

## MASTER READING TEACHER STANDARDS

- Standard I.*** The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.
- Standard II.*** The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy.
- Standard III.*** The Master Reading Teacher designs and implements reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students.
- Standard IV.*** The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.
- Standard V.*** The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.
- Standard VI.*** The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.

**Standard I. The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.**

**Master Reading Teacher Knowledge: What Teachers Know**

***Oral Language***

- Know the basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds.
- Know relationships between oral language development and the development of reading skills, expected stages and milestones in acquiring oral language, implications of individual variations in oral language development for reading, and ways to use the cultural, linguistic, and home backgrounds of students and others to enhance students' oral language.
- Know when student delays or differences in oral language development warrant in-depth evaluation and additional help or intervention.

***Phonological and Phonemic Awareness***

- Know expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic awareness, and instructional sequences that develop and accelerate students' phonological and phonemic awareness and are based on a convergence of research evidence.
- Know when student delays or differences in phonological and phonemic awareness warrant additional assessment, evaluation, and intervention.

**Master Reading Teacher Application: What Teachers Can Do**

***Oral Language***

- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' oral language development.
- Select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' oral language development.
- Provide explicit, systematic oral language instruction using language structures and pronunciations commonly associated with standard English, and support students' learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group.
- Build on students' oral language skills and increase their oral language proficiency through reinforcing activities that are based on a convergence of research evidence (e.g., reading aloud, dramatic play, classroom conversations, songs, rhymes, stories, games, language play, discussions, questioning, sharing information).

***Phonological and Phonemic Awareness***

- Provide explicit, systematic instruction and reinforcing activities in phonological and phonemic awareness.
- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' phonological and phonemic awareness.
- Select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' phonological and phonemic awareness.

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**Master Reading Teacher Knowledge: What Teachers Know**

***Alphabetic Principle***

- Know the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
- Know expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding.
- Know instructional sequences that develop and accelerate students' application of the alphabetic principle to beginning decoding and are based on a convergence of research evidence.
- Know when student delays or differences in developing an understanding of and ability to apply the alphabetic principle warrant in-depth evaluation and additional help or intervention.

***Word Analysis***

- Know word analysis strategies (e.g., application of the alphabetic principle, structural analysis, syllabication) and how to apply word analysis strategies when reading words in context.
- Know strategies for confirming word pronunciation and/or meaning when reading words in context.
- Know expected patterns of development in the use of word analysis strategies, implications of individual variations in development in this area, and instructional sequences that develop and accelerate students' skills in word analysis and are based on a convergence of research evidence.
- Know when student delays or differences in the development of word analysis skills warrant in-depth evaluation and additional intervention.

**Master Reading Teacher Application: What Teachers Can Do**

***Alphabetic Principle***

- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' understanding and application of the alphabetic principle.
- Select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' understanding and application of the alphabetic principle.
- Provide explicit, systematic instruction and reinforcing activities, including the use of decodable text, to promote and accelerate students' understanding and application of the alphabetic principle.

***Word Analysis***

- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' word analysis skills.
- Select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' understanding and application of word analysis skills.
- Provide explicit, systematic instruction and reinforcing activities to promote students' word analysis skills, including the use of increasingly complex, connected text.

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**Master Reading Teacher Knowledge: What Teachers Know**

***Fluency***

- Know the relationship between reading fluency and comprehension.
- Know expected patterns of development in reading fluency (including benchmarks for fluency for typical students at each developmental stage), implications of individual variations in the development of fluency, and instructional sequences that develop and accelerate students' fluency and are based on a convergence of research evidence.
- Know when student delays or differences in reading fluency warrant further assessment and additional intervention.

***Comprehension and Vocabulary***

- Know factors that affect reading comprehension, including students' oral language development, previous reading experiences, word recognition skills, vocabulary, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure of expository and narrative texts).
- Know literal, inferential, and evaluative comprehension skills, and how to provide instruction to promote students' application of these skills.
- Know strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies and strategies for reading different kinds of written materials (e.g., narratives, technical writing, content-area textbooks).
- Know effective instructional strategies for developing and expanding vocabulary.
- Know when student delays or differences in the development of comprehension skills and/or vocabulary warrant in-depth evaluation and additional help or intervention.

**Master Reading Teacher Application: What Teachers Can Do**

***Fluency***

- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading fluency.
- Select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' reading fluency.
- Provide explicit, systematic instruction and reinforcing activities to promote students' reading fluency.

***Comprehension and Vocabulary***

- Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading comprehension skills and vocabulary knowledge.
- Select and use instructional materials (including literature) and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' reading comprehension skills and vocabulary knowledge.
- Provide explicit, systematic instruction and reinforcing activities to promote and accelerate students' vocabulary knowledge and ability to apply strategies that facilitate comprehension.
- Promote students' comprehension skills by providing them with multiple opportunities to listen to, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts.

