These reading standards are closely aligned with the 2003 revised standards approved and published by the International Reading Association (IRA) (2004). IRA standards are recognized by the National Council for the Accreditation of Teacher Education (NCATE) as national standards to be addressed by those seeking Specialized Professional Association (SPA) national recognition, and are based on widely accepted scientific research findings.

The A level standards, for initially licensed teachers, are based on the IRA Category II role – The Classroom Teacher.
Standards and Indicators
A – Level

Standard 1: Foundational knowledge:
Reading teachers have knowledge of foundations of reading and writing processes and instruction.

Reading teachers:

Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Know foundational theories related to practices and materials used in the classroom. Explain, compare, contrast, and critique the theories.

Indicator 2: Demonstrate knowledge of reading research and histories of reading. Describe historical antecedents to contemporary reading methods and materials. Articulate how teaching practices relate to reading research.

Indicator 3: Demonstrate knowledge of language, reading, and writing development. Identify and explain theories in the area of language development and learning to read and write. Summarize the developmental progression of reading and writing. Articulate developmental aspects of oral language and the relationship to reading and writing. Describe when learners are meeting developmental benchmarks in oral language, reading, and writing.

Indicator 4: Demonstrate knowledge of cultural and linguistic diversity as they relate to the development of oral language, reading, and writing. Demonstrate knowledge of how the different varieties of English that learners of diverse cultures and ethnic backgrounds speak impacts literacy learning. Demonstrate knowledge of the second-language acquisition process as it relates to the development of reading and writing. Understand the effects of cultural and linguistic differences upon the development of language, reading, and writing.

Indicator 5: Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation). Explain how the components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. Articulate the research that grounds reading practice. Identify learners’ strengths and weaknesses in relation to the various components of fluent reading.

Standard 2: Instructional strategies and curriculum materials:
Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.

Reading teachers:

Indicator 1: Establish meaningful and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based). Model and apply instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among learners. Provide an evidence-based rationale for choosing instructional strategies and materials.
Indicator 2: Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. Plan and use a wide range of instructional practices, approaches, and methods, including technology-based practices. Apply evidence-based practices in order to accommodate developmental, cultural, and linguistic differences among learners.

Indicator 3: Facilitate effective reading instruction for learners at different stages of reading/writing development and from different cultural/linguistic backgrounds by using a wide range of curriculum materials. Plan for and use a wide range of curriculum materials. Guide selections using evidence-based rationale in order to accommodate developmental, cultural, and linguistic differences of their learners.

Standard 3: Assessment, diagnosis, and evaluation:
Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Reading teachers:
Indicator 1: Use a wide range of assessment tools and practices, including individual and group standardized tests and informal classroom assessment strategies incorporating technology as appropriate. Interpret results of assessments and tests.

Indicator 2: Determine learners’ placements along a developmental continuum, identify learners’ proficiencies and difficulties, and initiate appropriate referrals. Compare, contrast, and analyze assessment information and results. Recognize variability of learners’ reading levels across different genres. Initiate referrals for appropriate services.

Indicator 3: Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds. Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction to meet the needs of all learners.

Indicator 4: Communicate results of assessments to relevant individuals. Interpret a student’s reading performance/assessments and communicate results to families and/or other appropriate individuals.

Standard 4: Creating a Literate Environment:
Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Reading teachers:
Indicator 1: Use learners’ interests, reading abilities and backgrounds as foundations for the reading and writing program. Collect information about learners’ interests, background and abilities and apply information for instruction planning. Identify and appropriately select materials for learners. Use technology to gather and implement instructional planning. Link practices to evidenced based research. Level materials and assess the appropriateness of the materials for learners.

Indicator 2: Use a variety of high quality materials, including, but not limited to, technology-based
information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds. Provide learners with a rich variety of reading materials for personal choice. Select materials identified by above standard using evidenced based research. Demonstrate broad knowledge of children’s and adolescent literature, including multicultural literature and informational text. Select appropriate materials based on student ability level.

Indicator 3: Model and share use of reading and writing for real purposes in daily life. Employ multiple strategies in the classroom that encourage lifelong readers and writers. Read aloud effectively and fluently.

Indicator 4: Motivate learners to be lifelong readers and writers. Assist learners in discovering reading and writing for personal purposes. Identify and select appropriate materials and methods to motivate learners to become lifelong readers and writers.

Standard 5: Professional development:
Reading Teachers view professional development as a career-long effort and responsibility.

Reading teachers:

Indicator 1: Display positive dispositions related to reading and the teaching of reading. Know and practice the importance of confidentiality. Respect learners in their cultural and linguistic backgrounds. Demonstrate that individuals project ethical and caring attitudes. Demonstrate ability to work with families, colleagues, and communities to support learners’ learning.

Indicator 2: Pursue the development of professional knowledge and dispositions. Identify and reflect upon one’s performance. Pursue relevant professional growth opportunities. Demonstrate an on-going effort to improve practice. Continuously evaluate the effectiveness of teaching and develop plans for continual improvement. Document evidence of participation and/or membership in professional organization(s). Collaborate with colleagues and school administrators on professional issues.

Indicator 3: Work with colleagues to evaluate and provide feedback on each other's practice. Engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. May conduct action research as a part of the collaborations.

Indicator 4: Participate in planning, implementing, and evaluating of professional development programs. Participate individually and/or with colleagues in professional development experiences.