

ATTACHMENT
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 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) Required standards for an applicant who is admitted to an educator preparation program for the School Librarian certificate before September 1, 2026:
 - (1) 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:
 - (A) [~~(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;
 - (B) [~~(2)~~] participate in curriculum design and integrated planning of a shared school campus vision that focuses on reading, teaching, and learning;

- (C) [~~3~~] model and promote collaborative planning, cooperative teaching, and direct instruction as determined by learners' needs and state curriculum standards;
- (D) [~~4~~] direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information;
- (E) [~~5~~] work collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning;
- (F) [~~6~~] adapt teaching strategies to accommodate the diverse learning needs of the student population;
- (G) [~~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;
- (H) [~~8~~] provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy;
- (I) [~~9~~] direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs;
- (J) [~~10~~] understand and evaluate national, state, and local reading initiatives;
- (K) [~~11~~] create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated; and
- (L) [~~12~~] provide instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.

(2) [~~e~~] 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:

- (A) [~~1~~] advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners;
- (B) [~~2~~] synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program;
- (C) [~~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;
- (D) [~~4~~] establish partnerships within the learning community to support school district and school campus goals through exemplary library programs;
- (E) [~~5~~] demonstrate effective leadership strategies while working within school campus and school district administrative structures to promote achievement of library program goals;
- (F) [~~6~~] employ effective interpersonal communication skills;
- (G) [~~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;
- (H) [~~8~~] collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials;
- (I) [~~9~~] design and implement acceptable use policies for current and emerging technologies;
- (J) [~~10~~] use effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs; and

(K) [~~11~~] monitor, assess, and employ existing and emerging technologies for management applications.

(3) [~~4~~] 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:

(A) [~~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;

(B) [~~2~~] model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources;

(C) [~~3~~] employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs;

(D) [~~4~~] promote interlibrary loan policy to facilitate information access beyond the campus;

(E) [~~5~~] model information problem-solving processes in providing instruction about reference and research techniques; and

(F) [~~6~~] participate in state and national technology initiatives.

(4) [~~6~~] 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:

(A) [~~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;

(B) [~~2~~] develop and maintain a flexible, functional, and barrier-free library facility that conforms to national and state library standards;

(C) [~~3~~] provide a safe, secure environment that is age appropriate;

(D) [~~4~~] maximize available space to permit displays of student-, faculty- and community-produced materials and collections; and

(E) [~~5~~] promote access to resources and information during and beyond the instructional day and school year.

(5) [~~4~~] 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:

(A) [~~1~~] promote awareness of and responsiveness to learning differences and other types of diversity in the learning community;

(B) [~~2~~] exhibit effective communication through oral, written, electronic, and nonverbal expression;

(C) [~~3~~] implement strategies for effective internal and external communications;

(D) [~~4~~] establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support school campus goals;

(E) [~~5~~] develop library programs that offer families opportunities to participate in school activities and in their children's education;

(F) ~~[(6)]~~ advocate access to resources and information during and beyond the instructional day and school year; and

(G) ~~[(7)]~~ develop and implement a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.

(6) ~~[(6)]~~ 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:

(A) ~~[(1)]~~ understand the role of all types of libraries and information agencies in an integrated learning environment;

(B) ~~[(2)]~~ understand the role of the school library media program as a central element in the intellectual life of the school;

(C) ~~[(3)]~~ know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information;

(D) ~~[(4)]~~ implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerization and resource sharing;

(E) ~~[(5)]~~ evaluate and select existing and emergent technologies in support of the library program;

(F) ~~[(6)]~~ communicate effectively to patrons to determine their information needs;

(G) ~~[(7)]~~ demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources;

(H) ~~[(8)]~~ use knowledge of literature and information resources to help students select materials;

(I) ~~[(9)]~~ understand and model principles of intellectual freedom, information access, privacy, and proprietary rights;

(J) ~~[(10)]~~ design and use statistical reports to support an exemplary library program;

(K) ~~[(11)]~~ use varied reading materials, programs, and motivational strategies to guide the development of independent readers;

(L) ~~[(12)]~~ engage in continual self-evaluation and self-directed learning for professional growth;

(M) ~~[(13)]~~ maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications;

(N) ~~[(14)]~~ demonstrate ethical behavior in all professional contexts; and

(O) ~~[(15)]~~ work collaboratively with other information professionals in support of the library program and the profession.

