

Item 13:

Discussion of Proposed Revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate. The proposed revisions would update the standards for the School Librarian and Reading Specialist certificates. The proposed revisions reflect feedback provided by the SBEC-appointed advisory committees for the School Librarian and Reading Specialist certificates.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 239, Subchapters B and D, is the Texas Education Code (TEC), §21.031(a), 21.040(4), 21.041(a), 21.041(b)(1)-(4) , 21.044, 21.048(a), and 21.054.

TEC, §21.031(a), charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators.

TEC, §21.040(4), states that the SBEC shall, for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board.

TEC, §21.041(a), authorizes the SBEC to adopt rules as necessary to implement its procedures. TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B. TEC, §21.041(b)(2)-(4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044, requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.048(a), requires the SBEC to propose rules prescribing comprehensive examinations for each class of certificate issued by the SBEC and requires the commissioner of education to determine the satisfactory level of performance required for each certification examination and each core subject covered by the generalist certification examination.

TEC, §21.054, requires classroom teachers, principals, and school counselors to earn continuing professional education units in specific areas and directs the SBEC to propose rules relating to continuing education courses and programs for educators.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The SBEC last amended 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate, effective December 23, 2009.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 239, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate, establish the requirements and standards for the School Librarian and Reading Specialist certificates.

At the April 2021 SBEC meeting, the Board appointed educator standards advisory committees to review and make recommendations for updated educator standards for the School Librarian and Reading Specialist certificates. The SBEC-appointed advisory committees were convened to provide feedback on the current rules and processes related to the standards for both certificate areas. TEA staff updated the SBEC on the activities completed by both advisory committees and provided a high-level overview of key issues relevant to each certificate as part of the discussion item at the July 22, 2022 SBEC meeting. Further, TEA staff presented proposed changes to 19 TAC Chapter 239, Subchapters B and D, as part of the discussion item. Attachment I includes the updated standards based on the feedback from the SBEC-appointed School Librarian and Reading Specialist Advisory Committees, along with transition dates for the new certificates and technical updates.

Attachment II includes the names of members of the School Librarian Standards Advisory Committee and the Reading Specialist Advisory Committee. Attachment III includes the timeline of actions for both committees. Attachment IV lists the SBEC-approved educator preparation programs for the School Librarian and the Reading Specialist certificates.

Following is a description of the proposed revisions that are reflected in Attachment I that reflects the feedback from the SBEC-appointed School Librarian and Reading Specialist Advisory Committees.

Subchapter B. School Librarian Certificate

§239.55. Standards Required for School Librarian Certificate.

Section §239.55 would be repealed to update the educator standards for the School Librarian certificate. Proposed new 19 TAC §239.55(a)-(g) would reflect the recommendations of the educator standards advisory committee, reinforce best practices captured in the Texas State Library and Archives Commission standards; would align to recent updates made to the English Language Arts and Reading (ELAR) TEKS; would capture the critical role that technology plays in the school librarian's responsibilities; and would reflect the range of roles, responsibilities, and experiences of the school librarian influenced by the growing and changing needs of schools across the state.

Proposed new subsection (a) would require educator preparation programs to use the standards in §239.55(b)-(g) to develop curriculum and coursework, and would make these standards the basis for the School Librarian certification examination and for continuing

education for school librarians. These provisions are the same as those of current 19 TAC §239.55(a) that is proposed to be repealed and replaced.

Proposed new subsection (b) would create a new Standard I to specify the standards needed to demonstrate knowledge, skills, and dispositions related to information literacy. Standard I would outline the school librarian's ability to apply knowledge of providing information literacy instruction that enables educators, learners, and other school stakeholders to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats across all grade levels.

Proposed new subsection (c) would create new Standard II to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to inquiry and inquiry-based instruction. Standard II would outline the school librarian's ability to apply knowledge of creating a culture of inquiry which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning.

Proposed new subsection (d) would create new Standard III to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to promoting a culture of reading across all grade levels. Standard III would outline the school librarian's ability to apply knowledge of promoting reading for learning, personal growth, and enjoyment which are essential skills for college, career, and community.

Proposed new subsection (e) would create new Standard IV to specify the standards needed to demonstrate knowledge, skills, and dispositions related to digital learning. Standard IV would outline the school librarian's ability to apply knowledge of supporting and advocating for equitable access to current and emerging technologies, providing curated and open access to a variety of resources, and modeling best instructional practices informed by ISTE Standards for Educators and curriculum standards.

Proposed new subsection (f) would create new Standard V to specify the standards needed to demonstrate knowledge, skills, and dispositions related to cultivating a safe and nurturing learning environment. Standard V would outline the school librarian's ability to apply knowledge of developing and maintaining the library as an essential, safe, and flexible environment that is an inviting, shared space for teaching, learning, and personal exploration.

Proposed new subsection (g) would create new Standard VI to specify the standards needed to demonstrate knowledge, skills, and dispositions related to leadership. Standard VI would outline the school librarian's ability to apply knowledge of proactively collaborating, planning, and engaging in leadership activities for various purposes (in collaboration with teachers, principals, school counselors, reading specialists, instructional coaches, instructional technologists, and/or curriculum specialists) to model and lead research-based best practices across campus, district, and professional communities, as well as seek professional growth opportunities.

§239.70. Transition and Implementation Dates

Section §239.70 would be repealed to remove outdated language, and new §239.70 would include an implementation date of September 1, 2023, for the proposed changes to apply to candidates being admitted into an approved Texas educator preparation program for the School Librarian Certificate.

The proposed amendment would provide a technical edit to the certificate naming convention in §§239.40, 239.45, 239.60, and 239.65.

Subchapter D. Reading Specialist Certificate**§239.92. Preparation Program Requirements.**

The proposed amendment to §239.92 would clarify with a cross-cite to the new Reading Specialist standards that the program requirements to receive a Reading Specialist certificate must align with the educator standards for that class.

§239.93. Standards Required for Reading Specialist Certificate.

Under the proposed amendments, current 19 TAC §239.93, Requirements for the Issuance of the Reading Specialist Certificate, would be repealed and renumbered as 19 TAC §239.94.

Proposed new §239.93 would reflect the recommendations of the educator standards advisory committee and ensure alignment with and representation of current realities within Texas classrooms and schools and statewide priorities regarding literacy, literacy instruction, and literacy support. Specifically the proposed educator standards for the Reading Specialist certificate emphasize the interconnected nature of reading and writing, highlight the need for literacy support throughout all levels of schooling, reflect the need for Reading Specialists to be seen as campus and district leaders, align to Reading Academies, the Science of Teaching Reading standards, and updates made to the English Language Arts and Reading (ELAR) TEKS and content exams respectively, reflect a wide range of experiences and responsibilities regarding the Reading Specialist role across the state, and capture a wide variety of diverse literacy support needs throughout Texas campuses and districts at large.

