

Higher Education Teacher Preparation Standards

Reading Specialist grades PreK-12



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READING SPECIALIST

Early Childhood through Late Adolescence/Adulthood

PreK-12, adopted September 8, 2020.

"Learner(s)" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: *Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.*

Function 1.1: Candidates 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.

Content Knowledge

1.1.1 CK Understand the research about various learners (e.g., English learners, those with difficulties learning to read, the gifted).

Professional Skills

[none]

Function 1.2: Candidates 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.

Content Knowledge

1.2.1 CK Understand the research and literature about foundational aspects of writing, especially as they relate to enhancing the reading and writing skills of students experiencing difficulty with reading and writing tasks.

Professional Skills

[none]

Function 1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

Content Knowledge

1.3.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills

[none]

Function 1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Content Knowledge

1.4.1 CK Given the ways in which the role of the reading/literacy specialist has evolved through the years, candidates have a knowledge of the research and literature about the instructional and leadership dimensions of the role and understand the research that identifies the importance of relationships among the cultural context of the school, the community, and literacy learning.

Professional Skills

[none]

Function 1.5: Candidates understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.

Content Knowledge

1.5.1 CK Understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics).

Professional Skills

[none]

Function 1.6: Candidates understand that learning to read, for most people, requires explicit instruction.

Content Knowledge

1.6.1 CK Understand the relationship between language acquisition and learning to read and the ways in which young readers develop concepts of print.

Professional Skills

[none]

Function 1.7: Candidates understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge.

Content Knowledge

1.7.1 CK Understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension.

Professional Skills

[none]

Function 1.8: Candidates identify and explain aspects of cognition and behavior that affect reading and writing development.

Content Knowledge

1.8.1 CK Understand how the theories of motivation, new literacies, digital learning, and the connections and the potential integration of reading with other aspects of literacy influence reading instruction throughout the grades and in the academic disciplines.

Professional Skills

[none]

Function 1.9: Candidates identify (and explain how) environmental, cultural, and social factors contribute to literacy development.

Content Knowledge

1.9.1 CK Understand that students, influenced by their culture and family, come to school with marked differences in language, and understand the effect that these differences have on students' instructional needs.

Professional Skills

[none]

Function 1.10: Candidates explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

Content Knowledge

1.10.1 CK Understand the underlying research and literature about the development of language, speaking, and listening, and their importance as prerequisites for learning to read and write.

Professional Skills

[none]

Function 1.11: Candidates understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

Content Knowledge

1.11.1 CK Understand the research underlying the ways to effectively teach diverse learners (e.g., English learners, those with difficulties learning to read, the gifted) across the grades and in the academic disciplines.

Professional Skills

[none]

Function 1.12: Candidates know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

Content Knowledge

1.12.1 CK Understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive).

Professional Skills

[none]

Function 1.13: Candidates understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Content Knowledge

1.13.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills

[none]

Standard 2: *Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.*

Function 2.1: Candidates use foundational knowledge to design, select critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

Content Knowledge

2.1.1 CK Demonstrate foundational knowledge to create literacy curricula.

Professional Skills

2.1.2 PS Create evidence-based literacy curricula in a field placement experience and mentoring other educators.

Function 2.2: Candidates 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.

Content Knowledge

2.2.1 CK Demonstrate knowledge of evidence-based literacy instruction.

Professional Skills

2.2.2 PS Apply appropriate evidence-based literacy instruction in a field placement experience and mentoring other educators.

Function 2.3: Candidates 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 student, especially those who experience difficulty with read and writing.

Content Knowledge

2.3.1 CK Demonstrate knowledge of multiple types of evidence-based literacy instruction.

Professional Skills

2.3.2 PS Apply and scaffold appropriate types of evidence-based literacy for all students in a field experience and mentoring other educators.

Function 2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Content Knowledge

2.4.1 CK Demonstrate knowledge of collaboration and coaching of appropriate literacy instruction and curriculum.

Professional Skills

2.4.2 PS Apply collaboration and coaching skills of appropriate literacy instructional practices and curriculum in a field experience and mentoring other educators.

