

**8710.4725 TEACHERS OF READING**

**FORM I-C MATRIX**

Professional Education Program Evaluation Report (PEPER II)							
8710.4725 Teachers of Reading	Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed, <b>A=Final Assessment</b> )						
	ED 5737	ED 6230	ED 6232	ED 6237	ED 6238	ED 6800	ED 6810
Subp. 3. <b>Subject matter standard.</b> A candidate for licensure as a teacher of reading must complete a preparation program under subpart 2, item B, that must include the candidate's demonstration of the knowledge and skills in items A to C.							
A. A teacher of reading understands the reading process and the process of learning to read and can design developmentally appropriate curriculum and instruction that advance students' reading proficiency and encourage them to value reading. The teacher knows and can apply research, theory, and best practices to teach and foster:							
(1) emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning;		K, A					
(2) word recognition skills including phonics, blending, structural analysis, and contextual analysis;		K, A					
(3) developing an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural analysis, and developing word consciousness;		K, A					
(4) fluency and automaticity in both oral and silent reading;		K, A	K, <b>A</b>				
(5) comprehension and appreciation of a wide range of children's, adolescent, and adult narratives;			K, A				
(6) comprehension and learning from expository texts such as articles, essays, textbooks, technical manuals, and original documents found in a variety of disciplines and content areas in and out of school;	K, A						
(7) comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring;	K, A						
(8) understanding, remembering, valuing, and using information gained from reading in and outside of school;	K, A						
(9) higher-order thinking skills and behaviors such as thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions;	K, A						
(10) writing to advance reading development and learning from text; and	K, A						
(11) reading widely and independently for learning, understanding, and enjoyment.			K, A				
B. A teacher of reading understands how to assess the reading development of individual students and groups of students, how to use assessment data to design appropriate reading curriculum and instruction based on the assessment data, and how to communicate this information to relevant audiences. The teacher of reading understands and can apply:							
(1) best practice in individual and group reading assessment;				A (individual)		K, A	K, <b>A</b>
(2) sound principles of analysis and evaluation of individual and group reading assessment data;				A (individual)		K, <b>A</b>	K.A
(3) sound principles in assessing, analyzing, and evaluating reading curriculum;				A (individual)	K, <b>A</b>		
(4) informed analysis for advising and implementing reading curricular and instructional decisions based on data; and				A		K, <b>A</b>	K, A
(5) best practice in selection of strategies, materials, and instruction for students with a wide range of reading background and skills ranging from students in need of early intervention or remediation to students with exceptionally advanced reading skills and needs.		A					K, <b>A</b>
C. A teacher of reading integrates knowledge of reading with the teacher's understanding of pedagogy, students, learning, classroom management, and professional and instructional development and leadership. The teacher of reading must:							
(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children preadolescents, and adolescents;					K, A		
(2) understand and apply the current knowledge and research-based best practices in reading education at the elementary, middle level, and high school levels and communicate these to colleagues and the wider community;					K, A		

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(3) understand the role and alignment of district, school, and department missions and goals in reading program planning as well as current state and federal legislation as it relates to reading;					K, A		
(4) understand, provide, and model instructional strategies to improve student reading across the curriculum;		K			K, A		
(5) know fiscal, budgetary, and purchasing practices for operating a comprehensive reading program;					K, A		
(6) understand and apply the standards of effective practice in teaching students reading through a variety of early and ongoing clinical experiences with elementary, middle level, and high school students within a range of educational programming models;						K.A	K, A
(7) develop curriculum, strategies, and materials based on the knowledge that reading is the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the reading context;		A					
(8) understand and apply instructional and informational technologies and electronic resources to support literacy;	A	A	K, A		K, A		
(9) be able to provide professional development that supports supplementing and improving reading instruction and curriculum; and					K, A		
(10) know what resources are available from professional organizations whose mission is the improvement of literacy.					K, A		