

MoSTEP 1.2.1.1: Special Reading Education Competencies
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The beginning (preservice) **Special Reading Education** teacher will demonstrate knowledge of and/or competency in the following areas of study:

<p>1 Foundations of Language and Literacy: Candidates have knowledge of the foundations of reading and writing processes and instruction. (1997 SSC: 1.1-3, 2.1-2, 5.2-4; 2003 IRA: 1.1-4; CR: II-B; Praxis: no MO test)</p>	<ol style="list-style-type: none"> 1. psychological, sociological, and linguistic foundations of reading and writing processes and instruction. 2. historical and contemporary developments in reading and writing instruction. 3. language development and reading acquisition (i.e., emergent, early, fluent) and variations related to cultural and linguistic diversity. 4. major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, and motivation) and how they are integrated in effective and efficient reading. 5. elements of the reading process to include the use of the semantic, syntactic, graphophonic and schematic cueing systems for active involvement and meaning making. 6. elements of the writing process and its recursive nature: prewriting, drafting, peer- and self-evaluation, revising, proofreading/editing, publishing and presenting, and reflecting.
<p>2. Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. (1997 SSC: 5.1, 6.1-2, 7.1-2, 9.1-4; 2003 IRA: 2.1-3; CR: II-B; Praxis: no MO test)</p>	<ol style="list-style-type: none"> 1. instructional grouping options (e.g., individual, small-group, whole-class, cross-grade, computer-based, etc.) as appropriate for accomplishing given purposes. 2. strategies to support students' differentiated learning needs and cultural/linguistic backgrounds, including, but not limited to, technology-based practices, tutoring, collaborative teaching, instruction in study skills/strategies, reading for purpose, content-reading strategies, etc. 3. coordinating and supporting the efforts of volunteers, paraprofessionals, and classroom teachers 4. selecting and using a wide range of curriculum materials, including children's and young adult literature and instructional enhancement materials (e.g., related literature, primary source documents, artifacts, etc.), appropriate for learners at differing stages of development and from differing cultural and linguistic backgrounds.
<p>3 Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. (1997 SSC: 4.1-2; 2003 IRA: 3.1-4; CR: II-A; Praxis: no MO test)</p>	<ol style="list-style-type: none"> 1. selecting, administering, and interpreting a wide range of formal and informal assessment tools and practices, ranging from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment methods. 2. placing students along a developmental literacy continuum based on their proficiencies and difficulties. 3. using assessment information to plan, evaluate, and revise instruction that meets the needs of all students, including those at differing stages of development and from differing cultural and linguistic backgrounds. 4. communicating assessment results to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policy officials, community, etc.).
<p>4. Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge,</p>	<ol style="list-style-type: none"> 1. determining and using students' interests and reading abilities and backgrounds as foundations for the reading and writing program. 2. using a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

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<p>use of instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments. (1997 SSC: 6.1-2, 7.1; 2003 IRA: 4.1-4; CR: II-B; Praxis: no MO test)</p>	<p>3. instructional practices to motivate students to be lifelong readers and writers (e.g., teacher enthusiastically modeling reading and writing). 4. allocation of adequate time for reading and writing instruction and practice</p>
<p>5. Professionalism and Professional Development: Candidates view professionalism and professional development as a career-long effort and responsibility. (1997 SSC: not addressed; 2003 IRA: 5.1-4; CR: not addressed; Praxis: no MO test)</p>	<p>1. positive dispositions related to reading, the teaching of reading and writing, and student achievement (e.g., the importance of confidentiality, respect for students and their cultural and linguistic backgrounds, belief that all students can learn, etc.) 2. professional organizations that support reading and writing instruction (e.g., International Reading Association, National Council of Teachers of English, Missouri Council of IRA, Missouri Association of Teachers of English) 3. local, state, and federal policies related to reading and writing instruction and assessment. 4. collaborating with colleagues (paraprofessionals, classroom teachers, other reading specialists) to observe, evaluate, and provide feedback on each other's practice. 5. participating in, initiating, implementing, and evaluating professional development programs.</p>
<p>6. Organizing Strategies for Reading and Writing Instruction: Candidates have knowledge of and ability to apply major theories of reading and writing instruction. (1997 SSC: 3.1-10; 2003 IRA: not specified; CR: not specified; Praxis: no MO test)</p>	<p>To include but not be limited to the following: 1. balanced literacy 2. Four blocks 3. Reading Recovery 4. literature based 5. language experience 6. Reader/Writer Workshop 7. whole language 8. basal reader 9. skill based (e.g. phonemic awareness, phonics, drill) 10. technology based (Accelerated Reader, Write to Read, etc.)</p>