Function 2.5: Substandard A Essential Principles and Practices of Structured Literacy Instruction: Candidates understand/apply in practice the general principles and practices of structured language and literacy teaching; candidates understand/apply in practice the rationale for multisensory and multimodal language-learning techniques; and candidates understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Content Knowledge

2.5.1 CK Understand components of structured literacy principles and practices.

Professional Skills

2.5.2 PS Apply appropriate components of structured literacy principles and practices in a field placement.

Function 2.6: Substandard B Phonological and Phonemic Awareness: Candidates understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English; candidates understand/apply in practice considerations for levels of phonological sensitivity; candidates understand/apply in practice consideration for phonemic-awareness difficulties; candidates know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade; candidates know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction; candidates know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory=verbal; candidates know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

Content Knowledge

2.6.1 CK Understand components of phonological and phonemic awareness.

Professional Skills

2.6.2 PS Apply appropriate components of phonological and phonemic awareness in a field placement.

Function 2.7: Substandard C Phonics and Word Recognition: Candidates know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading; know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan; know/apply in practice considerations for using multisensory routines to enhance student engagement and memory; know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; know/apply in practice considerations for teaching irregular words in small increments using special techniques; know/apply in practice considerations for systematically teaching the decoding of multisyllabic words; know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

Content Knowledge

2.7.1 CK Understand components of phonics and word recognition.

Professional Skills

2.7.2 PS Apply appropriate components of phonics and word recognition in a field placement.

Function 2.8: Substandard D Automatic, Fluent Reading of Text: Candidates know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read; know/apply in practice considerations for varied techniques and methods of building reading fluency; know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices; know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Content Knowledge

2.8.1 CK Understand components of automatic, fluent reading of text.

Professional Skills

2.8.2 PS Apply appropriate components of automatic, fluent reading of text in a field placement.

Function 2.9: Substandard E Vocabulary: Candidates know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension; know/apply in practice considerations for the sources of wide differences in students' vocabularies; know/apply in practice

considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Content Knowledge

2.9.1 CK Understand components of vocabulary instruction.

Professional Skills

2.9.2 PS Apply appropriate components of vocabulary instruction in a field placement.

Function 2.10: Substandard F Listening and Reading Comprehension: Candidates know/apply in practice considerations for factors that contribute to deep comprehension; know/apply in practice considerations for instructional routines appropriate for each major genre – informational text, narrative text, and argumentation; know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension; know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research; know/apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes.

Content Knowledge

2.10.1 CK Understand components of reading comprehension.

Professional Skills

2.10.2 PS Apply appropriate components of reading comprehension in a field placement.

Function 2.11: Substandard G Written Expression: Candidates understand the major skill domains that contribute to written expression; know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive; know/apply in practice considerations for research-based principles for teaching written spelling and punctuation; know/apply in practice considerations for the developmental phases of the writing process; know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Content Knowledge

2.11.1 CK Understand components of written expression.

Professional Skills

2.11.2 PS Apply appropriate components of written expression in a field placement.

Standard 3: *Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.*

Function 3.1: Candidates 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.

Content Knowledge

3.1.1 CK Demonstrate knowledge of the purposes, attributes, formats, strengths/limitations and influences of assessment tools.

Professional Skills

3.1.2 PS Apply knowledge of the purposes, attributes, formats, strengths/limitations and influences of appropriate assessment tools in a field experience and mentoring other educators.

Function 3.2: Candidates 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.

Content Knowledge

3.2.1 CK Demonstrate knowledge to administer, interpret, and use data for assessment decisions for all students.

Professional Skills

3.2.2 PS Apply ability to collaborate with colleagues to administer, interpret, and use data for assessment decisions for all students in a field experience and mentoring other educators.

Function 3.3: Candidates 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.

Content Knowledge

3.3.1 CK Demonstrate knowledge of participating in professional learning experiences.

Professional Skills

3.3.2 PS Apply knowledge of participating in and leading professional learning experiences in a field experience and by mentoring other educators.

Function 3.4: Candidates, 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.

Content Knowledge

3.4.1 CK Demonstrate knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders.

Professional Skills

3.4.2 PS Apply knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders in a field experience and by mentoring other educators.

Function 3.5: Candidates understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

Content Knowledge

3.5.1 CK Demonstrate knowledge of the differences among and purposes for assessments.

Professional Skills

3.5.2 PS Apply knowledge of the differences among and purposes for assessments in a field placement.

Function 3.6: Candidates understand basic principles of test construction and formats (e.g., reliability validity, criterion, normed).

