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 M level standards, for advanced licensure teachers, are based on the IRA Category III role – The Reading Specialist/Literacy Coach.
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. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories.

Indicator 2: Demonstrate knowledge of reading research and histories of reading. Summarize influential reading studies and articulating how these studies impacted reading instruction. Recount historical developments in the history of reading. Exhibit the impact of reading research on theoretical knowledge.

Indicator 3: Demonstrate knowledge of language, reading, and writing development. Compare and contrast the theories and research in the areas of language development and learning to read and write. Explain the connection between theories and practice.

Indicator 4: Demonstrate knowledge of cultural and linguistic diversity as they relate to the development of oral language, reading, and writing. Explain issues and ideas involved in the instruction of learners who speak and write different varieties of English or are learning English. Examine the appropriate area of a class or school curriculum to determine how practices and materials that recognize and support the cultural diversity of learner and society are used.

Indicator 5: Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation). Describe and evaluate how the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are related to instructional practices and materials.

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). Demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all learners. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.
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. Support teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices that address the differing stages of development, cultures, and linguistic backgrounds of learners. Assist teachers in selecting evidenced-based reading practices to best meet the needs of all learners. Demonstrate the practices in their own teaching and in demonstration teaching.

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. Support classroom teachers and paraprofessionals in the acquisition and use of a wide range of curriculum materials. Explain the evidence base for selecting materials and methods to best meet the needs of all learners. Demonstrate the effective use of reading and writing materials and practices in their own teaching and demonstration lessons.

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. Establish the significance of assessment in the delivery of evidence based reading instruction. Develop appropriate building and district wide reading assessment plans.

Indicator 2: Determine learners’ placements along a developmental continuum, identify learners’ proficiencies and difficulties, and initiate appropriate referrals. Support the classroom teacher in the assessment of individual learners. Interpret and utilizing the assessment data to determine 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. Collaborate with teachers and other educational professionals to provide appropriate reading instruction based on assessment data. Collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

Indicator 4: Communicate results of assessments to relevant individuals. Communicate assessment information to various audiences for both accountability and instructional purposes.

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. Demonstrate ability to assist classroom teachers and paraprofessionals in implementation. Demonstrate the integration of knowledge, practice, materials, and use of assessments in their own teaching or in demonstration lessons.

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. Assist classroom teachers and paraprofessionals in using a variety of high quality materials that represent multiple levels, broad interests, and varied cultural and linguistic backgrounds. Assist families or guardians of learners in choosing appropriate supplemental materials. Demonstrate the selection and use of high-quality materials in their own teaching and demonstration lessons.

Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing.

Indicator 4: Motivate learners to be lifelong readers and writers. Assist classroom teachers in designing programs that motivate learners to read and write. Demonstrate practices that motivate learners in their own teaching and demonstration lessons.

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. Articulate connections between teacher dispositions and student achievement. Serve as a role model to other members of the school community.

Indicator 2: Pursue the development of professional knowledge and dispositions. Conduct leadership/action research/professional study groups for paraprofessionals, teachers, administrators, and/or families. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal and professional development plans. Document evidence of participation and/or membership in professional organization(s).

Indicator 3: Work with colleagues to evaluate and provide feedback on each other's practice. Assist classroom teachers and paraprofessionals as they strive to improve their practice. Facilitate collaboration and dialogue between professional personnel. Conduct action research as a part of the collaborations.

Indicator 4: Participate in planning, implementing, and evaluating of professional development programs. Plan, implement, and evaluate professional development activities at school, district, and/or state level. Identify and describe the characteristics of sound professional development programs.