(c) Required standards for an applicant who is admitted to an educator preparation program for the School Librarian certificate on or after September 1, 2026:

(1) 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:

(A) curate resources in a variety of formats to support inquiry, academic, and/or personal educator and learner needs;

- (B) model and guide learners and educators to use information effectively to accomplish a specific purpose;
 - (C) 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;
 - (D) 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;
 - (E) 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; and
 - (F) support and lead professional development opportunities that promote best practices in information literacy in teaching and learning.
- (2) 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:
- (A) 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;
 - (B) implement a research-based inquiry approach to learning, focusing on developmentally appropriate information literacy skills that students use to pursue, create, and share knowledge;
 - (C) 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;
 - (D) collaborate with and coach educators to co-plan, co-teach, co-assess, and co-evaluate inquiry-based learning; and
 - (E) support and lead professional development opportunities that promote best practices in inquiry-based teaching and learning.
- (3) Standard III. Culture of Reading: As a campus leader and instructional partner, the school librarian promotes reading for learning, personal growth, and enjoyment that are essential skills for college, career, and community. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (A) encourage students to read a variety of literature for information and pleasure;
 - (B) provide access to physical and virtual collections of high quality, current resources in a variety of formats and platforms (accessible on most devices) that may reflect input from stakeholder interest;
 - (C) develop a collection of informational texts that addresses the needs of learners that includes materials that are academically aligned to curriculum, connect to real-world events, reflect students' experiences and interests, and address social and environmental issues;
 - (D) develop a collection of texts that appeal to learner sensibilities, values and interests, offer diverse points of view, and meet personal reading needs;

- (E) 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;
 - (F) provide and support literacy instruction through research-based strategies and appropriate technology applications;
 - (G) support, supplement, and elevate a culture of reading through participation in national, state, and local reading initiatives, as well as literacy events;
 - (H) 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;
 - (I) 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
 - (J) support and lead professional development opportunities that promote the culture of reading and best practices for self-selected reading choices.
- (4) 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 that provide curated and open access to a variety of resources and model best instructional practices informed by International Society for Technology in Education (ISTE) Standards for Educators and curriculum standards. The school librarian must demonstrate the knowledge, skills, and dispositions necessary to:
- (A) 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;
 - (B) provide open access to an equitable and diverse digital library collection of resources available at point of need;
 - (C) instruct students in the access and use of a variety of digital library resources at point of need virtually or in person;
 - (D) 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;
 - (E) model and encourage the responsible selection and use of effective digital tools as required by federal, state, and local policies and procedures;
 - (F) 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;
 - (G) 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);
 - (H) collaborate with and coach educators to meaningfully integrate digital tools and best practices across content areas and other areas across the curriculum; and
 - (I) support and lead professional development opportunities that promote best practices in digital learning.
- (5) 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:

- (A) create a stimulating learning environment that cultivates and nurtures a climate of dignity and belonging;
 - (B) develop policies, procedures, and programs that are created with input from the entire learning community;
 - (C) 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;
 - (D) lead library-based learning opportunities and activities for families and the community during and/or beyond the school day;
 - (E) 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
 - (F) 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.
- (6) 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:
- (A) 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;
 - (B) ensure library program and resources are aligned with school, district, and state educational standards;
 - (C) lead purposeful professional development that is aligned to the needs of the learning community and provide ongoing support through research-based instructional coaching;
 - (D) 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;
 - (E) participate in campus and district planning;
 - (F) develop a yearly plan for events and activities that engage the learning community in transformative and enriching experiences;
 - (G) 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;
 - (H) ensure that all students have equal access to appropriate resources necessary for academic success in compliance with Americans with Disabilities Act (ADA) guidelines;
 - (I) 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;
 - (J) articulate the library's mission, vision, goals, objectives, and a strategic plan that is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures;

- (K) regularly evaluate, update, and publish library policies and procedures to meet the needs of learners and the broader educational community;
- (L) 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;
- (M) regularly collaborate with stakeholders to advocate for the library program;
- (N) advocate for and protect each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom, as indicated by best library practices (American Library Association (ALA) Privacy) and federal Family Educational Rights and Privacy Act (FERPA) law;
- (O) demonstrate professional behavior in accordance with the educator code of ethics as stated by the ALA and Texas Education Agency;
- (P) 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
- (Q) apply best practices and standard library procedures for organizing and processing various materials, and articulate the purpose of quality cataloging to facilitate resource sharing.