Proposed new subsection (a) would require that educator preparation programs use the knowledge and skills in new §239.93(b)-(e) as the basis for curriculum and course work, that the SBEC use them as the basis for the Reading Specialist certification examination and continuing education for Reading Specialists.

Proposed new subsection (b) would create new Standard I to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to reading foundations, curriculum, and instruction. Standard I would outline the reading specialist's ability to apply advanced knowledge of literacy foundations and development which include the interrelatedness of oral and written language (reading, writing, listening, speaking, thinking) to collaborate, develop, lead, and advocate for learning experiences in response to the diverse needs (cultural, linguistic, educational) of students and other stakeholders (EC-12 teachers, district administrators, parents) regarding the topics of oral foundations of reading development, phonological and phonemic awareness, print concepts and alphabetic knowledge, orthography: phonics, morphology, and etymology, reading fluency, comprehension, vocabulary, and writing to model and support evidence- and research-based best practices.

Proposed new subsection (c) would create new Standard II to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to assessment. Standard II would outline the reading specialist's ability to apply advanced knowledge of foundational concepts, principles, and evidence-based practices related to literacy assessment, a variety of literacy assessments and uses in order to identify, administer, and analyze assessments, using assessment data to produce both written and oral reports to inform instruction, intervention, and curriculum decisions, how to effectively communicate both written and orally in order to disseminate assessment results for all stakeholders, how to interpret assessment results identifying strengths and needs for instructional decision making (campus, grade level, teacher,

and individual student), delays or differences in language and literacy development and when it warrants referral for additional evaluation or intervention, and the importance of selecting and using texts and tests that reflect a diversity of cultures and linguistic backgrounds including the diversity of the classroom, school community, and society.

Proposed new subsection (d) would create new Standard III to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to learner needs and support. Standard III would outline the reading specialist's ability to apply advanced knowledge of emergent bilingualism and the transfer from heritage language to additional language(s); advocacy and pedagogy for diverse and exceptional learners; differentiation, management, routines, and accessibility for literate and inclusive learning environments; the importance of including mental health wellness within the context of literacy instruction; state and federal laws, regulations, and guidelines regarding assessment and provision of services for learners with learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.).

Proposed new subsection (e) would create new Standard IV to specify the standards needed to demonstrate the knowledge, skills, and dispositions related to professional leadership and development. Standard IV would outline the reading specialist's ability to apply advanced knowledge of theories of shared leadership and coaching with educational stakeholders, ethical responsibilities and the reading specialist's role in a campus/district and impact on all stakeholders, and adult learning theories and professional development models.

§239.94. Requirements for the Issuance of the Reading Specialist Certificate.

Proposed new 19 TAC §239.94, Requirements for the Issuance of the Reading Specialist Certificate, is a renumbered replacement of current §239.93. Its language and requirements are unchanged.

§239.95. Requirements to Renew the Standard Reading Specialist Certificate.

Proposed new 19 TAC §239.95, Requirements to Renew the Standard Reading Specialist Certificate is a renumbered replacement of current §239.94. Its language and requirements are unchanged.

§239.96. Transition and Implementation Dates

Section 239.95 would be repealed to remove outdated language, and the new §239.96 would include an implementation date of September 1, 2023, for the proposed changes to apply to candidates being admitted into an approved Texas educator preparation program for the Reading Specialist certificate.

The proposed amendment would provide a technical edit to the certificate naming convention in §§239.90 and 239.91.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed revisions would be more rigorous requirements for the preparation, certification, testing, and renewal of School Librarians and Reading Specialists that result in highly effective certified school librarians and reading specialists upon entry into the profession and retention of these qualified professionals.

Next Steps: The proposed amendments outlined in this item will serve as the foundation for new School Librarian and Reading Specialist certification exams. Staff plans to bring forward rule text for proposal at the December 2022 SBEC meeting. Following SBEC's approval of the proposed rule text, TEA staff will seek stakeholder feedback and provide adequate and timely communication regarding examination transition dates with the goal of ensuring that candidates are prepared by the new standards for each field.

Staff Members Responsible:

Jessica McLoughlin, Director of Talent Pathways
DeMarco Pitre, Manager, Educator Standards and Testing

Attachments:

- I. Text of Proposed Revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate
- II. School Librarian Standards and Reading Specialist Advisory Committee Membership
- III. School Librarian Standards and Reading Specialist Standards Advisory and Committee Timeline
- IV. Approved Educator Preparation Programs for School Librarian Certificate and Reading Specialist Certificate

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 239. Student Services Certificates

Subchapter B. School Librarian Certificate

§239.40. General Provisions.

- (a) Because the school librarian plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the School Librarian certificate [~~Certificate~~] is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as a school librarian is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the School Librarian certificate [~~Certificate~~] issued under the provisions of this subchapter may serve as a librarian in Prekindergarten–Grade 12.

§239.45. Minimum Requirements for Admission to a School Librarian Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the School Librarian certificate [~~Certificate~~], an individual must:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
 - (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required under subsection (a) of this section.

§239.55. Standards Required for School Librarian Certificate.

- (a) School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to Renew the Standard School Librarian Certificate).
- (b) Standard I. Information Literacy: As an information specialist, teacher, and instructional partner, the school librarian provides information literacy instruction that enables educators, learners, and other school stakeholders to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
 - (1) curate resources in a variety of formats to support inquiry, academic, and/or personal educator and learner needs;
 - (2) model and guide learners and educators to use information effectively to accomplish a specific purpose;

