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# **ILLINOIS LICENSURE TESTING SYSTEM**

## **FIELD 221: READING SPECIALIST TEST FRAMEWORK**

**January 2017**

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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 221: READING SPECIALIST

### TEST FRAMEWORK

January 2017

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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 221: READING SPECIALIST

### TEST FRAMEWORK

Theoretical and Research Foundations  
Literate Environment  
Reading Assessment  
Reading Instruction  
Professional Responsibilities, Leadership, and Learning

#### SUBAREA I—THEORETICAL AND RESEARCH FOUNDATIONS

##### **0001 Understand foundations of reading instruction.**

For example:

- Demonstrate knowledge of the history of reading instruction and the contributions of past and present literacy leaders to current theory, practice, and the knowledge base.
- Demonstrate familiarity with theoretical models and philosophies of reading education and their relevance to instruction.
- Demonstrate knowledge of significant trends, controversies, and issues in the field of reading education.
- Apply an understanding of reading as the process of constructing meaning through the interaction of the reader's prior knowledge, the information suggested by the written language, and the context of the reading situation.
- Demonstrate knowledge of language systems (e.g., phonology, morphology, syntax, semantics, pragmatics) and the role that various language components (e.g., phonemes, morphemes) play in reading.
- Demonstrate knowledge of the role of literacy in society (e.g., as a means for transmitting moral and cultural values; as a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen) and the importance of literacy for personal and social growth.
- Demonstrate knowledge of differences between reading skills and strategies and the role each plays in reading development.
- Demonstrate knowledge of stages or phases of reading development and how they relate to stages of writing and spelling development.
- Demonstrate knowledge of the scope and sequences for reading instruction at all developmental levels, pre–K through grade 12.

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**0002 Understand how to interpret and use reading research.**

For example:

- Demonstrate an understanding of the role that reading research findings should play in guiding decisions about assessment, curriculum, instruction, materials selection, programs, and pedagogy.
- Demonstrate knowledge of strategies for searching and accessing research literature in a systematic way.
- Demonstrate knowledge of major findings on reading instruction.
- Demonstrate a familiarity with methods for collecting, analyzing, and interpreting national, state, and local assessment data to describe achievement trends for district, school, and special populations.
- Demonstrate knowledge of ways to explain research findings to a variety of audiences.
- Demonstrate knowledge of the types of questions that can be answered by different types of research studies.
- Demonstrate knowledge of methods for designing and conducting small-scale, instructional research studies in all instructional settings.
- Demonstrate knowledge of methods for promoting and facilitating teacher- and classroom-based research.

**0003 Understand oral language foundations of literacy development.**

For example:

- Demonstrate an understanding of language development, including similarities and differences between oral and written language development.
- Demonstrate knowledge of interrelationships between the four language arts (i.e., listening, speaking, reading, and writing) and how to provide opportunities to integrate these in instruction.
- Demonstrate knowledge of oral language experiences and activities (e.g., word play, readers' theater, choral reading) that extend language growth and support acquisition of reading skills at various stages of reading development.
- Demonstrate knowledge of oral language experiences and activities that support comprehension development (e.g., teacher read-alouds, collaborative academic conversations, discussions about texts).
- Demonstrate knowledge of how English language learners' language and literacy development in the primary language affects their language and literacy development in English.

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- Demonstrate knowledge of the six proficiency levels of English as a new language as described in the state-adopted English Language Development (ELD) Standards (2012) and the implications of students' language proficiency levels for reading instruction.

### **0004 Understand the influence of individual differences and diversity on language and literacy development and instruction.**

For example:

- Demonstrate an understanding of the effects of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.
- Demonstrate knowledge of how contextual factors in the school can influence students' motivation, learning, and reading development (e.g., grouping procedures, school programs, early intervention).
- Apply knowledge of strategies for advocating for equity for all students.
- Demonstrate an understanding of how individual differences among learners influence their literacy development.
- Demonstrate knowledge of the contributions of diversity in the classroom, school, and society, and the importance of understanding, respecting, and valuing diversity in order to promote all students' reading development.
- Demonstrate knowledge of how dialects or language differences may affect students' learning to read English, and apply knowledge of strategies for adjusting reading instruction to meet the needs of English language learners and students who use various dialects.
- Demonstrate knowledge of the importance of adjusting reading instruction for the range of students who have special language or learning needs and/or who are gifted and talented, and apply knowledge of instructional strategies and devices to ensure reading instruction is inclusive of all learners' needs.