§239.60. 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 Part 2 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 the renewal requirements of Chapter 232, Subchapter A [~~B~~], of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).~~
- ~~[(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.

- (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 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 §239.96 of this title (relating to Requirements to Renew the Standard Reading Specialist Certificate).
- (b) Required standards for an applicant who is admitted to an educator preparation program for the Reading Specialist certificate before September 1, 2026:
- (1) Standard I. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of Early Childhood (EC)-Grade 12.
- (A) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding oral language:
- (i) the basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds;
 - (ii) relationships between oral language development and the development of reading skills, such as the 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 to develop and enhance students' oral language;
 - (iii) delays or differences in students' oral language development and when such delays/differences warrant further assessment and additional intervention;
 - (iv) 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;
 - (v) 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;
 - (vi) provide systematic oral language instruction using language structures and pronunciations commonly associated with standard English;
 - (vii) use a variety of instructional methods to teach and reinforce oral language development; and
 - (viii) build on and support 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).
- (B) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding phonological and phonemic awareness:
- (i) 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;

- (ii) delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention;
 - (iii) 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;
 - (iv) 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;
 - (v) provide systematic instruction and reinforcing activities in phonological and phonemic awareness; and
 - (vi) use a variety of instructional methods to teach and reinforce the development of phonological and phonemic awareness.
- (C) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding concepts of print and alphabetic principle:
- (i) the development of concepts of print (e.g., left-right progression, spaces between words, use of glossaries and indexes);
 - (ii) the relationship between concepts of print and other reading-related skills;
 - (iii) the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
 - (iv) expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding;
 - (v) instructional strategies that develop and accelerate students' application of the alphabetic principle to beginning decoding and that are based on a convergence of research evidence;
 - (vi) delays or differences in students' understanding of and ability to apply the alphabetic principle and when such delays/differences warrant further assessment and additional intervention;
 - (vii) model and teach concepts of print;
 - (viii) plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing formal and informal assessment of individual students' understanding and application of the alphabetic principle;
 - (ix) select and use instructional strategies and materials (e.g., decodable, predictable, or rhyming text; alphabetic books; environmental print) that reflect cultural diversity, are based on a convergence of research evidence, and promote students' understanding and application of the alphabetic principle;
 - (x) provide systematic instruction and reinforcing activities to promote students' understanding and application of the alphabetic principle; and
 - (xi) use a variety of instructional methods to teach and reinforce students' understanding and application of the alphabetic principle.
- (D) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding word identification:

- (i) word identification strategies (e.g., application of the alphabetic principle, structural analysis, syllabication, identification of high-frequency sight words, use of context clues) when reading words in context;
 - (ii) strategies for confirming word pronunciation and/or meaning when reading words in context (e.g., use of context clues and resource materials);
 - (iii) expected patterns of development in the use of word identification strategies, implications of individual variations in development in this area, and instructional strategies that develop and accelerate students' skills in word identification and are based on a convergence of research evidence;
 - (iv) delays or differences in students' development of word identification skills and when such delays/differences warrant further assessment and additional intervention;
 - (v) 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 identification skills;
 - (vi) select and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' understanding and application of word identification skills;
 - (vii) provide systematic instruction and reinforcing activities to promote students' word identification skills, including the use of increasingly complex, connected text; and;
 - (viii) use a variety of instructional methods to teach and reinforce word identification skills.
- (E) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding fluency:
- (i) the relationship between reading fluency and comprehension;
 - (ii) expected patterns of development in reading fluency (including developmental benchmarks), implications of individual variations in the development of fluency, and instructional strategies that develop students' fluency and are based on a convergence of research evidence;
 - (iii) delays or differences in students' fluency and when such delays/differences warrant further assessment and additional intervention;
 - (iv) 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;
 - (v) evaluate different factors and purposes of texts to promote fluency based on text selection and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading fluency;
 - (vi) provide systematic instruction and reinforcing activities to promote students' reading fluency; and
 - (vii) use a variety of instructional methods to teach and reinforce students' reading fluency.
- (F) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding comprehension:

- (i) a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, constructivist) and their impact on instructional strategies;
 - (ii) student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding);
 - (iii) textual factors that affect reading comprehension (e.g., readability, vocabulary, illustrations, format, author's schema, genre, syntactical and conceptual density);
 - (iv) contextual factors that affect reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, modes of text presentation);
 - (v) literal, inferential, critical, and evaluative comprehension skills;
 - (vi) characteristics of specific texts (e.g., children's literature, young adult literature, magazines, reference materials, electronic media) and strategies for reading a variety of texts (e.g., expository and narrative texts);
 - (vii) delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention;
 - (viii) 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 strategies;
 - (ix) select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading comprehension skills;
 - (x) facilitate comprehension through the use of storytelling, creative dramatics, and artistic presentations to encourage multiple creative and personal responses to literary and nonliterary texts;
 - (xi) provide instruction to promote students' literal, inferential, critical, and evaluative comprehension;
 - (xii) use a variety of instructional methods to teach and reinforce comprehension skills;
 - (xiii) promote students' comprehension skills by providing them with multiple opportunities to listen, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts; and
 - (xiv) promote students' ability to apply strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies.
- (G) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding vocabulary:
- (i) the definition and application of a wide range of general, technical, and specialized vocabulary and associated concepts;
 - (ii) effective instructional strategies for developing and expanding vocabulary;
 - (iii) delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention;

- (iv) 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' vocabulary knowledge;
- (v) select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' vocabulary knowledge;
- (vi) provide systematic instruction and reinforcing activities to promote and accelerate students' vocabulary knowledge; and
- (vii) use a variety of instructional methods to teach and reinforce vocabulary development.

(H) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding written language:

- (i) predictable stages in the development of written language and writing conventions, including the physical and/or cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
- (ii) writing processes, including the use of self-assessment in writing;
- (iii) the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing;
- (iv) the importance of spelling and graphophonemic knowledge for success in reading and writing;
- (v) that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;
- (vi) the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;
- (vii) the development of writing in relation to listening, speaking, and reading;
- (viii) the similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English;
- (ix) writing for a variety of audiences, purposes, and settings;
- (x) the benefits of technology for teaching writing (e.g., word processing, desktop publishing software);
- (xi) informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions;
- (xii) formally and informally assess students' writing development, including their use of writing conventions, and provide focused instruction to address students' strengths, needs, and interests;
- (xiii) use assessment results to help plan writing instruction for individuals and groups;
- (xiv) use appropriate instructional strategies and sequences for developing students' writing skills;
- (xv) promote effective use of written English conventions by helping students recognize the similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English;

- (xvi) create an environment in which students are motivated to express their ideas in writing;
- (xvii) provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
- (xviii) use appropriate instructional strategies to teach purposeful, meaningful writing in connection with listening, speaking, and reading;
- (xix) use strategies to promote students' recognition of the practical uses of writing;
- (xx) provide opportunities for students to write in a variety of forms and modes for various purposes, audiences, and settings;
- (xxi) provide opportunities for students to self-assess their writings (e.g., for clarity, comprehensiveness, interest to audience) and their development as writers;
- (xxii) provide opportunities for students to elicit critiques of their writing from others;
- (xxiii) provide hands-on activities to help students develop and refine the fine-motor skills necessary for writing, including teaching pencil grip, paper position, and beginning stroke;
- (xxiv) provide direct instruction and guided practice in the accurate use of English writing conventions (e.g., grammar, spelling, capitalization, punctuation);
- (xxv) provide systematic spelling instruction in common spelling patterns based on phonics skills already taught, and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression;
- (xxvi) model writing as an enjoyable activity and as a tool for lifelong learning;
- (xxvii) provide instruction in the use of technology that facilitates written communication;
- (xxviii) communicate with parents/guardians about students' writing development, and collaborate with them to promote their children's writing development; and
- (xxix) collaborate with other professionals and continually seek implications for practice from convergent research about students' development of written communication skills and writing conventions.

