

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.521 READING SPECIALISTS K-12</u>		
(1)The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including: (i) knowledge of a wide range of evidence-based reading research and histories of reading;	(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including: (i) knowledge of a wide range of evidence-based reading research and histories of reading; <u>(a) understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including</u>	
(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;	(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes; <u>(i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;</u>	
(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;	(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process; <u>(ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and</u>	
(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and	(iii) (iv) an understanding and recognition demonstrating <u>knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;</u>	



Institutional Report

(v) appropriate use of educational technology in the reading program;	appropriate use of educational technology in the reading program;	
(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;	(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process; <u>create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by</u>	
	<u>(i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write;</u>	
	<u>(ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and</u>	
	<u>(iii) developing and implementing strategies to advocate for equity;</u>	
(c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;	(c) demonstrate use instructional practices, approaches, methods, and curriculum materials, and an integrated, <u>comprehensive, balanced curriculum to support student learning in reading and writing instruction by</u>	
	<u>(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;</u>	
	<u>(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections, including use of appropriate technology; and</u>	
	<u>(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;</u>	
(d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction; and	(d) demonstrate use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction, and	



Institutional Report

	<u>(i) understand types of assessments and their purposes, strengths, and limitations;</u>	
	<u>(ii) select, develop, administer, and interpret assessments, both traditional print and electronic, in order to make decisions based on data; and</u>	
	<u>(iii) use assessment information to plan, evaluate, reflect on, and adjust instruction; and</u>	
(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.	(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning. <u>create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by</u>	
	<u>(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;</u>	
	<u>(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and</u>	
	<u>(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