- (3) provide instruction and coaching to students and educators to accurately evaluate information, including the characteristics of misinformation and disinformation, in order to determine the validity of a variety of resources;
 - (4) practice the ethical and legal use of information, including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, and validation of information as approved in local policy Educational Foundation of America (EFA), federal law (1st Amendment), and best library practices;
 - (5) collaborate with and coach educators to integrate information literacy skills across the curriculum at point of need, including co-planning, co-teaching, co-assessing, and co-evaluating as appropriate;
 - (6) support and lead professional development opportunities that promote best practices in information literacy in teaching and learning.
- (c) Standard II. Inquiry: As a campus leader, instructional partner, and information specialist, the school librarian creates a culture of inquiry which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (1) curate a collection of current materials in a variety of formats, including open educational resources (OER), that support student inquiry and/or interests, and which are developmentally appropriate, culturally inclusive, and aligned with state and district learning standards;
 - (2) implement a research-based inquiry approach to learning, focusing on developmentally appropriate information literacy skills that students use to pursue, create, and share knowledge;
 - (3) offer opportunities for learners to explore real world problems by interacting with relevant information in a variety of formats that consider diverse points of views, using critical thinking skills to make informed judgments;
 - (4) collaborate with and coach educators to co-plan, co-teach, co-assess, and co-evaluate inquiry based learning;
 - (5) support and lead professional development opportunities that promote best practices in inquiry-based teaching and learning.
- (d) Standard III. Culture of Reading: As a campus leader and instructional partner, the school librarian promotes reading for learning, personal growth, and enjoyment which are essential skills for college, career, and community. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (1) encourage students to read a variety of literature for information and pleasure;
 - (2) provide access to physical and virtual collections of high quality, current resources in a variety of formats and platforms (accessible on most devices) which may reflect input from stakeholder interest;
 - (3) develop a collection of informational texts that addresses the needs of learners that includes materials which are academically aligned to curriculum, connect to real-world events, reflect students' experiences and interests, address social and environmental issues;
 - (4) develop a collection of texts that appeal to learner sensibilities, values and interests, offer diverse points of view, and meet personal reading needs;

- (5) lead opportunities for students to respond to literature using one or more methods, such as social media, booktalks/trailers, podcasts, blog posts, reading promotions, programs, and/or book clubs;
 - (6) provide and support literacy instruction through research based strategies and appropriate technology applications;
 - (7) support, supplement, and elevate a culture of reading through participation in national, state, and local reading initiatives, as well as literacy events;
 - (8) partner with other types of libraries (e.g. public, academic, governmental, special), information institutions (e.g. museums, institutes, and virtual field trips), and community partners;
 - (9) collaborate with and coach educators to promote a culture of reading, student choice, and integrate reading skills in the inquiry process and other areas across the curriculum; and
 - (10) support and lead professional development opportunities that promote the culture of reading and best practices for self-selected reading choices.
- (e) Standard IV. Digital Learning: As an information specialist and instructional partner, the school librarian supports and advocates for equitable access to current and emerging technologies which provide curated and open access to a variety of resources and model best instructional practices informed by ISTE Standards for Educators and curriculum standards. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (1) effectively integrate and model current and emerging technologies (e.g. applications and tools) aligned to ISTE standards for educators and students across all content areas;
 - (2) provide open access to an equitable and diverse digital library collection of resources available at point of need;
 - (3) instruct students in the access and use of a variety of digital library resources at point of need virtually or in person;
 - (4) provide instruction and coaching for students and educators on creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge;
 - (5) model and encourage the responsible selection and use of effective digital tools as required by federal, state, and local policies and procedures;
 - (6) provide instruction and coaching to students and educators to responsibly use digital intellectual property, understand current copyright rules, make responsible online decisions, understand the significance of a digital identity, and use positive digital citizenship practices as part of a global community;
 - (7) provide instruction and coaching to students and educators on the evaluation of characteristics of misinformation and disinformation in digital resources, including various forms of media (e.g. social media, websites, video, podcasts, multimodal text, blogs);
 - (8) collaborate with and coach educators to meaningfully integrate digital tools and best practices across content areas and other areas across the curriculum;
 - (9) support and lead professional development opportunities that promote best practices in digital learning;

- (f) Standard V. Safe and Nurturing Environment: As a program administrator and campus leader, the school librarian develops and maintains the library as an essential, safe, and flexible environment that is an inviting, shared space for teaching, learning, and personal exploration. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (1) create a stimulating learning environment that cultivates and nurtures a climate of dignity and belonging;
 - (2) develop policies, procedures and programs that are created with input from the entire learning community;
 - (3) develop a library space that features an aesthetically appealing environment offering simultaneous access that meets the needs of individual students, small groups, and classes within a facility, as required by the Texas Administrative Code (TAC) regarding Library Facilities;
 - (4) lead library based learning opportunities and activities for families and the community during and/or beyond the school day;
 - (5) develop the library as a central element in supporting student achievement, connecting students with information and each other, and promoting a positive and inclusive school culture; and
 - (6) empower student agency and independent use of the library through clear and consistent signage that allows users of all ability levels to quickly and easily navigate, locate and access resources as well as inform safety protocols.
- (g) Standard VI. Leadership: As a campus leader and instructional partner, school librarians proactively collaborate, plan, and engage in leadership activities for various purposes (e.g. professional development, coaching, instruction, program planning) in collaboration with teachers, principals, school counselors, reading specialists, instructional coaches, instructional technologists, and/or curriculum specialists to model and lead research-based best practices across campus, district, and professional communities, as well as seek professional growth opportunities. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (1) apply research-based best practices and stay current in instructional pedagogy, including the use of formative and summative assessment to inform lesson planning, teaching, assessment, and evaluation;
 - (2) ensure library program and resources are aligned with school, district, and state educational standards;
 - (3) lead purposeful professional development that is aligned to the needs of the learning community and provide ongoing support through research based instructional coaching;
 - (4) engage in professional growth opportunities to increase knowledge and skills that inform practice as a librarian, leader, and instructional partner through school and district continuing education, state and national professional organizations, professional learning networks, virtual learning, and more;
 - (5) participate in campus and district planning;
 - (6) develop a yearly plan for events and activities that engage the learning community in transformative and enriching experiences;
 - (7) continually collect and analyze qualitative and quantitative data to advocate for and evaluate the library program in order to improve student outcomes and make informed decisions;

- (8) ensure that all students have equal access to appropriate resources necessary for academic success in compliance with Americans with Disabilities Act (ADA) guidelines;
- (9) advocate for the value of a flexible space and schedule to meet the needs of all learners, which allows for use at point of need, curriculum support, and personalized learning;
- (10) articulate the library's mission, vision, goals, objectives and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures;
- (11) regularly evaluate, update, and publish library policies and procedures to meet the needs of learners and broader educational community;
- (12) train library staff and volunteers on various aspects of the library program (e.g. positive customer services, student privacy, digital resources, library organization, scheduling to maximize student access) in order to meet the needs of the learning community;
- (13) regularly collaborate with stakeholders to advocate for the library program;
- (14) advocate for and protect each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom, as indicated by best library practices (ALA Privacy) and federal FERPA law;
- (15) demonstrate professional behavior in accordance with the educator code of ethics as stated by the American Library Association and Texas Education Agency;
- (16) apply best practices in library program administration to systematically perform library management operations such as budgeting; purchasing; creating reports; grant writing; and overseeing circulation and inventory; and
- (17) apply best practices and standard library procedures for organizing and processing various materials, and articulate the purpose of quality cataloging to facilitate resource sharing.

§239.55. Standards Required for the School Librarian Certificate.