(2) Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

(A) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding assessment:

- (i) the reciprocal nature of assessment, instruction, and instructional planning;
- (ii) types, characteristics, and appropriate uses of reading assessments, including screening, in-depth assessment, continuous progress monitoring, and formative and summative evaluation, for each of the components of reading (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language);
- (iii) the advantages and limitations of various types of reading assessments (e.g., informal, formal, technology based);
- (iv) how characteristics of assessment instruments, materials, and procedures interact with other factors that may impact student performance (e.g., text characteristics; testing environment; and student characteristics such as language, culture, prior knowledge, disabilities); assessment-related issues, such

as bias, reliability, validity, and confidentiality; common standardized testing terminology (e.g., raw score, scaled score, percentile, grade equivalency, stanine, normal curve equivalency (NCE), growth scale); state and federal requirements related to reading assessment and diagnosis; when delays or differences in language and literacy development warrant referral for additional evaluation or intervention (e.g., auditory, visual, cognitive, emotional, social, physical);

(v) grade-level expectations and procedures for assessing students' literacy skills; various means for assessing students' reading, study, and inquiry skills across content areas;

(vi) how students' use of self-assessment can enhance their literacy development;

(vii) select and administer appropriate assessment tools to inform instruction and learning, including norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work-performance samples, running records, miscue analyses, observations, anecdotal records, journals, technology-based assessments, and other indicators of student progress;

(viii) use multiple and varied assessments before, during, and after instruction to guide instruction, monitor progress, and address specific concerns;

(ix) evaluate results from assessments that target specific literacy components (i.e., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language);

(x) use assessment results to plan instruction for individuals and groups and to develop a targeted program that will address identified literacy needs;

(xi) identify each student's independent, instructional, and frustrational reading levels and adjust his/her program to accelerate student learning;

(xii) communicate the results of formal and informal assessments and their instructional implications to all stakeholders, either orally or in written form; and

(xiii) teach and model for other educators how to use formal and informal assessments to monitor the literacy development of their students.

(B) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding instruction:

(i) strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas;

(ii) state and national content and performance standards that relate to reading;

(iii) the components of effective instructional design (e.g., eliciting and using prior knowledge; integrating prior and new knowledge; integrating knowledge, skills, and strategies; providing scaffolded instruction; planning reviews);

(iv) specific short-term and long-term interventions to address students' needs in each identified component of reading;

(v) characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction;

(vi) how differences in dialect or vocabulary development may affect a student's acquisition of reading skills;

- (vii) the strengths and limitations of current educational theories that underlie instructional practices and programs;
 - (viii) strategies for creating an environment that integrates the language arts; promotes respect for cultural, linguistic, and ethnic diversity; and fosters the literacy growth of all students;
 - (ix) strategies for evaluating and selecting appropriate children's and young adult literature and other instructional materials;
 - (x) develop systematic, sequential literacy instruction that reflects state and national content and performance standards, the components of a comprehensive literacy program, students' strengths and needs, and a convergence of research evidence;
 - (xi) implement instructional strategies that focus on specific literacy components (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language);
 - (xii) work with other professionals to evaluate, select, and use appropriate instructional materials, technologies, and strategies relating to writing, including concepts of print, spelling, written vocabulary, and organization of written text, to reinforce reading instruction;
 - (xiii) assist other educators in implementing flexible grouping to promote literacy growth for all students;
 - (xiv) identify, evaluate, and recommend a variety of appropriate reading materials for a range of reading levels, purposes, and interests;
 - (xv) promote students' understanding of various literary genres and skills in literary response and analysis;
 - (xvi) apply appropriate strategies for addressing the literacy needs and accelerating the achievement of any student who is reading below grade level;
 - (xvii) support learning in all content areas by teaching students to apply a variety of strategies for comprehending expository and narrative texts;
 - (xviii) provide instruction to promote students' acquisition and use of study and inquiry skills (e.g., note taking, outlining, skimming and scanning, using graphic organizers, setting purposes for reading, self-assessing, locating and evaluating multiple sources of information); and
 - (xix) provide students with opportunities to interpret, analyze, and evaluate events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to produce visual images, messages, and meanings that compare ideas and points of view.
- (3) Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
- (A) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding addressing individual needs:
 - (i) that students' progress in gaining the knowledge and skills necessary to learn to read varies and requires varied instruction and levels of instructional intensity; and
 - (ii) develop systematic, sequential reading instruction that is based on a convergence of research evidence and that is responsive to individual students'

strengths and needs, including children whose first language is other than English, and students with reading difficulties, dyslexia, and reading disabilities.

