

Reconceptualizing Teacher Certification and Recertification in South Carolina

Problem: South Carolina ranks among the bottom one-third of states on both the 4th and 8th grade National Assessment of Educational Progress (NAEP). In 2011, 39% of the state's 4th graders and 28% of its 8th graders were classified as being "below basic" on reading. This compared to the national averages of 34% and 25%, respectively. 4th-grade scores were lower than those of 36 other states; for 8th grade, the state ranked 34th (National Assessment of Educational Progress, 2011).

Cause: Lack of training for teachers in effective reading and writing instruction.

Solution: Improve the knowledge base of South Carolina's teachers and administrators.

Research shows that students who are assigned to highly ineffective teachers, even if subsequently assigned to highly effective teachers, rarely make up for lost ground (Sanders & Rivers, 1996). To improve reading achievement in South Carolina, the state needs more teachers who can help students progress rapidly as readers. To accomplish this, consistent with Recommendation #4 of the South Carolina Reading Achievement Systemic Initiative (see Appendix A), we propose increasing teachers' knowledge base about reading assessment and instruction by revising the requirements for initial certification and recertification. Currently, 39% of the teachers in South Carolina hold an undergraduate degree only, which is the minimum educational requirement for a beginning teacher. This does not prepare a teacher to be a highly effective instructor of readers and writers. The state does offer an add-on endorsement in reading and literacy—however, only a small percentage of teachers actually have the endorsement and those that do are not evenly distributed across the state.

Rationale: The field of reading has clearly established that it is teachers, and not programs, that make a difference. Bond and Dykstra (1967/1997) first noted this after their review of 27 studies involving first-grade reading instruction:

To improve reading instruction, it is necessary to train better teachers of reading than to expect a panacea in the form of materials. . . . No one approach is so distinctly better in all situations that it should be considered the one best method and the one to be used exclusively. (p. 416)

This conclusion has been supported by the work of numerous scholars, including Anderson, Hiebert, Scott, & Wilkinson, 1985; Crismore, 1985; Darling-Hammond, 2000; Duffy, 1983; Ferguson, 1991; Hoffman et al., 1998; Langer, 2000; Sanders, 1988; and Shanahan & Newman, 1997. As Anderson et al.

(1985) so succinctly noted, “Improving reading instruction in the United States is not possible without good teachers” (p. 114). Seventeen years later, Allington (2002) concurred:

A series of studies have confirmed what was probably obvious from the beginning. Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches or “proven programs.” It has become clearer that investing in good teaching—whether through making sound hiring decisions or planning effective professional development—is the most “research-based” strategy available. If we truly hope to attain the goal of “no child left behind,” we must focus on creating a substantially larger number of effective, expert teachers.

[. . .]

Effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach or reading program they use. (pp. 740–742)

A body of research referred to as “Best Practices” identifies the characteristics of effective teachers (see Appendix B). Stephens, Young, Headley, DeFord & Gambrell (2012) reviewed research on best practices, effective readers, and second language acquisition and created the following list of specific understandings that knowledgeable teachers should possess:

- Students need to:
 - read more (volume), read more widely (genre) and read texts in which they know 98–99% of the words;
 - believe in their ability to make sense of increasingly complex texts;
 - find reading pleasurable so they choose to read independently;
 - learn in their first language, while developing their second, and learn which languages are appropriate in which situations.
- Teachers need to:
 - help students learn language (vocabulary), learn about language, (grammar, punctuation, spelling, genre, etc.), and learn through language (content);
 - understand that reading is a constructive, meaning-making process;
 - know what students can do and cannot yet do;
 - support students with what they cannot yet do;
 - know how to analyze text complexity;
 - differentiate instruction based on the specific demands of texts;

- scaffold instruction to support students so they can independently manage a range of increasingly complex texts;
- use agentic language so that students see themselves as capable of making sense of texts;
- help students construct and monitor deep understandings as they move through texts;
- focus on teaching students how to problem-solve ideas;
- consistently teach and facilitate processes for students to independently understand new words, familiar words used in unfamiliar ways, and technical and content-specific vocabulary;
- use literacy processes to inquire deeply into content;
- understand how to use informational texts across content areas;
- understand how to administer, interpret, and use results from text-based formative assessments.