- (a) ~~School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to Renew the Standard School Librarian Certificate).~~
- (b) ~~Standard I. Learner-Centered Teaching and Learning: The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:~~
- (1) ~~participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the school campus and school district levels;~~
 - (2) ~~participate in curriculum design and integrated planning of a shared school campus vision that focuses on reading, teaching, and learning;~~
 - (3) ~~model and promote collaborative planning, cooperative teaching, and direct instruction as determined by learners' needs and state curriculum standards;~~
 - (4) ~~direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information;~~

- ~~(5) — work collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning;~~
 - ~~(6) — adapt teaching strategies to accommodate the diverse learning needs of the student population;~~
 - ~~(7) — provide and promote ongoing staff development for the learning community, particularly in the areas of integration of information technology, information literacy, and literature appreciation;~~
 - ~~(8) — provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy;~~
 - ~~(9) — direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs;~~
 - ~~(10) — understand and evaluate national, state, and local reading initiatives;~~
 - ~~(11) — create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated; and~~
 - ~~(12) — provide instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.~~
- ~~(c) — Standard II. Learner-Centered Library Program Leadership and Management: The certified school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program. Accordingly, the certified school librarian is a leader and manager who must be able to do the following activities with understanding and valuation of their importance:~~
- ~~(1) — advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners;~~
 - ~~(2) — synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program;~~
 - ~~(3) — design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs;~~
 - ~~(4) — establish partnerships within the learning community to support school district and school campus goals through exemplary library programs;~~
 - ~~(5) — demonstrate effective leadership strategies while working within school campus and school district administrative structures to promote achievement of library program goals;~~
 - ~~(6) — employ effective interpersonal communication skills;~~
 - ~~(7) — implement effective strategies and techniques to systematically perform library management operations such as budgeting; purchasing; scheduling; managing and maintaining facilities and resources; supervising adults and children; reporting; grant writing; and overseeing circulation and inventory;~~
 - ~~(8) — collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials;~~
 - ~~(9) — design and implement acceptable use policies for current and emerging technologies;~~
 - ~~(10) — use effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs; and~~
 - ~~(11) — monitor, assess, and employ existing and emerging technologies for management applications.~~
- ~~(d) — Standard III. Learner-Centered Technology and Information Access: The certified school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:~~

- ~~(1) provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject area;~~
 - ~~(2) model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources;~~
 - ~~(3) employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs;~~
 - ~~(4) promote interlibrary loan policy to facilitate information access beyond the campus;~~
 - ~~(5) model information problem solving processes in providing instruction about reference and research techniques; and~~
 - ~~(6) participate in state and national technology initiatives.~~
- ~~(e) Standard IV. Learner-Centered Library Environment: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:~~
- ~~(1) understand the principles of exemplary library design as defined by state and federal guidelines for a simultaneous use facility for individuals, small groups, and classes;~~
 - ~~(2) develop and maintain a flexible, functional, and barrier free library facility that conforms to national and state library standards;~~
 - ~~(3) provide a safe, secure environment that is age appropriate;~~
 - ~~(4) maximize available space to permit displays of student, faculty and community produced materials and collections; and~~
 - ~~(5) promote access to resources and information during and beyond the instructional day and school year.~~
- ~~(f) Standard V. Learner-Centered Connections to the Community: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and fostering the use of community resources. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:~~
- ~~(1) promote awareness of and responsiveness to learning differences and other types of diversity in the learning community;~~
 - ~~(2) exhibit effective communication through oral, written, electronic, and nonverbal expression;~~
 - ~~(3) implement strategies for effective internal and external communications;~~
 - ~~(4) establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support school campus goals;~~
 - ~~(5) develop library programs that offer families opportunities to participate in school activities and in their children's education;~~
 - ~~(6) advocate access to resources and information during and beyond the instructional day and school year; and~~
 - ~~(7) develop and implement a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.~~
- ~~(g) Standard VI. Learner-Centered Information Science and Librarianship: As an educational leader, the certified school librarian uses his or her unique knowledge base, drawing from both education and library science, to promote the success of all students and to provide experiences that help learners locate,~~

~~evaluate, and use information to solve problems while becoming lifelong readers and learners. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:~~

- ~~(1) understand the role of all types of libraries and information agencies in an integrated learning environment;~~
- ~~(2) understand the role of the school library media program as a central element in the intellectual life of the school;~~
- ~~(3) know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information;~~
- ~~(4) implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerization and resource sharing;~~
- ~~(5) evaluate and select existing and emergent technologies in support of the library program;~~
- ~~(6) communicate effectively to patrons to determine their information needs;~~
- ~~(7) demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources;~~
- ~~(8) use knowledge of literature and information resources to help students select materials;~~
- ~~(9) understand and model principles of intellectual freedom, information access, privacy, and proprietary rights;~~
- ~~(10) design and use statistical reports to support an exemplary library program;~~
- ~~(11) use varied reading materials, programs, and motivational strategies to guide the development of independent readers;~~
- ~~(12) engage in continual self evaluation and self directed learning for professional growth;~~
- ~~(13) maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications;~~
- ~~(14) demonstrate ethical behavior in all professional contexts; and~~
- ~~(15) work collaboratively with other information professionals in support of the library program and the profession.]~~

§239.60. Requirements for the Issuance of the Standard School Librarian Certificate.

To be eligible to receive the standard School Librarian ~~certificate~~ [Certificate], a candidate must:

- (1) successfully complete a school librarian preparation program that meets the requirements of §239.50 of this title (relating to Preparation Program Requirements) and §239.55 of this title (relating to Standards Required for the School Librarian Certificate);
- (2) successfully complete the examination based on the standards identified in §239.55 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

§239.65. Requirements to Renew the Standard School Librarian Certificate.

- (a) An individual issued a standard librarian certificate from September 1, 1999, to August 31, 2000, is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements), except that only 150 clock-hours of continuing professional education must be

completed during the first five-year renewal period. During subsequent renewal periods, the holder of such an active standard librarian certificate must satisfy the most current requirements for renewal.

- (b) An individual issued the standard School Librarian certificate [~~Certificate~~] on or after September 1, 2000, is subject to Chapter 232, Subchapter B, of this title.
- (c) An individual who holds a valid Texas school librarian certificate or endorsement issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

§239.70. Transition and Implementation Dates.

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the School Librarian certificate on or after September 1, 2023.