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**SUBAREA II—LITERATE ENVIRONMENT**

**0005 Understand features of educational environments that promote literacy development.**

For example:

- Demonstrate an understanding of the role of motivation in literacy development, and demonstrate knowledge of strategies for promoting students' motivation related to reading and writing.
- Demonstrate an understanding of ways to create a literate environment that fosters interest and growth in all aspects of literacy (e.g., highlighting students' work and progress).
- Apply knowledge of ways to use various texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.
- Apply knowledge of ways to provide opportunities for learners to select from a variety of written materials, read extended texts, offer creative and personal responses to literature, listen to a wide range of literary and informational texts being read aloud, and read for authentic purposes.
- Demonstrate an understanding of the importance of modeling and discussing reading and writing as valuable, lifelong activities.
- Demonstrate knowledge of effective grouping practices and small-group activities (e.g., cooperative learning, reciprocal teaching) that support reading development.
- Demonstrate knowledge of how to establish a physical environment conducive to reading development, including how to create, organize, and use a classroom library.
- Demonstrate knowledge of strategies for promoting independent reading.
- Demonstrate an understanding of interdisciplinary relevancy; the importance of integrating reading and writing in all content areas, including social science, mathematics, and science; and the role of disciplinary literacy in students' academic achievement; and demonstrate knowledge of strategies for promoting students' disciplinary literacy.

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### **0006 Understand strategies for evaluating, securing, and managing resources to support effective reading instruction.**

For example:

- Demonstrate knowledge of the basic characteristics, purposes, and uses of a wide variety of materials for promoting reading development, including trade books (both fiction and nonfiction); decodable texts; high-quality literature for children and adolescents from a variety of eras, cultures, traditions, and genres; diverse expository materials; complex informational texts representing different disciplines; basal readers or anthologies; magazines; and digital media.
- Demonstrate knowledge of the importance of using students' interests, motivation, age, knowledge and experiences, cultural backgrounds, developmental level, assessed reading levels, and needs of individual learners as the basis for selecting materials.
- Apply knowledge of strategies for designing, selecting, and modifying materials to reflect curriculum goals and the interests, motivation, age, knowledge and experiences, developmental level, assessed reading levels, and needs of individual learners.
- Demonstrate an understanding of guidelines for evaluating curriculum materials and instructional technology in terms of readability, content, length, format, illustrations, and other pertinent factors; and demonstrate knowledge of various tools for estimating the readability level of texts.
- Apply knowledge of quantitative and qualitative dimensions of text complexity, including reader and task variables, when selecting texts for students.
- Demonstrate knowledge of various technological resources and strategies for using technology effectively to support students' reading development.
- Apply knowledge of strategies for organizing and coordinating efficient and equitable access to instructional materials schoolwide.
- Demonstrate knowledge of strategies for assisting classroom teachers in selecting appropriate textbooks, technological resources, and other instructional materials, and for assisting students in selecting appropriate reading materials for a variety of purposes.
- Demonstrate knowledge of potential funding sources and strategies for seeking support and securing instructional materials for reading programs.

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## SUBAREA III—READING ASSESSMENT

### 0007 Understand foundations of reading assessment.

For example:

- Demonstrate an understanding that assessment must take into account the complex nature of reading, writing, and language, and demonstrate knowledge of methods for developing and conducting assessments that involve multiple indicators of learner progress.
- Demonstrate an understanding of the importance of aligning assessment with reading standards, curriculum, and instruction and of basing instructional planning and decision making on students' assessed reading needs.
- Demonstrate knowledge of various purposes of assessment (e.g., screening, diagnosis, progress monitoring), including distinguishing between formative and summative assessments.
- Demonstrate an understanding of the construction and psychometric properties (e.g., validity, reliability) of various reading assessments, including local, state, and national assessments.
- Demonstrate knowledge of various bias issues related to reading assessment, including the influence of student diversity on the interpretation of assessment results.
- Demonstrate an understanding of the uses and limitations of various types of informal and formal reading assessments (e.g., formal and informal skills inventories, constructed response measures, norm- and criterion-referenced tests, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records), including parent/guardian interviews.
- Demonstrate knowledge of various methods for determining students' reading levels (i.e., independent, instructional, and frustration levels), including their listening-comprehension level.
- Interpret results of standardized reading assessments, including the local, state, and national assessments.
- Demonstrate knowledge of strategies for communicating the results of assessments to stakeholders, including classroom teachers, parents/guardians, and administrators, and for providing students with appropriate constructive feedback.

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**0008 Understand assessment of essential components of reading development.**

For example:

- Demonstrate knowledge of informal strategies for assessing students' reading attitudes, motivation, and interests.
- Demonstrate knowledge of strategies for assessing students' development in key areas of emergent literacy (e.g., oral language development, letter knowledge, concepts of print, concept of word, letter-sound correspondence).
- Demonstrate knowledge of strategies for assessing students' development in phonological and phonemic awareness.
- Demonstrate knowledge of strategies for assessing students' development in decoding and spelling, including phonics skills, sight-word knowledge, syllabication skills, structural analysis skills, and use of contextual analysis.
- Demonstrate knowledge of strategies for assessing students' development in reading fluency, including how to assess key indicators of reading fluency (i.e., accuracy, rate, and prosody).
- Demonstrate knowledge of strategies for assessing students' development in academic language, including vocabulary knowledge and skills and knowledge of language structures.
- Demonstrate knowledge of strategies for assessing students' development in reading comprehension, including their ability to comprehend and analyze literary and informational texts.
- Apply knowledge of how to provide continuous monitoring of students' progress in essential components of reading, interpret results of these assessments, use information from assessments to inform instruction and learning, and provide students with appropriate feedback.

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**0009 Understand assessment for the purpose of diagnosing reading difficulties and principles of working with students who have reading difficulties.**

For example:

- Demonstrate knowledge of a model of diagnosing reading difficulties that includes student proficiency in oral language, phonemic awareness, letter knowledge, phonics and other word identification skills, spelling, fluency, vocabulary, comprehension, self-monitoring, and motivation.
- Demonstrate knowledge of principles for gathering and interpreting information for the diagnosis of individual students' reading difficulties.
- Demonstrate knowledge of models and procedures for diagnosing reading difficulties and recommending educational services for these students.
- Demonstrate knowledge of the process of developing case study reports regarding students with reading difficulties.
- Demonstrate knowledge of the procedures for screening classes to identify students in need of a more thorough diagnosis of reading difficulties.
- Demonstrate knowledge of the models of reading disabilities used in special education and the process for developing Individualized Education Programs (IEPs) for students with severe learning difficulties related to reading.
- Demonstrate knowledge of methods for interpreting and explaining diagnostic information for classroom teachers, parents/guardians, and other specialists to plan instructional programs.
- Demonstrate knowledge of strategies for communicating with students about their strengths, areas for improvement, and ways to achieve improvement.
- Demonstrate knowledge of a variety of individualized and group instructional interventions or programs (e.g., federal, state, local) targeted toward students with reading difficulties, and apply knowledge of strategies for designing, implementing, and evaluating appropriate reading programs for small groups and individuals.

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**SUBAREA IV—READING INSTRUCTION**

**0010 Understand emergent literacy, including development of phonemic awareness.**

For example:

- Demonstrate knowledge of key concepts related to emergent literacy, such as home and school experiences that influence development in emergent literacy, the critical role of phonemic awareness in learning to read an alphabetic language, the distinction between phonological and phonemic awareness, and the importance of providing explicit instruction in phonological and phonemic awareness to emergent and at-risk readers.
- Demonstrate knowledge of the phonological and phonemic awareness skills continuum (i.e., segmenting sentences into words; blending and segmenting syllables; blending and segmenting onset/rime, including identifying and producing rhyming words and alliteration; identifying beginning, medial, and final phonemes in words; and blending, segmenting, deleting, adding, and substituting phonemes in words), and apply knowledge of effective, research-based instruction, intervention, and extension in phonological and phonemic awareness.
- Demonstrate knowledge of basic concepts of print, and apply knowledge of effective, research-based instruction, intervention, and extension in concepts of print.
- Demonstrate knowledge of key concepts related to instruction in the English alphabet, and apply knowledge of effective, research-based instruction, intervention, and extension in letter recognition and formation.
- Demonstrate knowledge of the critical role of the alphabetic principle in reading development, and apply knowledge of effective, research-based instruction, intervention, and extension in letter-sound correspondence.
- Demonstrate knowledge of strategies for differentiating instruction in all areas of emergent literacy to meet the needs of a diverse student population.

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### 0011 Understand development of phonics and other word identification skills and spelling.

For example:

- Demonstrate knowledge of key concepts related to the development of decoding and spelling skills, such as the reciprocity between decoding and encoding and how writing can be used to reinforce and informally assess beginning readers' phonics and sight-word development; and key terminology related to decoding and spelling instruction (e.g., digraph, blend, diphthong, vowel team, *r*-controlled vowel).
- Demonstrate an understanding of the importance of sequencing phonics instruction according to the increasing complexity of linguistic units, and apply knowledge of effective, research-based instruction, intervention, and extension in phonics to promote students' development of accurate, automatic decoding and spelling.
- Demonstrate knowledge of irregular words that should be taught as sight words, and apply knowledge of effective, research-based instruction, intervention, and extension in sight words to promote students' development of accurate, automatic decoding and spelling.
- Demonstrate knowledge of inflectional morphemes (e.g., *-ed*, *-er*, *-est*, *-ing*, and *-s*), and apply knowledge of effective, research-based instruction, intervention, and extension in inflections, including orthographic guidelines related to adding inflections to words (e.g., doubling a final consonant, dropping a final *e*), to promote students' development of accurate, automatic decoding and spelling.
- Demonstrate knowledge of common syllable types in English, and apply knowledge of effective, research-based instruction, intervention, and extension in syllabication to promote students' development of accurate, automatic decoding and spelling of multisyllabic words.
- Demonstrate an understanding that prefixes and suffixes should be decoded as chunks, and apply knowledge of effective, research-based instruction, intervention, and extension in affixes, including orthographic guidelines related to adding affixes to words, to promote students' development of accurate, automatic decoding and spelling of multisyllabic words.
- Demonstrate knowledge of strategies for teaching students to use context clues to confirm a word after applying appropriate decoding or sight-word recognition skills.
- Demonstrate knowledge of strategies for differentiating instruction in phonics and other word identification skills, sight words, and spelling to meet the needs of a diverse student population.

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**0012 Understand development of reading fluency.**

For example:

- Demonstrate knowledge of key indicators of reading fluency (i.e., accuracy, rate, prosody), the role of automaticity in fluency development, and the role of fluency in reading development and comprehension.
- Apply knowledge of effective, research-based instruction, intervention, and extension in fluency with respect to promoting reading accuracy.
- Apply knowledge of effective, research-based instruction, intervention, and extension in fluency with respect to promoting reading rate.
- Apply knowledge of effective, research-based instruction, intervention, and extension in fluency with respect to promoting prosodic reading (e.g., appropriate intonation, phrasing, pausing).
- Apply knowledge of effective, research-based instruction and intervention in automaticity.
- Demonstrate an understanding of the relationship between oral and silent reading.
- Demonstrate an understanding of the important role of independent reading in promoting development of automaticity and fluency, and apply knowledge of strategies for encouraging independent reading that are effective in supporting fluency development.
- Apply knowledge of how to select and use appropriate types of texts for promoting development in different aspects of fluency (e.g., decodable texts to develop accuracy, independent-level texts to develop automaticity and reading rate, poetry and predictable texts to develop prosody).
- Demonstrate knowledge of strategies for differentiating instruction in reading fluency to meet the needs of a diverse student population.