(B) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding English language learners:

- (i) issues and concepts related to the transfer of literacy competency from one language to another;
- (ii) expected stages and patterns of first- and second-language learning;
- (iii) sound practices for literacy instruction for English Language Learners that are based on a convergence of research;
- (iv) issues and procedures in assessing English Language Learners' reading strengths and needs, and when to collaborate with other specialists to aid in assessment;
- (v) how to distinguish between language differences and reading disabilities and when additional assessment or intervention is needed;
- (vi) work with other professionals in selecting and using appropriate formal and informal assessments of English Language Learners to plan instruction that is responsive to individual students' strengths, needs, and interests;
- (vii) work with other professionals to 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;
- (viii) work with other professionals to 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 respecting and promoting maintenance of the primary language; and
- (ix) collaborate with teachers, specialists, parents/guardians, students, and administrators to promote and maintain literacy in both languages.

(C) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding students with reading difficulties, dyslexia, and reading disabilities:

- (i) characteristics and instructional implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence;
- (ii) state and federal laws, regulations, and guidelines regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities;
- (iii) means for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist;
- (iv) convergent research about sound practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities, and convergent research about prevention and intervention strategies for students;
- (v) procedures for monitoring and evaluating the effectiveness of an intervention and determining when additional or alternative interventions are appropriate;
- (vi) work with other professionals in selecting and using 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;

- (vii) interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted;
 - (viii) 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;
 - (ix) collaborate with teachers, specialists, parents/guardians, students, and administrators to promote literacy in students with reading difficulties, dyslexia, and reading disabilities, while respecting their individuality; and
 - (x) facilitate appropriate placement of students, matching individual needs to available services.
- (D) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding students with reading theoretical foundations of literacy:
- (i) the major theories of language acquisition, reading, cognition, and learning (e.g., behaviorism, cognitivism, constructivism, transactionalism);
 - (ii) the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition;
 - (iii) the importance of the interactions among the reader, the text, and the context of the reading situation;
 - (iv) the role of societal trends and technological innovations in shaping literacy needs (e.g., Internet, reading electronic texts);
 - (v) the importance of understanding and respecting cultural, linguistic, ethnic, and individual diversity; and
 - (vi) communicate the theoretical rationale for instructional decisions and practices.
- (4) Standard IV. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.
- (A) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding research-based reading/literacy curriculum:
- (i) sources for locating information about convergent research on reading;
 - (ii) foundations of basic research design, methodology, and application;
 - (iii) methods and criteria for critically reviewing research on reading and selecting research for educational applications;
 - (iv) apply knowledge of convergent research for improved literacy instruction for all students;
 - (v) facilitate teacher-based and classroom-based research that uses a range of methodologies for the purpose of improving reading instruction;
 - (vi) prepare written documentation of assessment data, analysis of instructional needs, and accommodations for instruction;
 - (vii) consult on individual educational plans for students with learning problems related to literacy;
 - (viii) participate in ongoing curriculum development and evaluation; and

(ix) participate in the coordination of services associated with literacy programs (e.g., needs assessment, program development and evaluation, resource allocation, grant and proposal writing).

(B) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding collaboration and communication with education stakeholders:

(i) how leadership, communication, and facilitation skills and strategies can effect positive change in the school reading program and reading instruction;

(ii) principles, guidelines, and professional ethical standards regarding collegial and professional collaborations related to reading instruction;

(iii) facilitate effective interactions among groups and individuals in order to improve literacy instruction for all students;

(iv) communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community;

(v) communicate information and local data about literacy and, when appropriate, make recommendations to district staff and community stakeholders;

(vi) model ethical professional behavior; and

(vii) work with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development.

(C) The beginning Reading Specialist knows, understands, and is able to perform each of the following functions regarding professional development:

(i) strategies for facilitating positive change in instructional practices through professional development;

(ii) effective professional development that promotes sustained application in classroom practice;

(iii) work with other educators to initiate, implement, and evaluate professional development;

(iv) use local data to identify and prioritize professional development needs;

(v) provide sound professional development experiences that address the needs of participants, are sensitive to school constraints (e.g., class size, limited resources), and use multiple indicators to monitor and evaluate the effectiveness of the professional development;

(vi) effectively mentor and coach educators for the successful implementation of instructional practices addressed in professional development;

(vii) pursue knowledge of literacy by reading professional journals and publications and by participating in conferences and professional organizations and other professional activities; and

(viii) recognize the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy.

