

Reading and Writing Specialist (Ed 614.02) Reviewer Assessment Worksheet

Ed 614.02 Reading and Writing Specialists

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 614.02 Reading and Writing Specialists The program for reading and writing specialist shall provide the candidate with the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
(a) In the area of knowledge of the foundations of reading and writing processes and instruction, the ability to:		
(1) Demonstrate knowledge of psychological, cultural, and linguistic foundations of reading and writing processes and instruction, including the ability to: <ul style="list-style-type: none"> a. Refer to major theories in the foundational areas as they relate to reading and writing; and b. Explain, compare, contrast, and critique these theories; 		
(2) Demonstrate knowledge of current practices, research, and historical developments in reading and writing;		
(3) Demonstrate knowledge of language development as it relates to acquisition of reading and writing, and the variations related to cultural and linguistic diversity, including the ability to: <ul style="list-style-type: none"> a. Identify, explain, compare, and contrast the theories and research in 		

<p>the areas of language development and learning to read and to write; and b. Describe development of a student's reading and writing in relation to cultural and linguistic context;</p>		
<p>(4) Demonstrate knowledge of the major components of reading curriculum, including the ability to:</p> <ul style="list-style-type: none">a. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading;b. Explain how background knowledge, vocabulary knowledge, comprehension strategies, and motivation are integrated in reading; andc. Describe how reading strategies are taught in curricular areas and content classrooms such as English, mathematics, science, and social studies;		
<p>(5) Demonstrate knowledge of major components of writing instruction, including the ability to:</p> <ul style="list-style-type: none">a. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;b. Recognize whether students are progressing in spelling from early strategies that map letters to sounds through more sophisticated processes that draw on semantic relationships in spelling;c. Describe age- and grade-appropriate uses of lower- and upper-case letters, punctuation, and text organization, and how such		

<p>conventions serve communication; d. Understand recursive strategies for planning, drafting, revising, and editing writing; e. Determine if students are using appropriate strategies for developing their drafts from plans through final copies; and f. Describe models for integrating writing across the curriculum; and</p>		
<p>(6) Demonstrate knowledge of schemes for teaching manuscript and cursive writing as well as word-processing, including the ability to: a. Describe strategies for developing students' handwriting in service of reading the handwriting of different individuals and writing legible texts; and b. Recognize different approaches to developing keyboarding and word processing skills;</p>		
<p>(b) In the area of instructional strategies and curriculum materials in reading and writing, the ability to:</p>		
<p>(1) Support classroom teachers and paraeducators in their use of instructional grouping options, including the ability to: a. Help teachers select appropriate options for addressing individual differences through grouping and individual instruction; and b. Demonstrate options for meeting the individual needs of students and explain the rationale for those plans;</p>		
<p>(2) Support classroom teachers and paraeducators in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices, including the ability to: a. Help teachers select appropriate options in the areas of instructional</p>		

<p>practices, approaches, and methods for addressing the needs of students; and</p> <p>b. Demonstrate the use of these options and the rationale for employing them;</p>		
<p>(3) Use a wide range of curriculum materials in effective reading and writing instruction for learners at different stages of literacy and from different cultural and linguistic backgrounds, including the ability to:</p> <ul style="list-style-type: none">a. Provide teachers with strategies for selecting appropriate reading materials, including literature for children and young adults, basal or core programs, trade books, and content area textbooks;b. Support classroom teachers in organizing classrooms to support reading and writing instruction;c. Help teachers engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including, but not limited to feelings, ideas, or knowledge, for a purpose to an audience;d. Offer schemes and strategies for developing writing from planning through drafting, editing, revising, and sharing with peers, teachers, and others;e. Identify and demonstrate how to engage students in using genres appropriate to personal, social, academic, and vocational or professional content, purposes, and audiences; andf. Demonstrate how to frame focused lessons to address skill needs such as		