The statement that it is “teachers, not programs, that make a difference” can be rephrased so that “programs” are the subject—i.e., “There is no evidence that packaged programs significantly impact the reading achievement of students.” This is the conclusion drawn by the federal What Works Clearinghouse (WWC), which keeps track of and synthesizes all research about such packaged programs. In fact, the only “package” that the WWC has found to have an impact on reading achievement is Reading Recovery[®] (WWC, 2008). Reading Recovery,[®] however, is not a narrow program, per se, but a comprehensive sequence of customized engagements that is provided to struggling first graders by specially trained teachers who receive one year of supervised training and additional professional development every year. It would appear that many districts are not aware of this finding about packaged programs. Thus, particularly in districts in which administrators are worried about the performance of low socioeconomic status (SES) students, administrators buy and subsequently discard a series of such programs—many of them quite expensive.

Action: South Carolina alter its pre-service and in-service teacher certification requirements for pre-K–12 to give students a better chance to improve as readers.

- For pre-service teachers and pre-service teacher education:
 - Use a modified version of the Literacy: Reading-English Language Arts Standards Second Edition (for teachers of students ages 3–12), as established by the National Board for Professional Teaching Standards (NBPTS; see Appendix C) to describe the expertise needed for newly certified teachers at all grade levels. Require that all Institutions of Higher Education (IHE) in South Carolina submit documentation to a panel of reading experts to assure that their programs meet the modified standards.
 - Offer state endorsement of programs that meet the standards.
 - In the same fashion, hold IHE's responsible for meeting the standards set forth by the International Reading Association for pre-service Reading Teacher Preparation Programs (see Appendix D).

These modifications, supplemented with additional course work, will allow new teachers to be as strong as possible in their beginning years of service, and to more rapidly become expert, experienced teachers of readers who are able to support all students as readers, thereby advancing reading achievement in South Carolina.

- For currently certified teachers:
 - For early childhood and elementary teachers (pre-K–5), reading specialists (K–12), and special education teachers who work with students in need of intervention and special education services: Require a South Carolina Literacy Teacher add-on certification. Only institutions which have M.Ed. programs in Reading/Literacy that are accredited by International Reading Association/National Council for Accreditation of Teacher Education (IRA/NCATE) should offer the course work (see Appendix E for a list of the IRA/NCATE standards for graduate-level programs). Course work would provide teachers with a strong understanding of the theory, research, and practices that support the teaching of reading and writing.
- For middle and high school teachers (grades 6–12): Require three of the courses for add-on certification as a Literacy Teacher (reading foundations, reading methods, and reading

assessment). These courses would delve deeply into the cognitive strategies that readers use to create meaning with texts

- For Reading Interventionists: Require South Carolina add-on certification as Literacy Teacher.
- For Literacy Coaches: Require South Carolina add-on certification as a Literacy Coach (Literacy Teacher plus four additional courses in administration and supervision in literacy, curriculum development, literacy research, and an additional education leadership course as approved by the South Carolina Office of Educator Certification).
- For K–8 administrators, including principals, assistant principals, and curriculum coordinators, as well as administrators in grades 9–12 and district office administrators with significant policy and practice responsibility for literacy education: Require two foundational courses (reading foundations and reading instruction) and specified, approved professional development in reading assessment or a state-approved equivalent combination of professional development experiences. Electronic access to high quality course instruction should be organized to make participation convenient.

The field of reading/English Language Arts has several sets of research-based standards that have established the knowledge base needed to effectively teach readers and coach reading teachers. The state of South Carolina add-on endorsements for Literacy Teachers and Literacy Coaches incorporates the knowledge and skills outlined by reading experts in the following standards documents:

- Standards for experienced, expert teachers developed by the NBPTS. This board has established standards in three age bands: Early and Middle Childhood Literacy: Reading-Language Arts, Early Adolescence/English Language Arts, and Adolescence and Young Adulthood/English Language Arts (See Appendices C, F, and G).
- Standards for excellent reading teachers by the International Reading Association (see Appendix J).
- Standards for the English Language Arts by the International Reading Association and the National Council of Teachers of English (IRA/NCTE, 1996; see Appendix H).
- IRA Roles and Qualifications of the Reading Coach in the United States (see Appendix I).