(c) Required standards for an applicant who is admitted to an educator preparation program for the Reading Specialist certificate on or after September 1, 2026:

(1) Standard I. Reading Foundations, Curriculum, and Instruction: Reading Specialists use advanced knowledge of literacy foundations and development that 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 (Prekindergarten (PK)-Grade 12 teachers, district administrators, parents).

(A) 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:

- (i) explain the importance of the five domains of language (phonology, morphology, syntax, semantics, and pragmatics) to reading proficiency;
- (ii) explain how oral language acquisition differs from reading acquisition and how oral language systems differ from writing systems in structure and development;
- (iii) model, implement, and explain research-based and evidence-based instructional routines/activities in all five domains of language (phonology, morphology, syntax, semantics and pragmatics) that support building the neural connections which are necessary for skilled reading;
- (iv) identify, explain, and build upon the ways language and literacy experiences, heritage language, cultural values, and dialectal variations contribute to literacy development;
- (v) 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;
- (vi) 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;
- (vii) recognize that literacy differences across the grade levels (PK-Grade 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
- (viii) collaborate with all stakeholders to develop appropriate Multi-Tiered System of Support (MTSS) (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.

(B) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of phonological and phonemic awareness in order to:

- (i) 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-Grade 12), content areas, and disciplinary literacies;
- (ii) 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-Grade 12), content areas, and disciplinary literacies;
- (iii) 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-Grade 12), content areas, and disciplinary literacies;

- (iv) 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-Grade 12), content areas, and disciplinary literacies;
 - (v) 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-Grade 12), content areas, and disciplinary literacies; and
 - (vi) recognize that literacy differences across grade levels (PK-Grade 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).
- (C) 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:
- (i) 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-Grade 12), content areas, and disciplinary literacies;
 - (ii) 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;
 - (iii) 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
 - (iv) 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-Grade 12), content areas, and disciplinary literacies.
- (D) 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:
- (i) 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-Grade 12), content areas, and disciplinary literacies;
 - (ii) 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-Grade 12), content areas, and disciplinary literacies;
 - (iii) 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;

- (iv) 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-Grade 12), content areas, and disciplinary literacies;
 - (v) 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-Grade 12), content areas, and disciplinary literacies;
 - (vi) 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-Grade 12), content areas, and disciplinary literacies;
 - (vii) model, implement, and collaborate with stakeholders regarding best practices for teaching sound blending (continuous versus 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-Grade 12), content areas, and disciplinary literacies;
 - (viii) 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-Grade 12), content areas, and disciplinary literacies;
 - (ix) 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-Grade 12), content areas, and disciplinary literacies;
 - (x) 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-Grade 12), content areas, and disciplinary literacies;
 - (xi) collaborate with teachers to identify sounds and sound/letter sequences that are not in students' heritage language or dialect and that 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-Grade 12), content areas, and disciplinary literacies; and
 - (xii) 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-Grade 12), content areas, and disciplinary literacies.
- (E) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of reading fluency in order to:
- (i) 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;

- (ii) 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-Grade 12), content areas, and disciplinary literacies;
 - (iii) 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);
 - (iv) 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;
 - (v) 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
 - (vi) collaborate with stakeholders to locate, access, and recommend appropriate assistive technology in order to support reading fluency.
- (F) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of comprehension in order to:
- (i) 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-Grade 12), content areas, and disciplinary literacies;
 - (ii) 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;
 - (iii) 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;
 - (iv) 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;
 - (v) 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;
 - (vi) 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;

- (vii) 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
 - (viii) 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.
- (G) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of vocabulary in order to:
- (i) 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;
 - (ii) 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;
 - (iii) 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;
 - (iv) 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;
 - (v) recognize and utilize the three tiers of vocabulary and collaborate with teachers in order to customize, implement, and monitor evidence-based vocabulary instruction used before, during, and after reading a connected text; and
 - (vi) collaborate with teachers to locate, customize, and recommend vocabulary materials and strategies that include multimodalities.
- (H) The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of writing in order to:
- (i) 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-Grade 12), content areas, and disciplinary literacies;
 - (ii) 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-Grade 12), content areas, and disciplinary literacies;
 - (iii) 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;
 - (iv) 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
 - (v) 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).