<p>spelling and punctuation as well as to further competence in cognitive aspects of writing such as text and sentence organization, word choice, and voice;</p>		
<p>(c) In the area of assessment, diagnosis, and evaluation of reading and writing, the ability to:</p>		
<p>(1) Understand the terminology, processes, and procedures used in formal and informal assessments;</p>		
<p>(2) Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices, including standardized instruments and informal measures such as informal inventories, curriculum-based measures, and observational schemes, complemented by analyses of artifacts, portfolios, and work samples, including the ability to:</p> <ul style="list-style-type: none"> a. Seek to understand students' development in literacy using holistic, analytical, and diagnostic schemes; b. Demonstrate developmentally appropriate use of assessments in their practice and train classroom teachers to administer and to interpret these assessments; and c. Understand and apply principles of response-to-instruction paradigms; 		
<p>(3) Place students along a developmental continuum and identify students' proficiencies and difficulties, including the ability to:</p> <ul style="list-style-type: none"> a. Support the classroom teacher in the assessment of the reading and writing abilities of individual students; and b. Extend the assessment further to determine proficiencies and difficulties for appropriate services; 		

<p>(4) 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, including the ability to:</p> <ul style="list-style-type: none"> a. Assist the classroom teacher in using assessment to plan instruction for all students; b. Use in-depth assessment information to plan individual instruction for those struggling with reading and writing; c. Select and administer developmentally appropriate formal and informal assessments; d. Engage students appropriately in using assistive technology to address their needs in learning and communicating; e. Collaborate with other education professionals to implement appropriate reading and writing instruction for individual students; and f. Collect, analyzes, and use school-wide assessment data to implement and to improve school and district literacy instruction and programs; 		
<p>(5) Communicate results of assessments to a variety of audiences, including students, parents, caregivers, administrators, teachers, specialists, and policymakers;</p>		
<p>(6) Collaborate with other education professionals to implement appropriate reading and writing instruction, using school-wide assessment data to implement and to adapt school and district literacy instruction; and</p>		

<p>(7) Demonstrate knowledge of current issues, practices, and policies related to the diagnosis, assessment, and instruction of reading and writing;</p>		
<p>(d) In the area of creating a literate environment that fosters reading and writing, the ability to:</p>		
<p>(1) Use students' interests, abilities in reading and writing, and backgrounds as foundations for the reading and writing program, including the ability to:</p> <ul style="list-style-type: none"> a. Inventory and assess children's interests, reading abilities, and backgrounds; b. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels, writing development, and cultural and linguistic backgrounds of students; c. Demonstrate classroom instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate cooperative learning and problem solving; and d. Help the classroom teacher to establish forums for students to write in a variety of genres, and to share and to respond to each other's writing; 		
<p>(2) Employ a variety of books, technology-based information, and non-print materials, representing multiple levels, broad interests, and cultural and linguistic backgrounds, including the ability to:</p> <ul style="list-style-type: none"> a. Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds; b. Assist the classroom teacher in 		

<p>creating classroom libraries with a wide range of genres, authors, and reading levels;</p> <p>c. Assist the classroom teacher in developing a personal professional library as a teaching resource;</p> <p>d. Assist the media specialist in developing a current selection of professional texts, teaching videos, and other materials for the school; and</p> <p>e. Provide the classroom teacher with current information about technology-based literacy resources, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Web pages; 2. Programs; and 3. Hardware; and <p>f. Support the classroom teacher in developing students' competence in writing using a range of genres to address appropriate audiences as they meet personal, social, academic, and vocational or professional needs;</p>		
<p>(3) Model reading and writing as valued lifelong activities, including the ability to:</p> <ol style="list-style-type: none"> a. Demonstrate personal commitment to reading and writing; b. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals; c. Assist teachers and paraeducators to model reading and writing as valued lifelong activities; and d. Encourage membership in professional literacy organizations and in establishing connections with public libraries; 		
<p>(4) Motivate learners to be lifelong readers and to write for personal, social, academic, and vocational or professional purposes,</p>		