~~{§239.70. Transition and Implementation Dates.~~

- ~~(a) Section 239.60 of this title (relating to Requirements for the Issuance of the Standard School Librarian Certificate) shall be implemented on September 1, 2002, and shall supersede all conflicting provisions in this title on September 1, 2003. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.~~
- ~~(b) Not later than September 1, 2003, the following provisions shall no longer apply to the School Librarian Certificate:
 - ~~(1) Section 245.5(a)(2) of this title (relating to Requirements for Issuance of a Texas Certificate Based on Certification from Another Country), as it existed on May 5, 2000; and~~
 - ~~(2) the "teaching practicum" requirement in §245.10(a)(2)(B) of this title (relating to Application Procedures) as it existed on May 5, 2000.~~~~

Subchapter D. Reading Specialist Certificate

§239.90. General Provisions.

- (a) Because the reading specialist plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Reading Specialist ~~certificate~~ [Certificate] is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as a reading specialist is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the Reading Specialist ~~certificate~~ [Certificate] issued under the provisions of this subchapter may teach reading to students in Prekindergarten-Grade 12.

§239.91. Minimum Requirements for Admission to a Reading Specialist Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the standard Reading Specialist ~~certificate~~ [Certificate], an individual must:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
 - (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

§239.92. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.93 of this title (relating to Standards Required for the Reading Specialist Certificate) ~~[the State Board for Educator Certification approved reading specialist standards]~~ to include experiences with diverse types of students, grade levels, and campuses.
- (b) An educator preparation program must develop and implement specific criteria and procedures that allow a candidate to substitute related professional reading specialist training and/or experience directly related to the standards identified in §239.93 of this title ~~[subsection (a) of this section]~~ for part of the preparation coursework or other program requirements.

§239.93. Standards Required for Reading Specialist Certificate.

- (a) Reading Specialist Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the Reading Specialist certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.94 of this title (relating to Requirements to Renew the Standard Reading Specialist Certificate) of this title.
- (b) Standard I. Reading Foundations, Curriculum, and Instruction: Reading Specialists use advanced knowledge of literacy foundations and development which include the interrelatedness of oral and written language (reading, writing, listening, speaking, thinking) to collaborate, develop, lead, and advocate for learning experiences in response to the diverse needs (cultural, linguistic, educational) of students and other stakeholders (EC-12 teachers, district administrators, parents).

- (1) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of oral language foundations of reading development in order to:
- (A) explain the importance of the 5 domains of language (phonology, morphology, syntax, semantics, and pragmatics) to reading proficiency;
 - (B) explain how oral language acquisition differs from reading acquisition and how oral language systems differ from writing systems in structure and development;
 - (C) model, implement, and explain research-based and evidence-based instructional routines/activities in all 5 domains of language (phonology, morphology, syntax, semantics and pragmatics) that support building the neural connections which are necessary for skilled reading;
 - (D) identify, explain, and build upon the ways language and literacy experiences, heritage language, cultural values, and dialectal variations contribute to literacy development;
 - (E) apply knowledge of the language structure (e.g. sounds, inflectional endings, and syntax) of a learner's heritage language or dialect (or access resources for information) to implement appropriate instruction in all areas of literacy;
 - (F) customize, implement, and monitor instruction that builds on learners' cultural, linguistic, and home backgrounds to enhance their oral language skills in order to promote the transfer of skills from oral language to written language (while maintaining literacy in the heritage language) using characteristic features of the stages of oral language development;
 - (G) recognize that literacy differences across the grade levels (PK-12) may be due to speech and/or oral language delays which may warrant additional evaluation and/or collaboration with other professionals (speech-language pathologist, educational diagnosticians, bilingual teachers); and
 - (H) collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.
- (2) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of phonological and phonemic awareness in order to:
- (A) recognize and explain the developmental continuum and implications of individual variations in their learning of phonological and phonemic awareness skills which affect all components of literacy in order to customize, implement, and monitor appropriate phonological and phonemic awareness instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (B) customize, implement, and monitor differentiated, explicit, systematic, and cumulative instruction using evidence-based strategies in phonological and phonemic awareness skills in order to address the assessed needs of all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (C) collaborate with teachers and model instruction to emphasize the importance of routine inclusion of phonological/phonemic awareness activities into reading, spelling, and vocabulary instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

- (D) recognize and explain the distinguishing characteristics of phonemes, common allophonic variations, and instances where spelling is not transparent in relation to phonemes and how these impact learners' reading and spelling in order to customize, implement, and monitor appropriate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (E) collaborate with teachers to identify sounds in standard English that are not in the student's heritage language or dialect that may be difficult for the student to perceive and produce in phonological and phonemic awareness activities in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies; and
 - (F) recognize that literacy differences across grade levels (PK-12) may be due to speech and/or language delays in students' phonological or phonemic awareness which may warrant additional evaluation and/or collaboration with other professionals (speech-language pathologist, educational diagnosticians, bilingual teachers).
- (3) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of print concepts and alphabetic knowledge in order to:
- (A) recognize and explain the differences and the interrelatedness of print concept, alphabet knowledge, and alphabetic principle in order to customize, implement, and monitor appropriate instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (B) collaborate with teachers to recognize the stages in the developmental continuum and implications of individual variations related to print concepts, alphabet knowledge, and alphabetic principle to customize, implement, and monitor instructional practices that accelerate the development of knowledge and skills;
 - (C) recognize delays or differences in learners' development of print concepts, alphabet knowledge, and alphabetic principle and collaborate with stakeholders in order to differentiate and implement appropriate interventions; and
 - (D) collaborate with teachers to identify students whose heritage language may not be alphabetic or may be phonetically different from English in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies.
- (4) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of orthography: phonics, morphology, and etymology in order to:
- (A) recognize and explain the importance and use of an appropriate developmental phonics continuum within orthography in order to customize, implement, and monitor appropriate instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (B) model, explain, and utilize the stages of spelling development in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (C) model, implement, and collaborate with stakeholders regarding best practices for developing orthographic mapping in the brain (e.g. phoneme-grapheme mapping, phoneme segmenting and blending) which is necessary for automaticity in reading and spelling and authentic learning outcomes;

- (D) model, explain, and utilize the role of morphology and etymology in the literacy process in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (E) model, explain, and utilize the developmental continuum of morphological skills in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (F) model, explain, and utilize the role of English word origins (etymology) in explaining spelling and word meaning and be knowledgeable of related instructional/reference resources in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (G) model, implement, and collaborate with stakeholders regarding best practices for teaching sound blending (continuous vs discrete) and segmenting to promote accurate and quick word decoding and encoding in order to differentiate and achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (H) model and explain evidence-based instructional routines/activities that are differentiated to promote all learners' development of accurate and automatic decoding and encoding skills with an explicit, systematic, and cumulative focus in order to customize, implement, and monitor appropriate instruction to achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (I) model and explain best practices for teaching the decoding and encoding of high-frequency regular and irregular words in order to differentiate instruction and achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (J) model, implement, and collaborate with stakeholders regarding best practices for teaching the decoding of one-syllable and multisyllabic words and for responding to learners' misreads in order to achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (K) collaborate with teachers to identify sounds and sound/letter sequences that are not in students' heritage language or dialect and which may require additional instruction in order for the student to perceive, produce, read, and spell certain phonics elements and in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies; and
 - (L) collaborate with teachers to recommend appropriate texts to support all readers that correspond to content and purpose of phonics skill lessons in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies.
- (5) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of reading fluency in order to:
- (A) recognize and model key concepts related to the importance of reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody), and its relationship to comprehension in order to customize, implement, and monitor instruction;

