor; explain how problems in these areas might be observed in classroom learning (IDA1.4) • Identify how the following aspects of cognition and behavior affect reading and writing development: attention, automaticity, executive function, verbal memory, processing speed, graphomotor control (IDA 1.4) • Identify and explain the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (IDA 1.6) 1.4 Demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist (ILA 1.4). Examples include: • Explain the defining characteristics of major types of reading difficulties (i.e., dyslexia, fluency deficits, specific reading comprehension difficulties, mixed reading difficulties) (IDA 1.7) • Identify the most salient instructional needs of students who are at different points of reading and writing development (IDA 1.8)
2. Curriculum and Instruction ILA IDA Praxis 5302	**Standard 2: Ability to use instructional approaches, materials, and an integrated, comprehensive, curriculum to support student learning in reading and writing by** 2.1 Use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners. (ILA 2.1, Praxis 5302 I.A.4) Examples include: • Cite the major consensus findings on reading instruction from the National Reading Panel, the National Early Literacy Panel, relevant IES Practices Guides, and other current consensus reports regarding the science of reading • Recognize and avoid intervention practices and program characteristics that contrast with or are not aligned with structured literacy practices

	● State the rationale for multisensory and multimodal techniques, with reference to brain science, cognitive science, and long-standing clinical practice using these methods (IDA 4A.1)
	2.2 Design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent. (ILA 2.2, Praxis 5302 I.C.1)
	2.3 Select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing. (ILA 2.3, IDA 4.A.2, Praxis 5302 III.A.2) Example:
	● Identify logical adaptations of instruction for students with weaknesses in language, working memory, attention, executive function, or processing speed (IDA 4.A.3)
	● Differentiate instruction to meet the needs of individual learners, including but not limited to English learners; students with literacy learning disabilities, physical disabilities, dyslexia, and emotional needs; the gifted and talented.
	2.4 Collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum (ILA 2.4, Praxis 5302 III.B.2-5, I.B.1)
3. Assessment and Evaluation ILA IDA Praxis 5302	**STANDARD 3:** **Ability to understand and use appropriate assessment tools to inform instruction and evaluate interventions; to support teachers in their understanding and use of assessment results; and to advocate for effective literacy practices.** 3.1 Understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a

comprehensive literacy and language assessment system and apply that knowledge to using assessment tools (ILA 3.1). Examples include:

- Interpret grade equivalents, age equivalents, normal curve equivalents, percentiles, risk classifications, fluency norms, and standard scores (IDA 3.3, Praxis 5302 II.A.2)
- Recognize the most appropriate types of norm-referenced scores to report and use for interpretation of performance (e.g., percentiles and standards cores rather than grade or age equivalents); interpret grade versus age norms (IDA 3.3, Praxis 5302 II.A.2)
- Understand and use relevant information from formal assessments administered by licensed examiners, including current versions of these instruments, such as the following:
  - Clinical Evaluation of Language Fundamentals (CELF)
  - Comprehensive Test of Phonological Processing (C-TOPP)
  - Peabody Picture Vocabulary Test (PPVT)
  - Rapid Automatic Naming Test (RAN)
  - Test of Word Reading Efficiency (TOWRE)
  - Woodcock-Johnson Tests of Cognitive Ability and Achievement (WJR) (IDA 3.7, Praxis 5302 II.A.1)

3.2 Collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students (ILA 3.2, IDA 3.7-8, Praxis 5302 III.B.3, II.A.3). Example:

- Explicitly link information from screenings, diagnostic surveys, progress monitoring, and descriptive data to instructional decisions governing the content, entry point, pace, intensity, student grouping, and methods for literacy intervention (IDA 3.1-3.8)