Looking across these standards and the research on which they are constructed, patterns emerge. These are succinctly summarized by the position statement of the International Reading Association (2000) about Excellent Reading Teachers (see Appendix J):

Excellent reading teachers share several critical qualities of knowledge and practice:

- They understand reading and writing development, and believe all children can learn to read and write.
- They continually assess children's individual progress and relate reading instruction to children's previous experiences.
- They know a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program.
- They offer a variety of materials and texts for children to read.
- They use flexible grouping strategies to tailor instruction to individual students.
- They are good reading "coaches" (that is, they provide help strategically).

In addition, excellent reading teachers share many of the characteristics of good teachers in general. They have strong content and pedagogical knowledge, manage classrooms so there is a high rate of engagement, use strong motivation strategies that encourage independent learning, have high expectations for children's achievement, and help children who are having difficulty.

(International Reading Association, 2000, p. 1)

Teachers of young children and of struggling readers of all ages who earn South Carolina's Literacy Teacher endorsement are well-positioned to help students become strong readers. Teachers of students in grades 6–8 who take at least three of the required courses for Literacy Teacher are adequately positioned to help students continue to progress as readers. And Literacy Coaches who earn the state's Literacy Coach endorsement are well-positioned to help teachers broaden and deepen their knowledge base.

Notes: Newly certified teachers would have six years to earn their Literacy Teacher add-on endorsement. The first course could be offered at their pre-service institution the summer after graduation. Subsequent courses could be offered via distance education (traditional and blended) at

school sites or regional campuses (see Figure 1 for a plan developed by the University of South Carolina's [USC] College of Education).

Alternately, newly certified teachers could join with other teachers in their geographical area and take courses over 2 or 2.5 academic years (with or without a summer session). The College of Education at USC currently offers these courses on-site via contract with school districts (see Figure 2) and is in the process of modifying courses so they can be taken by individual teachers, independent of district contracts.

The time line for experienced teachers would be determined by institutional capacity. IHE in South Carolina whose M.Ed. in Reading/Literacy programs are accredited by NCATE would submit proposals to an expert panel (consisting of representatives of those programs); proposals would outline their delivery system and detail their capacity. The panel would then recommend appropriate deadlines to ensure that all elementary teachers in South Carolina would eventually have a Literacy Teacher add-on endorsement, all 6–12 teachers would have three of the courses required for that endorsement, and all K–8 administrators, including principals, assistant principals, and curriculum coordinators, as well as administrators in grades 9–12 and district office administrators with significant policy and practice responsibility for literacy education, would have two foundational courses (reading foundations and reading instruction) and professional development in reading assessment or a state-approved equivalent combination of professional development experiences.

University of South Carolina College of Education Proposed State-Wide Induction Plan

To improve reading achievement in South Carolina, the Language and Literacy faculty in the College of Education at USC propose that novice teachers begin a two-year (three-summer) mentorship program immediately upon graduation from their initial certification program. This program would offer new teachers a supportive mentor and course work that leads to a South Carolina Literacy Teacher add-on endorsement.

The components of this program are grounded in the literature on best practices and on professional development for teachers. The program would be piloted at a K–12 school near USC-Columbia in Summer 2013 and then offered at approximately 12 sites across the state beginning in Summer 2014. Courses would be overseen by USC faculty and facilitated by the equivalent of South Carolina Reading Initiative/SC READS/SC Reading First Literacy Coaches. These facilitators should already have taken these courses themselves and have experience offering graduate courses to teachers.