- (B) differentiate and create instruction based on the expected patterns of development in reading fluency (e.g. accurate, automatic letter naming to word reading, reading connected text, and reading increasingly complex connected text) across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (C) differentiate and create instruction related to common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of high-frequency words; unfamiliarity with a text’s content, vocabulary, grammatical structures, and/or limited practice with reading connected text);
 - (D) create, implement, and evaluate evidence-based instructional materials and strategies in order to develop and accelerate students’ fluency based on identified needs including those that reflect cultural relevance and linguistic diversity;
 - (E) evaluate different factors and purposes of texts to promote fluency based on text complexity (i.e., decodability, content, length, format, illustrations, multiple genres, and other relevant factors) and collaborate with teachers to customize, implement, and monitor instruction in order to meet the needs of all learners; and
 - (F) collaborate with stakeholders to locate, access, and recommend appropriate assistive technology in order to support reading fluency.
- (6) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of comprehension in order to:
- (A) recognize, utilize, and explain a variety of theoretical perspectives relevant to comprehension and collaborate with teachers in order to customize, implement, and monitor comprehension instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (B) recognize, utilize, and explain the relationship between comprehension and other aspects of literacy learning (i.e. reading, writing, speaking, listening, thinking, and viewing) and collaborate with teachers in order to customize, implement, and monitor comprehension instruction;
 - (C) describe, select, and employ evidence-based comprehension strategies (i.e. summarization, question generation and answering, visualization, guided highlighting, graphic representation) across the content areas as appropriate to identified student needs, text, and the purpose for reading;
 - (D) collaborate with teachers and model explicit, systematic, and cumulative instruction to emphasize the importance of the interconnected relationship between reading and writing (e.g. summaries, note-taking, graphic organizers) in response to reading, content area, and disciplinary literacies to enhance comprehension;
 - (E) recognize and utilize factors that impact learners’ reading comprehension instruction (i.e. oral and academic language development, background knowledge, motivation, interests, prior literacy experiences, diverse cultural and linguistic experiences) in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies;
 - (F) recognize and utilize textual factors that impact reading comprehension instruction (i.e. word-level factors, sentence-level factors, vocabulary, conceptual density, textual organization) in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies;

- (G) recognize and utilize literacy rich environments that provide a variety of genres, text types, print, and digital materials to engage and motivate all learners; and
 - (H) recognize and utilize a variety of genres, text types, print, and digital materials in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies.
- (7) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of vocabulary in order to:
- (A) recognize the underlying purpose and connection between the theoretical, conceptual, historical, and evidence-based components of language as related to vocabulary acquisition in order to customize, implement, and monitor vocabulary instruction across all grade levels, content areas, and disciplinary literacies;
 - (B) apply evidence-based strategies, tools, techniques and concepts of diversity and equity to vocabulary instruction in order to support students' oral language development, reading comprehension, and ability to engage in self-sustained, authentic and meaningful literacy learning;
 - (C) recognize and utilize factors that affect vocabulary development (e.g., vocabulary knowledge, familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) and collaborate with teachers in order to customize, implement, and monitor vocabulary instruction across all grade levels, content areas, and disciplinary literacies;
 - (D) recognize the importance of the role of daily and wide reading in vocabulary development and collaborate with teachers in order to customize, and implement instruction in order to monitor growth of vocabulary development;
 - (E) recognize and utilize the 3 tiers of vocabulary and collaborate with teachers to in order to customize, implement, and monitor evidence-based vocabulary instruction used before, during, and after reading a connected text; and
 - (F) collaborate with teachers to locate, customize, and recommend vocabulary materials and strategies that include multimodalities.
- (8) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of writing in order to:
- (A) recognize, utilize, and explain a variety of theoretical perspectives related to all areas of writing development (i.e. mechanics and conventions of composition, revision and editing processes, and syntax) in order to customize, implement, and monitor writing instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (B) recognize, utilize, and explain the importance of the interconnected relationship between reading and writing processes in order to customize, implement, and monitor writing instruction that occurs daily for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - (C) model and explain the importance of both foundational writing skills and writing process to collaborate with stakeholders in order to implement developmentally appropriate instruction for each;

- (D) recognize and utilize a variety of genres, text types, print, and digital materials in order to customize, implement, and monitor writing instruction across all grade levels, content areas, and disciplinary literacies; and
 - (E) collaborate with stakeholders to locate, access, and provide specific assistive technology (i.e. keyboarding, word-processing, speech-to-text) appropriate for students with written expression needs (e.g. spelling, organization, composition, handwriting).
- (c) Standard II. Assessment: Reading Specialists understand foundational concepts, principles, and evidence-based practices related to literacy assessment and use expertise in selecting, modeling, prescribing, administering, and interpreting assessments to drive literacy practices for EC-12 learners and to support literacy program improvement of all stakeholders. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of foundational concepts, principles, and evidence-based practices related to literacy assessment; a variety of literacy assessments and uses in order to identify, administer, and analyze assessments; using assessment data to produce both written and oral reports to inform instruction, intervention, and curriculum decisions; how to effectively communicate both written and orally in order to disseminate assessment results for all stakeholders; how to interpret assessment results identifying strengths and needs for instructional decision making (campus, grade level, teacher, and individual student); delays or differences in language and literacy development and when it warrants referral for additional evaluation or intervention (e.g., speech-language, auditory, visual, cognitive, emotional, social, physical); the importance of selecting and using texts and tests that reflect a diversity of cultures and linguistic backgrounds including the diversity of the classroom, school community, and society in order to:
- (1) identify, administer, and interpret both elementary and secondary level formal and informal assessments, diagnostic surveys and inventories for the purpose of identifying a learner's strengths, progress, and instructional needs in all areas of literacy development including oral language, phonological and phonemic awareness, print awareness, alphabet knowledge and alphabetic principle, orthography, vocabulary, comprehension, and writing;
 - (2) select, model, prescribe, administer, and interpret assessments in response to learner and campus literacy needs for both elementary and secondary learners that may include content area literacy needs;
 - (3) collaborate with colleagues on the implementation of assessments and analysis of assessment data for designing instruction that addresses the strengths and needs for all learners (including learning differences/exceptionalities such as marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.);
 - (4) interpret and utilize results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted;
 - (5) lead, facilitate, and/or participate in advocacy discussions with stakeholders in order to secure curricular and/or instructional interventions or extensions based on assessment data and make referrals as necessary;
 - (6) collaborate with stakeholders regarding the impact of advocacy efforts; and
 - (7) collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.
- (d) Standard III. Learner Needs and Support: Reading Specialists recognize how the differing strengths and needs of individual learners influence their literacy development, apply knowledge of primary and second language acquisition to promote literacy, create a literate environment that encompasses the cultural and linguistic diversity of the individual learner, and apply knowledge of learning differences/exceptionalities