- (2) 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-Grade 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:
- (A) foundational concepts, principles, and evidence-based practices related to literacy assessment;
 - (B) employ variety of literacy assessments and uses in order to identify, administer, and analyze assessments;
 - (C) use assessment data to produce both written and oral reports to inform instruction, intervention, and curriculum decisions;
 - (D) effectively communicate both written and orally in order to disseminate assessment results for all stakeholders;
 - (E) interpret assessment results identifying strengths and needs for instructional decision making (campus, grade level, teacher, and individual student);
 - (F) identify 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); and
 - (G) understand 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:
 - (i) 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;
 - (ii) 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;
 - (iii) 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.);
 - (iv) interpret and utilize results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted;
 - (v) 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;
 - (vi) collaborate with stakeholders regarding the impact of advocacy efforts; and
 - (vii) 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.

- (3) 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:
- (A) emergent bilingualism and the transfer from heritage language to additional language(s);
 - (B) advocacy and pedagogy for diverse and exceptional learners; differentiation; management, routines, and accessibility for literate and inclusive learning environments;
 - (C) the importance of including mental health wellness within the context of literacy instruction; and
 - (D) 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:
 - (i) 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.);
 - (ii) 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 Texas Essential Knowledge and Skills, English Language Proficiency Standards, and Science of Teaching Reading competencies;
 - (iii) address issues and concepts related to the expected stages, patterns, and transfer of literacy competency from heritage language to second language;
 - (iv) apply evidenced-based practices for literacy instruction of Emergent Bilinguals that are based on a convergence of research for linguistically and culturally diverse learners;
 - (v) collaborate with other specialists to aid in assessing issues and procedures concerning Emergent Bilinguals' reading strengths and needs;
 - (vi) distinguish between language and learning differences of linguistically and culturally diverse learners and determine when additional assessment or intervention is necessary;
 - (vii) 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;
 - (viii) collaborate with all stakeholders to promote and maintain literacy in all languages respecting their individuality;
 - (ix) 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;

- (x) 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;
 - (xi) 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;
 - (xii) collaborate with all stakeholders in order to design and foster an inviting and inclusive learning environment sensitive to mental health wellness of students;
 - (xiii) 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;
 - (xiv) integrate age appropriate (DAP), inclusive, and accessible digital and multimodal technologies in appropriate, safe, and effective ways;
 - (xv) 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
 - (xvi) 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.
- (4) 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:
- (A) theories of shared leadership and coaching with educational stakeholders;
 - (B) ethical responsibilities and their role in a campus/district and impact on all stakeholders; and
 - (C) adult learning theories and professional development models in order to:
 - (i) communicate and model evidence-based practices based on current research for improved literacy instruction for all students;
 - (ii) make recommendations and advocate for literacy practices and policies based on a convergence of research evidence for school, district, and community;
 - (iii) communicate changes and impact of state/federal policies to all stakeholders;
 - (iv) prepare written documentation of school/district assessment data, analysis of students' strengths/needs, and instructional recommendations;
 - (v) 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);
 - (vi) facilitate and customize interactions for all stakeholders in order to improve literacy instruction for students;

- (vii) 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;
- (viii) apply evidence-based professional development, coaching/mentoring, and adult learning theories to support instructional practice;
- (ix) model ethical professional behavior;
- (x) work with educators, schools and districts to involve parents/guardians in cooperative efforts to support students' literacy development;
- (xi) identify and prioritize professional development needs using the needs assessment;
- (xii) plan and facilitate professional learning experiences in response to the needs assessment;
- (xiii) collaborate with other educators to initiate, implement, and evaluate professional development;
- (xiv) address the needs of professional development participants keeping in mind school constraints (e.g., class size, limited resources);
- (xv) mentor and coach educators for the successful implementation of instructional practices addressed in professional development;
- (xvi) monitor the outcomes of the professional learning for impact on instruction and/or achievement; and
- (xvii) 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.

§239.93. 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);
- (2) successfully complete the examination based on the standards identified in §239.92 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).]

§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 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).

§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).]

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

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).

§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.]