First Summer:

- **May** (immediately after graduation): Teachers participate in professional development, offered on site at various K–12 schools, which focuses on reading research, theory, assessment, and instruction. This would be Part 1 of a graduate course, EDRD 600—Foundations of Reading Instruction. This is one of the five courses required by USC for an SC Literacy Teacher add-on endorsement.
- **June:** At the K–12 school site, novice teachers provide one-on-one support to K–12 students who struggle as readers. Reflective professional development would occur the hour before and after novice teachers work with students. This would be Part 2 of EDRD 600.
- **August:** Teachers meet in their site-based learning communities and address literacy topics related to their first year of teaching, e.g., creating a literate community, creating a supportive environment, managing the classroom, setting up a reading workshop, planning focused instruction, creating and managing flexible small groups, and involving parents and community members. This would be the third and last part of EDRD 600.

First Year:

- **September–May:** Coaches continue to facilitate site-based learning communities and focus on reading assessment and instruction. The course offered would be EDRD 715—Instructional Strategies for Reading. This is the second course required by USC for an SC Literacy Teacher add-on endorsement.
- **May Reflection:** The novice teachers bring in to the site-based learning community videos and artifacts collected for the EDRD 715 course and, using a critical friends model, reflect on the past year and create a new plan for Year Two. This would be the final class for EDRD 715.

Second Summer:

- **June:** At their K–12 site, novice teachers assess the needs of students who struggle as readers and work one-on-one with them. They develop instructional suggestions for the parents and future teachers of the student. The course offered would be EDRD 716—Foundations of Reading Assessment. This is the third course required by USC for an SC Literacy Teacher add-on endorsement.

Second Year:

- **August–May:** Coaches continue the site-based learning communities, focusing on reading and writing in the content area. The course offered would be EDRD 730—Teaching Reading and Writing Across Content Areas. This is the fourth course required by USC for an SC Literacy Teacher add-on endorsement.

Third Summer:

- **June:** At their K–12 site, novice teachers assess the needs of students who struggle and work with them in small groups. As with EDRD 716, they would develop instructional suggestions for the parents and future teachers of the student. The course offered would be EDRD 718—Seminar in Classroom Reading Assessment. This is the fifth course required by USC for an SC Literacy Teacher add-on endorsement.
- **July:** Novice teachers would be encouraged to take the PRAXIS Reading Teacher Examination. This (and the course work) is required for an SC Literacy Teacher add-on endorsement.
- **August:** (No-longer) novice teachers attend a USC ceremony to celebrate their achievements.

Figure 1. University of South Carolina College of Education Proposed State-Wide Induction Plan.

Semester	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
M.Ed. Degree Contract On-Site. 15 person min. Certified teacher rate. All courses except EDRM 723 have on-site facilitator paid for by USC.	EDRD 600 Literacy	EDRD 715 Methods	EDRM 723 Assess	EDRD 716 Tutoring 1:1	EDRD 718 Tutoring Groups	EDTE 779 Multi-cultural Ed	EDRD 730 Content	EDRD 796 ELL	EDEL 771 Writing	EDRD 719 Programs	EDRD 720 Capstone
Literacy Teacher Course Contract On-Site. 20 person min. PD rate. All courses have on-site facilitator. District pays cost of facilitator.	EDRD 600	EDRD 715		EDRD 716	EDRD 718		EDRD 730				
Literacy Teacher On-Site Combined with M.Ed. Off-site Teachers take LT courses with cohort and remaining courses are offered state-wide via web or live feed. First two courses are at the PD rate; remainder is at certified teacher rate.	EDRD 600	EDRD 715	EDRM 723	EDRD 716	EDRD 718	EDTE 779	EDRD 730	EDRD 796	EDEL 771	EDRD 719	EDRD 720

Figure 2. USC College of Education Off-Campus Offerings of Courses for Literacy Teacher Add-On Endorsement and M.Ed. in Literacy.

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Appendix A

Goal and Recommendation #4 from Final Report of the South Carolina

Reading Achievement Systemic Initiative (2012)

Goal: Improve Reading Instruction and Reading Achievement in South Carolina.

Recommendation #4: Revise certification requirements to assure that all Pre-K–12 students are served by classroom teachers, reading teachers, special education teachers, reading coaches, and administrators who have the appropriate level of understanding of reading instruction and assessment.