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**Master Reading Teacher Knowledge: What Teachers Know**

***Written Language and Concepts of Print***

- Know predictable stages of writing and spelling development as they relate to reading development.
- Know relationships between the development of concepts of print (e.g., left-right progression, spaces between words, use of glossaries and indexes) and reading development.
- Know when student delays or differences in writing development warrant in-depth evaluation and additional help or intervention.

**Master Reading Teacher Application: What Teachers Can Do**

***Written Language and Concepts of Print***

- Assess students' spelling, written vocabulary, organization of written text, and concepts of print on an ongoing basis to inform and reinforce reading instruction.
- Select and use appropriate instructional materials and strategies in writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading instruction.

**Standard II. The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy.**

**Master Reading Teacher Knowledge: What Teachers Know**

- Know the reciprocal nature of assessment, planning, and instruction.
- Know characteristics and uses of types of reading assessment, including screening, in-depth assessment, continuous progress monitoring, and summative evaluation, for each of the components of reading, as specified in Standard I.
- Know assessment-related issues, such as those related to bias, reliability, and validity.
- Know about state and federal laws related to reading assessment and diagnosis.

**Master Reading Teacher Application: What Teachers Can Do**

- Select and use multiple and varied assessments before, during, and after instruction to guide instruction and monitor progress.
- Interpret the results of formal and informal reading assessments, and use results to know when in-depth evaluation and additional intervention are warranted.
- Use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students who are English Language Learners.
- Use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students with reading difficulties, dyslexia, and reading disabilities.

**Standard III. The Master Reading Teacher designs and implements reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students.**

**Master Reading Teacher Knowledge: What Teachers Know**

- Know that there is a continuum of knowledge and skills in learning to read and that students progress along the continuum at different rates and require varied levels of instructional intensity.
- Know state content and performance standards in reading (e.g., *Texas Essential Knowledge and Skills, Components and Features of a Research-Based Reading Program*).
- Know the recursive relationship among reading instruction, assessment, and instructional planning.
- Know the components of effective instructional design (e.g., eliciting and using prior knowledge, integrating prior and new knowledge, integrating knowledge and skills, providing scaffolded instruction, planning reviews).
- Know strategies for managing, organizing, and differentiating reading instruction (e.g., flexible grouping, individualized instruction, interventions) that are based on a convergence of research evidence and that develop reading competence in all students.

**Master Reading Teacher Application: What Teachers Can Do**

- Develop systematic sequential reading instruction for groups and individuals that reflects state content and performance standards, includes the components of a balanced reading program, is responsive to students' strengths and needs, and is based on a convergence of research evidence.
- Integrate the components of effective instructional design into cohesive daily lessons.
- Select, organize, and manage instructional materials and technologies that reflect cultural diversity, address the reading needs of groups and individuals, and are based on a convergence of research evidence.
- Use student grouping strategies that address the reading needs of groups and individuals and are based on a convergence of research evidence.
- Implement strategies to increase individual students' reading fluency and comprehension of narrative and expository text (e.g., peer-assisted reading, choral reading, paired readings, repeated reading).

**Standard IV. The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.**

**Master Reading Teacher Knowledge: What Teachers Know**

- Know how reading development in the first language affects development in English.
- Know issues and concepts related to the transfer of literacy competency from one language to another.
- Know how to identify best practices for literacy instruction for English Language Learners.
- Know expected stages and patterns of language development as related to primary and second language acquisition.
- Know issues and procedures in assessing English Language Learners' reading strengths and needs, and when to seek the expertise of specialists to aid in assessment.
- Know how to distinguish between language differences and disabilities and when additional assessment or intervention is needed.
- Know how differences in dialect or vocabulary development may affect a student's acquisition of reading skills.
- Know strategies for increasing the literacy of English Language Learners.

**Master Reading Teacher Application: What Teachers Can Do**

- Select and use appropriate informal and formal assessments of English Language Learners to plan instruction that is responsive to individual students' strengths, needs, and interests.
- Provide daily opportunities for students to develop cognitive academic language in their primary language and/or English.
- Plan, implement, and monitor instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English, and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language.
- Select and use a variety of instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions to facilitate students' transfer of literacy from the first language to English while promoting maintenance of the primary language.
- Provide explicit, systematic instruction and reinforcing activities using knowledge of primary and second language development to promote literacy for English Language Learners.
- Collaborate with teachers, specialists, families/caregivers, students, and administrators to promote and maintain literacy in both languages.

**Standard V. The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.**

**Master Reading Teacher Knowledge: What Teachers Know**

- Know characteristics and implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence.
- Know how to distinguish between typical patterns of reading development and reading difficulties, dyslexia, and reading disabilities.
- Know common patterns of reading development in students with reading difficulties, dyslexia, and reading disabilities.
- Know convergent research about best practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities and its significance for prevention and intervention strategies for students.
- Know about state and federal laws regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities.
- Know procedures for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist.
- Know procedures for monitoring and evaluating the effectiveness of an intervention, planning additional interventions, and determining when/if placement in a reading program is appropriate.
- Know instructional interventions and strategies that have research support for their use in enhancing the literacy of students with reading difficulties, dyslexia, and reading disabilities.