Content Knowledge

3.6.1 CK Demonstrate knowledge of basic principles of test construction and formats.

Professional Skills

3.6.2 PS Apply knowledge of basic principles of test construction and formats in a field placement.

Function 3.7: Candidates interpret basic statistics commonly utilized in formal and informal assessment.

Content Knowledge

3.7.1 CK Demonstrate knowledge of basic statistics used in formal and informal assessments.

Professional Skills

3.7.2 PS Apply knowledge of basic statistics used in formal and informal assessments in a field placement.

Function 3.8: Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

Content Knowledge

3.8.1 CK Demonstrate knowledge of screening tests.

Professional Skills

3.8.2 PS Apply knowledge of screening tests in a field placement.

Function 3.9: Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs).

Content Knowledge

3.9.1 CK Demonstrate knowledge of progress-monitoring and reporting with CBMs.

Professional Skills

3.9.2 PS Apply knowledge of progress-monitoring and reporting with CBMs in a field placement.

Function 3.10: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

Content Knowledge

3.10.1 CK Demonstrate knowledge of informal literacy diagnostic surveys.

Professional Skills

3.10.2 PS Apply knowledge of informal literacy surveys in a field placement.

Function 3.11: Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

Content Knowledge

3.11.1 CK Demonstrate knowledge of how to read and interpret common literacy diagnostic tests.

Professional Skills

3.11.2 PS Apply knowledge of how to read and interpret common literacy diagnostic tests in a field placement.

Function 3.12: Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Content Knowledge

3.12.1 CK Candidates demonstrate knowledge of the meaning of educational assessment data.

Professional Skills

3.12.2 PS Apply knowledge of the meaning of educational assessment data and appropriate sharing with various stakeholders in a field placement.

Standard 4: *Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.*

Function 4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

Content Knowledge

4.1.1 CK Demonstrate knowledge of foundational theories about culturally responsive instruction.

Professional Skills

4.1.2 PS Apply knowledge of culturally responsive instruction in a field experience and by mentoring other educators.

Function 4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

Content Knowledge

4.2.1 CK Demonstrate knowledge of people as cultural beings both within and outside the school community.

Professional Skills

4.2.2 PS Apply knowledge of people as cultural beings both within and outside the school community in a field experience and by mentoring other educators.

Function 4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

Content Knowledge

4.3.1 CK Demonstrate knowledge of an inclusive and affirming classroom.

Professional Skills

4.3.2 PS Create an inclusive and affirming classroom in a field experience and by mentoring other educators.

Function 4.4: Candidates advocate for equity at school, district, and community level.

Content Knowledge

4.4.1 CK Demonstrate knowledge of equity at school, district, and community levels.

Professional Skills

4.4.2 PS Advocate for equity at school, district, and community levels in a field experience and by mentoring other educators.

Function 4.5: Candidates recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.

Content Knowledge

4.5.1 CK Demonstrate knowledge of the tenets of the current definition of dyslexia.

Professional Skills

4.5.2 PS Apply knowledge of the tenets of the current definition of dyslexia in a field placement.

Function 4.6: Candidates know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

Content Knowledge

4.6.1 CK Demonstrate knowledge of federal and state laws pertaining to learning disabilities.

Professional Skills

4.6.2 PS Apply knowledge of federal and state laws pertaining to learning disabilities in a field placement.

Function 4.7: Candidates identify the distinguishing characteristics of dyslexia.

Content Knowledge

4.7.1 CK Demonstrate knowledge of the distinguishing characteristics of dyslexia.

Professional Skills

4.7.2 PS Apply knowledge of the distinguishing characteristics of dyslexia in a field placement.

Function 4.8: Candidates understand how reading disabilities vary in presentation and degree.

Content Knowledge

4.8.1 CK Demonstrate knowledge of the varying presentation and degree of reading disabilities.

Professional Skills

4.8.2 PS Apply knowledge of the varying presentation and degree of reading disabilities in a field placement.

Function 4.9: Candidates understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

Content Knowledge

4.9.1 CK Demonstrate knowledge of how and why symptoms of reading difficulties change over time.

Professional Skills

4.9.2 PS Apply knowledge of how and why symptoms of reading difficulties change over time in a field placement.

Standard 5: *Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.*

Function 5.1: Candidates, 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.

Content Knowledge

5.1.1 CK Demonstrate knowledge of how to meet the developmental needs of all learners.

Professional Skills

5.1.2 PS Apply knowledge of how to meet the developmental needs of all learners in a field experience and by mentoring other educators.