<p>including the ability to:</p> <ul style="list-style-type: none"> a. Encourage and model a literate environment in the school; b. Use methods to effectively revise instructional plans to motivate all students; c. Assist classroom teachers in designing programs that will intrinsically motivate students; d. Demonstrate these techniques; e. Assist media specialists in choosing materials; and f. Develop an extensive personal library of professional texts and children’s literature to use with teaching staff; 		
<p>(5) Demonstrate how students’ abilities to read and to write support personal inquiry and self-expression, including the ability to:</p> <ul style="list-style-type: none"> a. Provide students with the opportunities to use reading of text and electronic media to explore areas of interest and intellectual curiosity; and b. Show classroom teachers how writing serves students’ abilities to express themselves as they write about their own experiences, describe insights and opinions, and seek to persuade others; 		
<p>(6) Show leadership in developing and implementing new programs, including the ability to:</p> <ul style="list-style-type: none"> a. Use a variety of data sources to evaluate and to plan program development; b. Implement a process to initiate change; and c. Assess progress with multiple sources of information; and 		

<p>(7) Collaborate with building and district administrators to establish and to manage a literacy budget; and</p>		
<p>(e) In the area of viewing professional development as a career-long effort and responsibility, the ability to:</p>		
<p>(1) Display positive dispositions towards professional development in the teaching of reading and writing and interactions with other professionals, including the ability to:</p> <ul style="list-style-type: none"> a. Assist in establishing the highest professional standards for reading and writing programs and services; b. Enlist public support for high quality programs in literacy by working with families, colleagues, study groups, and communities; c. Demonstrate commitment to the belief that all students can learn; d. Demonstrate respect for the importance of confidentiality in protecting students; e. Maintain relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading; and f. Articulate the theories related to the connections between teacher dispositions and students' achievement; 		
<p>(2) Continue to pursue the development of professional knowledge and dispositions, including the ability to:</p> <ul style="list-style-type: none"> a. Study specific aspects of reading and writing instruction by: <ul style="list-style-type: none"> 1. Identifying those areas of knowledge, skills, and dispositions related to one's teaching of reading and writing; 2. Planning strategies to address 		

<p>the identified areas of knowledge, skills, and dispositions related to the teaching of reading and writing;</p> <ol style="list-style-type: none">3. Implementing the plan; and4. Articulating or showing evidence of the results; <ol style="list-style-type: none">b. Stay informed about important professional issues;c. Advocate for important professional issues with administrators, school boards, and local, state, and federal policymaking bodies;d. Conduct professional development for paraeducators, classroom teachers, and administrators;e. Provide educational opportunities, information, and support for families and the community;f. Assist teachers and paraeducators in identifying, planning, and implementing personal professional development plans for literacy; andg. Collect and disseminate the professional research that expands knowledge-based practices; and		
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<p>(3) Work with colleagues to observe, analyze, and provide feedback on each other's practice, including the ability to:</p> <ul style="list-style-type: none">a. Engage in collaboration and dialogue with teachers and reading specialists to gain recommendations and advice on teaching practices and ideas;b. Articulate the research base related to these recommendations;c. Conduct action research as a means of addressing instructional issues;d. Reflect constructively on one's own practices and give evidence of adaptations that improve instruction;e. Analyze constructively the teaching practices and provide feedback, assisting classroom teachers and paraeducators as they strive to improve their practices; andf. Participate in, initiate, implement, and evaluate professional development programs, including the ability to:<ul style="list-style-type: none">1. Participate individually as well as with colleagues in professional development experiences relevant to personal and district goals;2. Exhibit leadership in planning, implementing, and evaluating professional development at grade, school district and state level;3. Identify and describe the characteristics of sound professional development programs; and4. Articulate the philosophy and evidence base that grounds one's practice.		
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Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86; ss by #4851, eff 6-25-90

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #9306, eff 10-25-08; amd by #9993, eff 9-16-11