

505-3-.47 READING SPECIALIST EDUCATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach reading and provide instructional support to classroom teachers and paraprofessionals in grades P-12 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) Candidates shall hold a bachelor's level or higher professional certificate in a teaching or service field.

(b) To receive approval, a state-approved professional education unit shall offer a masters level preparation program as described in program planning forms, catalogs, and syllabi that meets the following standards for reading specialist candidates published by the International Reading Association:

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.

(i) Candidates demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

(I) Candidates know and apply elements from learning theory.

(II) Candidates know foundational theories related to practices and materials they use in the classroom

(III) Candidates refer major theories in the foundational areas as they related to reading. They can explain, compare, contrast, and critique the theories.

(ii) Candidates demonstrate knowledge of reading research and histories of reading.

(I) Candidates recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.

(II) Candidates summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.

(iii) Candidates demonstrate knowledge of language development and reading acquisition_and the variations related to cultural and linguistic diversity.

(I) Candidates can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.

(II) Candidates can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.

(III) Candidates can identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

(iv) Candidates demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

(I) Candidates list and define the major components of reading.

(II) Candidates explain how the components are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.

(III) Candidates are able to determine if students are appropriate integrating the components in fluent reading.

2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

(i) Candidates use instructional grouping options as appropriate for accomplishing given purposes.

(I) Candidates use a variety of instructional grouping options.

(II) Candidates match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.

(III) Candidates support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

(ii) Candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

(I) Candidates use a wide range of instructional practices, approaches, and methods.

(II) Candidates plan for the use of a wide range of instructional practices, approaches, and methods. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural and linguistic differences of their students.

(III) Candidates support classroom teachers and paraprofessional in the use of a wide range of instructional practices, approaches, and methods. They help teacher select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

(iii) Candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

(I) Candidates use a wide range of curriculum materials.

(II) Candidates plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

(III) Candidates support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

(i) Candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

(I) Candidates administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.

(II) Candidates select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.

(III) Candidates compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessment in their practice, and they can train classroom teachers to administer and interpret these assessments.

(ii) Candidates place students along a developmental continuum and identify students' performances and difficulties.

(I) Candidates compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.

(II) Candidates support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

(iii) Candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.

(I) Candidates analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

(II) Candidates assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling

readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs.

(iv) Candidates communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administration, policymakers, policy officials, community, etc.).

(I) Candidates interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

(II) Candidates communicate assessment information to various audiences for both accountability and instructional purposes (policy makers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

(i) Candidates use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

(I) Candidates collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instructions. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.

(II) Candidates assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

(ii) Candidates use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

(I) Candidates assist students in selecting books, technology-based information, and non-print materials that are appropriate for them.

(II) Candidates select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.

(III) Candidates assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

(iii) Candidates model reading and writing enthusiastically as valued lifelong activities.

(I) Candidates read aloud enthusiastically and fluently when reading to students.

(II) Candidates model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.

(III) Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. They assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.

(iv) Candidates motivate learners to be lifelong readers.

(I) Candidates support students' choices of reading materials.

(II) Candidates effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.

5. Candidates view professional development as a career-long effort and responsibility.

(i) Candidates display positive dispositions related to reading and the teaching of reading.

(I) Candidates know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn.

(II) Candidates ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.

(III) Candidates articulate the theories related to the connections between teacher dispositions and student achievement.

(ii) Candidates continue to pursue the development of professional knowledge and dispositions.

(I) Candidates identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies.

(II) Candidates conduct professional study groups for paraprofessionals and teachers. They assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. They advocate to advance the professional research base to expand knowledge-based practices.

(iii) Candidates work with colleagues to observe, evaluate, and provide feedback on each other's practice.

(I) Candidates actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.

(II) Candidates positively and constructively provide an evaluation of their own or other's teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

(iv) Candidates participate in, initiate, implement, and evaluate professional development programs.

(I) Candidates participate individually and with colleagues in professional development experiences.

(II) Candidates exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

(c) The program shall prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR). <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Authority O.C.G.A. § 20-2-200