(i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) to promote literacy. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of emergent bilingualism and the transfer from heritage language to additional language(s); advocacy and pedagogy for diverse and exceptional learners; differentiation, management, routines, and accessibility for literate and inclusive learning environments; the importance of including mental health wellness within the context of literacy instruction; state and federal laws, regulations, and guidelines regarding assessment and provision of services for learners with learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) in order to:

- (1) develop explicit, systematic reading instruction that is based on a convergence of research evidence and that is responsive to individual learner strengths and needs as well as cultural diversity including learners whose first language is other than English, and learners with learning differences (i.e. dyslexia, dysgraphia, twice-exceptional, etc.);
- (2) guide the progress of gaining knowledge and skills necessary for literacy acquisition and require varied instruction and levels of instructional intensity as appropriate for grade level TEKS, ELPS, and STR competencies;
- (3) address issues and concepts related to the expected stages, patterns, and transfer of literacy competency from heritage language to second language;
- (4) apply evidenced-based practices for literacy instruction of Emergent Bilinguals that are based on a convergence of research for linguistically and culturally diverse learners;
- (5) collaborate with other specialists to aide in assessing issues and procedures concerning Emergent Bilinguals' reading strengths and needs;
- (6) distinguish between language and learning differences of linguistically and culturally diverse learners and determine when additional assessment or intervention is necessary;
- (7) collaborate with other professionals to plan, implement, and monitor instruction that builds on learners' 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 heritage language;
- (8) collaborate with all stakeholders to promote and maintain literacy in all languages respecting their individuality;
- (9) identify characteristics and instructional implications of learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) in relation to the development of literacy competence;
- (10) gather information and analyze assessment data for learners with learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) and know when to seek assistance from a specialist;
- (11) implement and ensure procedures for monitoring and evaluating individualized education plans to facilitate placement of learners, matching individual needs to appropriate, aligned, and attainable services;
- (12) collaborate with all stakeholders in order to design and foster an inviting and inclusive learning environment sensitive to mental health wellness of students;

- (13) curate current research and evidence-based materials and resources that offer multimodal/multidimensional methods of providing literacy instruction through reading and writing across all content areas (i.e. print rich environment, audio/visual, tactile/kinesthetic, etc.) and grade levels;
 - (14) integrate age appropriate (DAP), inclusive, and accessible digital and multimodal technologies in appropriate, safe, and effective ways;
 - (15) collaborate with the campus/district media specialist, as needed, to locate and implement age appropriate (DAP), inclusive, and accessible digital learning opportunities in appropriate, safe, and effective ways; and
 - (16) collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.
- (e) Standard IV. Professional Leadership and Development: Reading Specialists serve as literacy content experts in multiple roles of professional leadership who are critical consumers of research, policy, and data to facilitate informed decision-making with groups/individuals regarding literacy practices; cultivate an environment for growth through modeling literacy leadership; coach and mentor all stakeholders in order to make informed literacy learning decisions; communicate with a variety of stakeholders for multiple purposes. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of: Theories of shared leadership and coaching with educational stakeholders; Ethical responsibilities and their role in a campus/district and impact on all stakeholders; Adult learning theories and professional development models in order to:
- (1) communicate and model evidence-based practices based on current research for improved literacy instruction for all students;
 - (2) make recommendations and advocate for literacy practices and policies based on a convergence of research evidence for school, district, and community;
 - (3) communicate changes and impact of state/federal policies to all stakeholders;
 - (4) prepare written documentation of school/district assessment data, analysis of students' strengths/needs, and instructional recommendations;
 - (5) facilitate and customize ongoing school and district- wide curriculum development, resource evaluation through a variety of theoretical and methodological lenses, and services associated with literacy programs (e.g., needs assessment, program development and evaluation, resource allocation, grant and proposal writing);
 - (6) facilitate and customize interactions for all stakeholders in order to improve literacy instruction for students;
 - (7) actively participate in literacy networks (e.g., local/state/national/international organizations, book studies, literacy social media pages, professional journals and publications, and conferences) and ongoing professional learning in order to continue to develop a knowledge of literacy and evidenced-based literacy practices;
 - (8) apply evidence-based professional development, coaching/mentoring, and adult learning theories to support instructional practice;
 - (9) model ethical professional behavior;

- (10) work with educators, schools and districts to involve parents/guardians in cooperative efforts to support students' literacy development;
- (11) identify and prioritize professional development needs using the needs assessment;
- (12) plan and facilitate professional learning experiences in response to the needs assessment;
- (13) collaborate with other educators to initiate, implement, and evaluate professional development;
- (14) address the needs of professional development participants keeping in mind school constraints (e.g., class size, limited resources);
- (15) mentor and coach educators for the successful implementation of instructional practices addressed in professional development;
- (16) monitor the outcomes of the professional learning for impact on instruction and/or achievement; and
- (17) collaborate with all stakeholders in order to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.

§239.94. Requirements for the Issuance of the Reading Specialist Certificate.

To be eligible to receive the standard Reading Specialist certificate, a candidate must:

- (1) successfully complete a reading specialist preparation program that meets the requirements of §239.92 of this title (relating to Preparation Program Requirements) and §239.93 of this title (relating to Standards Required for the Reading Specialist Certificate);
- (2) successfully complete the examination based on the standards identified in §239.93 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) have two creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

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§239.95. Requirements to Renew the Standard Reading Specialist Certificate.

- (a) An individual issued the standard Reading Specialist certificate under this title is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) An individual who holds a valid Texas reading specialist certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

~~§239.94. Requirements to Renew the Standard Reading Specialist Certificate.~~

- ~~(a) An individual issued the standard Reading Specialist Certificate under this title is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).~~
- ~~(b) An individual who holds a valid Texas reading specialist certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).~~

§239.96. Transition and Implementation Dates.