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**0013 Understand development of academic language, including vocabulary and complex language structures.**

For example:

- Demonstrate an understanding of key concepts related to the development of academic language, such as the role of academic language in reading comprehension and learning in the content areas, the interrelationship between vocabulary learning and concept development, the role of wide reading in promoting students' vocabulary development and their familiarity with complex language structures, and the importance of explicit instruction in facilitating students' academic language development.
- Apply knowledge of strategies for encouraging independent reading that support academic language development, including vocabulary development.
- Demonstrate knowledge of structural analysis skills, including knowledge of common Greek and Latin roots and affixes, and apply knowledge of effective, research-based instruction, intervention, and extension in structural analysis to promote students' vocabulary development.
- Apply knowledge of a variety of independent word-learning strategies, such as contextual analysis and the use of reference materials and technology, to promote students' vocabulary development, reading comprehension, and self-efficacy as readers.
- Demonstrate knowledge of the role of word consciousness in vocabulary development, and apply knowledge of effective strategies for developing word consciousness, such as making personal connections to words, learning "challenge" words, engaging in wordplay, and thinking about relationships between words (e.g., etymology).
- Apply knowledge of effective strategies for enhancing students' breadth and depth of knowledge of new words and their ability to retain new vocabulary, such as defining words in a variety of ways (e.g., through categories, synonyms, antonyms, definitions, contexts, visual representations, analogies).
- Demonstrate knowledge of the role of teacher read-alouds, guided discussions about texts, and the close reading process in promoting students' development of academic language, and apply knowledge of how to implement these activities effectively to promote students' academic language and vocabulary development.
- Demonstrate knowledge of standard English grammar and usage, and apply knowledge of effective strategies for promoting students' ability to comprehend texts that include complex and/or less common language structures.

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- Demonstrate knowledge of strategies for differentiating instruction in academic language and vocabulary development to meet the needs of a diverse student population.

### **0014 Understand development of reading comprehension.**

For example:

- Demonstrate knowledge of key concepts related to reading comprehension, such as factors affecting reading comprehension (e.g., decoding skills, vocabulary knowledge, background knowledge, text complexity), the relationship between listening comprehension and reading comprehension, and the value of reading aloud a variety of high-quality literary and informational texts to students to build their background knowledge and promote their ability to comprehend and analyze complex texts.
- Demonstrate knowledge of distinctions between different levels of comprehension (e.g., literal, inferential, evaluative), and apply knowledge of the types of questions that elicit different levels of understanding.
- Apply knowledge of the close reading process and how to model and guide students' use of various comprehension strategies (e.g., setting a purpose for reading, text-based questioning, analyzing vocabulary, deconstructing complex sentences) that support understanding and analysis of complex texts, and apply knowledge of effective, research-based instruction, intervention, and extension in close reading.
- Apply knowledge of effective, research-based instruction and intervention in comprehension monitoring and how to use monitoring and rereading to correct confusions and misunderstandings that arise during reading.
- Apply knowledge of strategies for helping students connect their prior knowledge and experiences to texts and promoting their responses to texts (e.g., discussions, dramatization, oral and written summaries, multimedia presentations) in order to improve their understanding of what they read.
- Demonstrate knowledge of strategies for differentiating instruction in reading comprehension to meet the needs of a diverse student population.

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### 0015 Understand literary and informational texts and how to promote students' comprehension and analysis of different types of texts for various purposes.

For example:

- Demonstrate knowledge of strategies for teaching students how to use knowledge of literary forms (e.g., short stories, novels, drama, fables, myths, biographies, essays, poetry, autobiographies, folktales, legends, fantasy) and elements (e.g., plot, character, setting, theme, conflict, resolution, climax, mood) to enhance their comprehension and analysis of literary texts.
- Demonstrate knowledge of strategies for teaching students how to identify the key ideas and details in a literary text, analyze a literary text with respect to craft and structure (e.g., word choice; narrative point of view; literary techniques and devices, such as figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, dialect, narration, and symbolism), and integrate knowledge and ideas from multiple literary texts.
- Demonstrate knowledge of various types of informational texts (e.g., textbook, news article, consumer manual, research report, Web site), common informational text features (e.g., table of contents, index, glossary, headings, subheadings, charts, maps, diagrams), and common organizational structures used in informational texts (e.g., chronological, cause/effect, comparison/contrast, problem/solution), and apply knowledge of strategies for teaching students how to use knowledge of text types, features, and structures to enhance their comprehension and analysis of informational texts.
- Demonstrate knowledge of strategies for teaching students how to identify the key ideas and details in an informational text, analyze an informational text with respect to craft and structure (e.g., use of discipline-specific words; author's point of view; use of reasoning, arguments, claims, and evidence), and integrate knowledge and ideas from multiple informational texts.
- Apply knowledge of effective, research-based instruction, intervention, and extension in research and inquiry practices using multiple texts and other sources of information.
- Demonstrate knowledge of strategies for differentiating instruction in text comprehension and analysis to meet the needs of a diverse student population.