Function 5.2: Candidates 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.

Content Knowledge

5.2.1 CK Demonstrate knowledge of collaborating with educators to provide opportunities, to engage and to motivate all learners.

Professional Skills

5.2.2 PS Collaborate with other educators to provide opportunities, to engage and to motivate all learners in a field experience and by mentoring other educators.

Function 5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

Content Knowledge

5.3.1 CK Demonstrate knowledge of integrating appropriate digital technologies into literacy instruction.

Professional Skills

5.3.2 PS Integrate appropriate digital technologies into literacy instruction in a field experience and by mentoring other educators.

Function 5.4: Candidates 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.

Content Knowledge

5.4.1 CK Demonstrate knowledge of efforts to foster a positive literacy-rich environment.

Professional Skills

5.4.2 PS Foster appositive literacy-rich environment in a field experience and by mentoring other educators.

Standard 6: *Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.*

Function 6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

Content Knowledge

[none]

Professional Skills

6.1.1 PS Demonstrate ability to be critical consumers of research, policy, practice and belong to a professional literacy organization in a field experience and by modeling for other educators.

Function 6.2: Candidates use their 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.

Content Knowledge

[none]

Professional Skills

6.2.1 PS Apply knowledge of adult learning by collaborating with colleagues in all aspects of literacy decisions in a field experience and by modeling for other educators.

Function 6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

Content Knowledge

[none]

Professional Skills

6.3.1 PS Develop, refine and demonstrate leadership in a field experience and by modeling for other educators.

Function 6.4: Candidates consult with and advocate on behalf of teachers, students, families and communities for effective literacy practices and policies.

Content Knowledge

[none]

Professional Skills

6.4.1 PS Advocate for effective literacy practices and policies in a field experience and by modeling for other educators.

Function 6.5: Candidates strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

Content Knowledge

[none]

Professional Skills

6.5.1 PS Act in the best interests of struggling readers in a field placement.

Function 6.6: Candidates maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

Content Knowledge

[none]

Professional Skills

6.6.1 PS Provide accurate information about best literacy practices in a field placement.

Function 6.7: Candidates avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.

Content Knowledge

[none]

Professional Skills

6.7.1 PS Avoid misrepresenting the efficacy of literacy treatments in a field placement.

Function 6.8: Candidates respect objectivity by reporting assessment and treatment results accurately, and truthfully.

Content Knowledge

[none]

Professional Skills

6.8.1 PS Objectively and accurately report assessment and treatment results in a field placement.

Function 6.9: Candidates avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.

Content Knowledge

[none]

Professional Skills

6.9.1 PS Avoid making unfounded claims about those providing literacy services in a field placement.

Function 6.10: Candidates respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.

Content Knowledge

[none]

Professional Skills

6.10.1 PS Respect established organizations supported by CERI and IDA in a field placement.

Function 6.11: Candidates avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.

Content Knowledge

[none]

Professional Skills

6.11.1 PS Avoid and/or acknowledge conflicts of interest in a field placement.

Function 6.12: Candidates support treatment of individuals with dyslexia and related learning difficulties.

Content Knowledge

[none]

Professional Skills

6.12.1 PS Support treatments of individuals with learning difficulties in a field placement.

Function 6.13: Candidates respect confidentiality of students or clients.

Content Knowledge

[none]

Professional Skills

6.13.1 PS Respect all confidentiality in a field placement.

Function 6.14: Candidates respect the intellectual property of others.

Content Knowledge

[none]

Professional Skills

6.14.1 PS Respect intellectual property in a field placement.

Standard 7: *Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.*

Function 7.1: Candidates 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 candidates' own classroom, literacy clinic, other school, or community settings.

Content Knowledge

[none]

Professional Skills

7.1.1 PS Work with individuals and groups to assess, develop interventions, implement instruction, create supportive literacy environments, and assess the impact on student learning in a variety of field experiences.

Function 7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.

Content Knowledge

[none]

Professional Skills

7.2.1 PS Collaborate with and learn from other educators in field experiences.

Function 7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences.

Content Knowledge

[none]

Professional Skills

7.3.1 PS Take advantage of opportunities for authentic field experiences.

Function 7.4: Candidates 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 preferable, have experience as reading/literacy specialists.

Content Knowledge

[none]

Professional Skills

7.4.1 PS Accept supervision and feedback in all field experiences as a reading/literacy specialist.

For more information, contact:

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