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Reading Specialist certificate on or after September 1, 2023.

~~§239.95. Transition and Implementation Dates.~~

~~Section 239.93 of this title (relating to Requirements for the Issuance of the Reading Specialist Certificate) shall be implemented on September 1, 2003, and shall supersede all conflicting provisions in this title on September 1, 2004. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.~~

ATTACHMENT II**School Librarian Standards Advisory Committee Membership**

Name	Title/Role	District/Organization	Region
Abby Moore	District Librarian	Breckenridge ISD	14
Amanda Galliton	MS Librarian	Burkburnett ISD	9
Barbara Jansen	School Librarian Certification Coordinator	University of Texas	20
Cristal Isaacks	District Librarian	Levelland ISD	17
Emma McDonald	District Librarian	Mesquite ISD	10
Katherine Counterman	EL Librarian	Katy ISD	4
Laura Sheneman	Professor, Library Media and Previous ESC 1 & District Librarian	ESC 1, University of West Georgia	1
Melissa Rippy	District Librarian	Pasadena ISD	4
Nicole Cruz	HS Librarian	Sharyland ISD	1
Susanne Fleenor	District Librarian	Seagraves ISD	17

Reading Specialist Standards Committee Membership

Name	Title/Role	District/Organization	Region
Dr. Amy Barnhill	Professor in the School of Education, Health Professions, and Human Development	University of Houston Victoria	3
Angie Durand	Program Coordinator for Language Arts and Reading	Houston Baptist University	4
Carolyn Mixon	Retired Reading Specialist/CALT	Austin ISD	13
Deborah Williams, Ed.	Associate Professor of Reading and Undergraduate Reading Program Coordinator	UT Arlington	11
Dr. Fernando Hernandez	Assistant Professor	A&M Kingsville	2
Ginger Earl	Assistant Professor College of Education	Dallas Baptist University	10
Gwynne Ash	Professor, Reading, Curriculum & Instruction	Texas State	13
Dr. Isela Almaguer	Literacy Specialization Lead for the College of Doctoral Program	UT RGV	1
Joanna Neel	Professor Undergraduate and Graduate Literacy	UT Tyler	7
Dr. Kathryn Pole	Literacy Studies Program Director	UT Arlington	11
Dr. Kelly Cordray	Reading Professor	A&M Texarkana	8
Dr. Lori Czop Assaf	Professor in Reading Education	Texas State San Marcos	13
Dr. Mark Martin	Program Director for Master of Education in Reading	Dallas Baptist University	10
Dr. Mellinee Lesley	Professor in the Language, Diversity & Literacy Studies Program	Texas Tech	17
Dr. Miriam Martinez	Interdisciplinary Learning and Teaching Professor	UT San Antonio	20
Patricia Gonzales Durham	Professor of Literacy Methods, Master's Program Field Coordinator, Literacy Research Specialist	Sam Houston University	4

Roberta D Raymond, Ed.D	Assistant Professor of Literacy, Language Arts and Literature Studies	University of Houston Clear Lake	4
Dr. Tami Morton	Reading Masters Chair	A&M Commerce	10
Dr. Tara Wilson	Literacy Professor	UT Permian Basin	18
Tonja Gray	Reading Academies Cohort Leader	ESC 14	14
Vivianne McGowan	PK–12 RLA Coordinator	Tyler ISD	7

ATTACHMENT III**School Librarian Standards Advisory Committee Timeline**

Date	Action
December 15, 2020	TEA staff distributed educator standard advisory committee nomination forms. Nomination period opened.
March 1, 2021	Nomination period closed.
April 30, 2021	SBEC opportunity to appoint School Librarian and Reading Specialist educator standards advisory committees.
May 3, 2021	Appointed committee members notified.
July 2021	TEA staff hosts the initial School Librarian educator standards advisory committee meetings.
September 22, 2021	TEA staff hosts the second standards committee meeting; committee members engage in revising draft from summer convening
October 5, 2021	TEA staff hosts the final standards committee meeting; committee members engage in final revisions
March 2022	TEA staff sends final draft of standards to committee for last round of feedback; committee members review and indicate if changes are necessary

Reading Specialist Standards Advisory Committee Timeline

Date	Action
December 15, 2020	TEA staff distributed educator standard advisory committee nomination forms. Nomination period opened.
March 1, 2021	Nomination period closed.
April 30, 2021	SBEC opportunity to appoint School Librarian and Reading Specialist educator standards advisory committees.
May 3, 2021	Appointed committee members notified.
June 2021	TEA staff hosts the initial Reading Specialist educator standards advisory committee meetings.
September-October 2021	TEA staff hosts a series of small group drafting work sessions with committee members
March 2022	TEA staff hosts a series of small group final draft work sessions with committee members
May 2022	TEA staff hosts final draft work session with committee members to capture last round of feedback; committee members review and indicate if changes are necessary

ATTACHMENT IV

Approved Educator Preparation Programs for School Librarian Certificate and Reading Specialist Certificate

School Librarian Certificate	Reading Specialist Certificate
Dallas ISD	Abilene Christian University
Houston ISD	Angelo State University
Our Lady of the Lake University	Baylor University
Prairie View A&M University	Concordia University
Region 19 Education Service Center	Dallas Baptist University
Sam Houston State University	Hardin-Simmons University
Texas A&M University - Commerce	Houston Baptist University
Texas Woman's University	Lamar University
University of Houston - Clear Lake	Midwestern State University
University of North Texas	Our Lady of the Lake University
University of Texas - Austin	Prairie View A&M University
Dallas ISD	Region 2 Education Service Center
Houston ISD	Region 13 Education Service Center
Our Lady of the Lake University	Sam Houston State University
Prairie View A&M University	Southern Methodist University
Region 19 Education Service Center	St. Mary's University
Sam Houston State University	Stephen F. Austin State University
Texas A&M University - Commerce	Sul Ross State University - Alpine
	Sul Ross State University - Rio Grande
	Tarleton State University
	Texas A&M International University
	Texas A&M University
	Texas A&M University - Central Texas
	Texas A&M University - Commerce
	Texas A&M University - Corpus Christi
	Texas A&M University - Kingsville
	Texas A&M University - San Antonio
	Texas A&M University - Texarkana
	Texas Christian University
	Texas Southern University
	Texas State University
	Texas Tech University
	Texas Wesleyan University
	Texas Woman's University
	University of Houston
	University of Houston - Clear Lake
	University of Houston-Victoria
	University of Mary Hardin-Baylor
	University of North Texas
	University of Texas - Arlington
	University of Texas - El Paso
	University of Texas - Permian Basin

	University of Texas - Rio Grande Valley
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