Standards for Reading Teacher Candidates

The following standards were written with the assumption that K-12 reading teachers and reading teacher candidates have a broad knowledge of the foundations of reading, that they can use a wide range of reading assessments that inform instructional decisions for both individual students and groups of students, and that they have the expertise to create literate environments that foster reading and writing in the 21st century in their classrooms and schools.

In North Carolina schools, teachers who earn an initial K-12 reading license and those who earn advanced licensure need to be accountable for a shared set of reading standards. For that reason, the standards that follow apply to both licensure groups. In addition, those seeking the advanced K-12 reading license must meet the standards for graduate teacher licensure.

The following standards include examples of groupings, strategies and assessments in order to help guide the standards assessment process. These examples are meant to clarify the intention of these standard elements, but are not meant to be required of all candidates.

**Standard 1: Reading teacher candidates have knowledge of foundations of reading.**

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners’ needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

- Analyze foundational reading theories to inform instructional practices and critique current theories to aid in development of new understandings and practices.
- Use appropriate practices and materials grounded in reading research to evaluate the impact of teaching practices on student learning in light of reading research, histories of reading and connections to writing.
- Use knowledge of developmental aspects of oral language and its relationship to reading and writing when making classroom and instructional decisions.
- Demonstrate how cultural and linguistic diversity impact literacy learning.

**Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.**

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners’ placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

- Choose, administer, and interpret a variety of formal and informal reading assessments such as standardized diagnostic reading tests, informal reading inventories, and running records.
- Use reading assessment results to determine appropriate instructional intervention.
• Match instructional strategies and interventions to assessment results to promote continuous reading improvement.
• Collaborate with other school professionals and families to plan and implement appropriate reading instruction and services for students.

**Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.**

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

• Provide evidence-based rationale for diagnostic reading instructional decisions.
• Employ appropriate instructional grouping options for reading such as independent reading, partner reading, shared reading, and guided reading.
• Employ a variety of instructional practices, approaches, and methods to improve reading and writing outcomes for students such as language experience approach, repeated reading, shared reading, read aloud, reader’s theatre, literature circles, directed reading thinking activity (DRTA), and dialogue journals.
• Employ strategies appropriate to the teaching of phonemic awareness, word identification, fluency, vocabulary, and comprehension
• Select a wide range of instructional materials such as leveled texts, trade books, digital texts, and expository and narrative texts.

**Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.**

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates’ relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be life long readers and writers.

• Collect information about learners’ interests/abilities and apply information to instructional reading planning.
• Develop appropriate reading strategies that respond to learners’ interests, reading abilities, and backgrounds of foundations for the reading and writing environment.
• Use technology to gather and implement reading instructional planning and effective practices.
• Demonstrate a broad knowledge of children’s and adolescent literature, including multicultural and international literature and informational texts.