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### SUBAREA V—PROFESSIONAL RESPONSIBILITIES, LEADERSHIP, AND LEARNING

#### 0016 Understand professional roles and responsibilities, including curriculum design and implementation in the field of reading.

For example:

- Demonstrate knowledge of local, state, and national educational policies and standards that are relevant to reading education.
- Demonstrate knowledge of research-based exemplary programs and practices in reading education and strategies for participating in the design, implementation, and evaluation of reading programs, including special reading programs (e.g., early intervention, summer school, after-school programs).
- Demonstrate knowledge of ways to serve as a resource on reading to administrators, policymakers, and teachers, including collaborating with faculty and administration to articulate a philosophy of reading instruction and participating in the development and implementation of a school improvement plan.
- Demonstrate knowledge of strategies for facilitating, participating in, and collaborating with allied professionals in reading curriculum design, ongoing curriculum implementation, and the planning, delivery, assessment, and adaptation of reading instruction.
- Demonstrate knowledge of strategies for promoting collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, assessment, and instruction, and demonstrate knowledge of processes for consensus building and conflict resolution.
- Demonstrate knowledge of resources and strategies for facilitating communication among school, home, and community and methods for developing partnerships with community members, agencies, and universities.
- Demonstrate knowledge of strategies for facilitating home-school connections and promoting parent/guardian participation in cooperative efforts to support school reading programs and student learning.
- Demonstrate an understanding of the value of community support for school reading programs and the importance of advocating for public support of reading education.
- Demonstrate knowledge of strategies for communicating effectively about reading to the media, policymakers, and the general public and for providing professional presentations about literacy, research findings, the reading curriculum, and issues to administrators, staff members, school boards, and community audiences.

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- Demonstrate knowledge of the importance of being aware of, adhering to, and modeling ethical standards of professional conduct in reading education.

### **0017 Understand professional development, including staff development in the field of reading.**

For example:

- Demonstrate knowledge of models of staff development that relate to curricular goals and schoolwide needs assessment, are sensitive to school constraints (e.g., class size, limited resources, school culture), and reflect research findings about adult learning and organizational change.
- Demonstrate knowledge of the importance of using multiple indicators of professional growth as the basis for planning and evaluating staff development, and apply knowledge of strategies for designing, locating resources for (e.g., speakers, courses of study, technology, workshops), and presenting professional development programs.
- Demonstrate knowledge of ways to serve as a professional resource on reading instruction to classroom teachers, including teachers in mathematics, science, social science, and other subjects, and apply knowledge of ways to demonstrate research-based exemplary reading instruction with students in varied settings (e.g., one-to-one, small group, classroom), especially students with reading difficulties.
- Demonstrate knowledge of the importance of conducting self-evaluation, being open to constructive peer evaluation and feedback, and reflecting on teaching practices to improve instruction and other services to students.
- Demonstrate knowledge of the benefits of participating in local, state, national, and international professional organizations whose mission is reading education and the improvement of literacy.
- Demonstrate an understanding of the importance of pursuing knowledge of literacy and staying current with developments in reading education and children's and young adult literature by reading professional journals and publications; attending local, state, regional, and national meetings and conferences; and participating in other professional activities.
- Demonstrate knowledge of strategies for planning lessons for paraprofessionals, observing paraprofessionals' interactions with children, and providing feedback about performance.
- Demonstrate knowledge of strategies for guiding and training tutors and volunteers for reading programs.