1. For all pre-service teachers:
 - a. Outline the knowledge, skills, and strategies needed to be an effective first-year teacher of readers and writers.
 - b. Describe the kinds of pre-service experiences which ensure that first year teachers possess and can use their knowledge, skills, and strategies to understand and support each and every child as a reader and writer.
 - c. Review university reading course syllabi in certification programs relative to (a) & (b).
 - d. Make public a list of those teacher training programs that meet criteria (a) & (b).

2. For certified teachers, require advanced course work in literacy for re-certification.
 - a. For early childhood (EC) and elementary teachers (EL) (pre-K to 5): Require a South Carolina Literacy Teacher add-on certification. This involves 4 required courses (the fifth is optional), 3 years of teaching experience and a passing score on the Praxis. Only institutions whose M.Ed. programs in Reading/ Language and Literacy are accredited by the National Council for Accreditation of Teacher Education (NCATE) and whose course content is consistent with state standards should offer the course work. These courses could be offered at a PD [professional development] rate. As part of NCATE, the International Reading Association (IRA) specifies the content, skills, and strategies that reading teachers must know about and be able to implement and also sets standards for reading assessment and instruction. Effectively delivered IRA-sanctioned course work provides teachers with a strong understanding of the theory, research, and practices that support the teaching of reading and writing. All EC and EL teachers who have been teaching for 1–5 years would be required to obtain the Literacy Teacher add-on certification within ten years. The time frame for EC and EL teachers with 6+ years of experience would be based on an assessment of the capacity of state-approved IHEs in SC to provide the course work. For teachers newly certified in these areas, the course work could begin the summer after graduation and continue through the first two years of teaching. Ideally, within 20 years, all SC teachers would have their add-on certification.

 - b. For all Middle and High School teachers (grades 6 to 12): Require 6 credit hours of literacy and content-based professional development tied to social studies, science, math, and ELA. These courses would be 2 of the 4 required for add-on certification as a Literacy Teacher. This course work would delve deeply into cognitive strategies which readers use to create meaning with texts. Only institutions whose M.Ed. programs in Reading/Language and Literacy are accredited by the National Council for Accreditation of Teacher Education (NCATE) and whose course content is consistent with state

standards should offer the course work. These courses could be offered at a PD rate. As part of NCATE, the International Reading Association (IRA) specifies the content, skills, and strategies that reading teachers must know about and be able to implement and also sets standards for reading assessment and instruction. Effectively delivered IRA-sanctioned course work provides teachers with a strong understanding of the theory, research, and practices which support the teaching of reading and writing. ML and HS teachers who have been teaching for 1–5 years would be required to obtain this add-on certification within ten years. The time frame for ML and HS teachers with 6+ years of experience would be based on an assessment of the capacity of IHEs in South Carolina to provide the course work. For newly certified ML and HS teachers, the course work could begin the summer after graduation and continue through the first two years of teaching. Ideally, within 20 years, all SC ML and HS teachers would have these courses.

3. For teachers who provide supplemental support to below-grade-level readers and who are certified pre-K through 5 or Special Education teachers K–12: Require South Carolina add-on certification as a Literacy Teacher. These teachers would have to acquire this certification within six years.
4. For teachers who coach other teachers in literacy instruction and assessment: Require South Carolina add-on certification as a Literacy Coach. These teachers would have to acquire this certification within six years.
5. For K–8 administrators, including principals, assistant principals, and curriculum coordinators, as well as administrators in grades 9–12 and district office administrators with significant policy and practice responsibility for literacy education: Require two foundational courses (reading foundations and reading instruction) and professional development in reading assessment or a state-approved equivalent combination of professional development experiences. All current K–8 and relevant high school and district office personnel administrators would be encouraged to complete this course work within six years; however only K–5 administrators would be required to complete these courses within six years. Electronic access to high quality course instruction should be organized to make participation convenient.

Appendix B

Synthesis of Research on Best Practices

In the classic, *Becoming a Nation of Readers* (Anderson, Hierbert, Wilkinson, & Scott, 1985), researchers at the Center for the Study of Reading named many of the practices now referred to as “best practices.”