3.3 Participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in

	classrooms and schools (ILA 3.3, Praxis 5302 II.B.1-5) 3.4 Using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians (ILA3.4, IDA 3.8, Praxis 5302 II.B.1-5)
4. Diversity and Equity ILA IDA Praxis 5302	**Ability to demonstrate knowledge of essential concepts of diversity, equity and culture; create inclusive and affirming environment; and advocate for equity** 4.1 Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction. (ILA 4.1, Praxis 5302 I.A. 1, 3)Examples include: ● Recognize the tenets of the (2018) IDA definition of dyslexia, or any accepted revisions thereof and explain the reasoning or evidence behind key terms in the definition (e.g., neurobiological origin, phonological component of language); distinguish evidence-based tenets from popular but unsupported beliefs and claims about dyslexia (e.g., dyslexia is a visual problem; people with dyslexia have unusual talents) (IDA 2.1) ● Cite research-based prevalence estimates for disorders of word recognition, reading fluency, reading comprehension, spelling, handwriting and written expression; cite research-based differences between good and poor readers, depending on the kind of reading disability, with regard to learning word-recognition and decoding skills as compared to listening and reading comprehension (IDA 2.3) ● Recognize levels of instructional intensity, frequency, and duration appropriate for mild, moderate, and severe reading disabilities with the scope of instruction corresponding to the type of reading difficulties (e.g., dyslexia, specific reading comprehension) to attain catch-up growth and annual growth. Identify how to coordinate regular classroom instruction and other forms of intervention, including highly specialized settings (IDA 2.4-2.5) ● Recognize the indicators of a primary disability in reading fluency, including slow processing speed, slow

	RAN, and nonautomatic word recognition (failure to read words by sight) (IDA 2.4) ● Provide appropriate and differentiated language and literacy instruction while valuing students nonstandard varieties of English and other languages. 4.2 Demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community (ILA 4.2, IDA 1.5, Praxis 5302 I.A.1) 4.3 Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values all forms of diversity in school and in society. (ILA 4.3) Examples include: ● Educating students about the kinds of diversity around them and the importance of respecting individuals from different backgrounds. ● Prepare students to engage in critiques of social inequity and promote and involve them in active citizenship to redress areas of inequity. ● Explain the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process (IDA 2.2) ● Distinguish IEP goals and objectives that are clear, specific, appropriate to students' needs, and attainable (IDA 2.2) 4.4 Collaborate and advocate for equity at school, district, and community levels in addition to helping to create and support literacy curricula, literacy instruction, and social justice pedagogies that value difference, are inclusive of all forms of diversity, and create safe spaces where all students can flourish academically and socially. (ILA 4.4)
5. Learners and the Literacy Environment ILA	**Standard 5:** **Ability to meet the developmental needs of all learners and foster a positive climate through collaboration that supports a comprehensive literacy environment.**

IDA Praxis 5302	5.1 In consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors (ILA 5.1, IDA 4.A.3, Praxis 5302 III.A.3) 5.2 Collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners (ILA 5.2, Praxis 5302 I.C.1) 5.3 Integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts (ILA 5.3, Praxis 5302 I.B.3) 5.4 Facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions (ILA 5.4, Praxis 5302 I.B.3)
6. Professional Learning and Leadership ILA Praxis 5302	**Standard 6: Ability to reflect, collaborate, lead, and advocate on behalf of stakeholders.** 6.1 Demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice (ILA 6.1) 6.2 Use knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms (ILA 6.2, Praxis 5302 III.B.3, III.B.1) 6.3 Develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups (ILA 6.3, Praxis 5302 III.B.2, 4, 5) 6.4 Consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies (ILA 6.4, IDA 5.1-10, Praxis 5302 III.B. 4, 5, III.A.3)
7. Practicum/Clinical Experiences	**Standard 7: Ability to work with students and peers to model and implement effective literacy practices.**

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ILA IDA	7.1 Work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings (ILA 7.1, Praxis 5302 I.B.6) 7.2 Collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices (ILA 7.2 7.3 Have ongoing opportunities for authentic, school-based practicum experiences (ILA 7.3 7.4 Receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists (ILA 7.4)

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