**Master Reading Teacher Application: What Teachers Can Do**

- Select and use appropriate informal and formal assessments of students with reading difficulties, dyslexia, and reading disabilities to plan instruction that is responsive to individual students' strengths, needs, and interests.
- Interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted.
- Determine appropriate student placements using reading assessment data and working in collaboration with the classroom teacher and other staff (e.g., special education teacher, diagnostician, speech/language pathologist).
- Select and use instructional materials, techniques, and strategies that reflect cultural diversity and are highly structured, sequential, systematic, age-appropriate, based on a convergence of research evidence, and provide for the integration of skills into the act of reading connected text.
- Collaborate with teachers, specialists, families/caregivers, students, and administrators to promote literacy in students with reading difficulties, dyslexia, and reading disabilities.

**Standard VI. The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.**

**Master Reading Teacher Knowledge: What Teachers Know**

*Communication and Collaboration with Educational Stakeholders*

- Know the dual role of the Master Reading Teacher as teacher and mentor in the school community.
- Know leadership, communication, and facilitation skills and strategies.
- Know principles, guidelines, and professional ethical standards regarding collegial and professional collaborations, including issues related to confidentiality.

**Master Reading Teacher Application: What Teachers Can Do**

*Communication and Collaboration with Educational Stakeholders*

- Collaborate with administrators, colleagues, families/caregivers, and other members of the school community to establish and implement the roles of the Master Reading Teacher and ensure effective ongoing communication.
- Build trust and a spirit of collaboration with other members of the school community to effect positive change in the school reading program and reading instruction.
- Use leadership skills to ensure the effectiveness and ongoing improvement of the school reading program, encourage support for the program, and engage others in improving the program.
- Collaborate with members of the school community to evaluate, negotiate, and establish priorities regarding the reading program, and to facilitate mentoring, professional development, and family/caregiver training.
- Confer with students, colleagues, administrators, and families/caregivers to discuss reading-related issues.
- Apply professional ethical standards and guidelines in collegial and professional collaborations.

**Standard VI. The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.**

**Master Reading Teacher Knowledge: What Teachers Know**

***Mentoring, Coaching, and Consultation***

- Know skills and strategies for mentoring, coaching, and consultation in the development, implementation, and evaluation of an effective reading program.
- Know differences between consultation and supervision.
- Know strategies for facilitating positive change in instructional practices through mentoring, coaching, and consultation.

**Master Reading Teacher Application: What Teachers Can Do**

***Mentoring, Coaching, and Consultation***

- Apply effective mentoring, coaching, and consultation skills and strategies (e.g., observing, negotiating, providing feedback, problem solving) to improve reading instruction for all students.
- Use mentoring, coaching, and consultation to facilitate team building for promoting student reading development.
- Use consultation to engage in systematic problem solving for improving student reading.
- Select and use strategies for collaborating with colleagues to identify needs related to reading instruction.
- Collaborate effectively with colleagues with varying levels of skill and experience and/or diverse philosophical approaches to reading instruction to develop, implement, and monitor reading programs.
- Select and use strategies to maximize effectiveness as a Master Reading Teacher, such as applying principles of time management and engaging in continuous self-assessment.

**Standard VI. The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.**

**Master Reading Teacher Knowledge: What Teachers Know**

*Professional Development for Faculty*

- Know learning processes and procedures for facilitating adult learning.
- Know strategies for facilitating positive change in instructional practices through professional development.
- Know models and features of effective professional development programs that promote sustained application in classroom practice (e.g., demonstration, modeling, guided practice, feedback, coaching, follow-up).

**Master Reading Teacher Application: What Teachers Can Do**

*Professional Development for Faculty*

- Collaborate with teachers, administrators, and others to identify professional development needs, generate support for professional development programs, and ensure provision of effective professional development opportunities.
- Design ongoing professional development opportunities that address identified student reading needs, are appropriate for the intended audience, and are based on a convergence of research evidence.
- Use a variety of models and methods to create professional development opportunities that improve teachers' ability to implement effective reading instruction for all students.
- Apply principles and procedures for delivering effective professional development and follow-up and for using adult learning experiences to promote and sustain positive change in the reading program.

**Standard VI. The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.**

**Master Reading Teacher Knowledge: What Teachers Know**

***Decision Making Based on Converging Evidence from Research***

- Know sources for locating information about convergent research on reading.
- Know methods and criteria for critically reviewing research on reading and selecting research for educational applications.

**Master Reading Teacher Application: What Teachers Can Do**

***Decision Making Based on Converging Evidence from Research***

- Critically examine convergent research on reading and analyze the usefulness of research results for addressing instructional needs.
- Apply appropriate procedures for translating convergent research on reading into practice.