Stephens (2007) summarized these practices as follows:

- Reading aloud to students: “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (p. 23).
- Providing students with ample time for independent reading: “Research suggests that the amount of independent, silent reading children do in school is significantly related to gains in reading achievement” (p. 76).
- Providing students with access to books: “Analyses of schools that have been successful in promoting independent reading suggest that one of the keys is ready access to books” (p. 78).
- Ensuring that the books used in the classroom are well written and matched to the reading level of the students (see, in particular, pp. 43–48, 62–65).
- Providing students with ample time for writing: “Opportunities to write have been found to contribute to knowledge of how written and oral language is related to growth in phonics, spelling, vocabulary development, and reading comprehension” (p. 79).
- Helping young students understand the alphabetic principle, that there is a relationship between letters and sounds: “The best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read” (p. 38).
- Helping students identify unfamiliar words rapidly and therefore read fluently: “Interestingly, it does not appear that skilled readers identify unfamiliar words by rapidly applying ‘rules’ governing the relationships between letters and sounds. Instead, research suggests that they work by analogy with known words” (p. 12; see also pp. 10–12).
- Helping students make connections between what they already know (their background knowledge) and the text (see, in particular, pp. 49–51).

- Providing students with explicit instruction in comprehension strategies: “Children should not be left guessing about how to comprehend” (p. 72).

Since *Becoming a Nation of Readers* (Anderson et al., 1985) was published, a number of other studies (see, for example, Allington & Johnston, 2001; National Center for Education Statistics, 1994; Pressley, Rankin, & Yokoi, 1995; Pressley, Allington, Wharton-McDonald, Block, & Morrow, 2001; Taylor, Pearson, Clark, & Walpole, 2000; Taylor, Pearson, Peterson, & Rodriguez, 2003; Wharton-McDonald, Pressley, & Hampston, 1998) have been conducted on best practices. Their findings overlap and sometimes expand upon the nine practices listed above. An analysis of the 1992 fourth-grade NAEP data (National Center for Education Statistics, 1994), for example, indicated that the following practices were associated with higher scores on the NAEP:

- Use of trade books (as opposed to basal readers);
- Heavy emphasis on integrated reading and writing;
- Instruction on comprehension and interpretation;
- Emphasis on literature-based reading;
- Library visits at least once a week;
- Weekly use of written assignments to assess students in reading.

In contrast, the following practices were associated with *lower* scores on the NAEP:

- Teaching sub-skills (as opposed to integrative approaches);
- Reading kits;
- Workbooks and worksheets;
- Monthly multiple or short-answer tests to assess reading.

Most of these comparisons were not provided for subsequent administrations of the NAEP. However, three comparisons were provided for the 1994 NAEP: students who had higher scores (a) read trade books (instead of basal readers), (b) used workbooks and worksheets less than once a week, and (c) wrote almost daily about what they read (National Center for Education Statistics, 1996).

Looking across 15 of the best practice studies conducted since 1985 (excluding NAEP 1992 and 1994), the following research-based practices emerge as other additions to the Anderson, et al. (1985) list:

- Emphasizing reading as a meaning-making process;
- Helping students develop self-confidence and agency via choice and a gradual release of responsibility model (Pearson & Gallagher, 1983)
- Using multiple grouping arrangements (whole group, small flexible groups, and one-on-one support);
- Using authentic literature;
- Using authentic means of assessment;
- Teaching skills and strategies in context;
- Privileging higher-order thinking;
- Integrating reading and writing;
- Integrating reading and writing into content areas.

Appendix C

Proposed Modifications of National Board for Professional Teaching Standards (NBPTS)

Standards for all Pre-Service Teachers (Ages 3–12)

NBPTS for Accomplished Teachers of Students Ages 3–12 (NBPTS, 2012, pp. 21–23)	Proposed Modifications (Adapted from NBPTS Standards for Ages 3–12)
<p>Standard I: Knowledge of Learners Accomplished early and middle childhood literacy: reading-language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultured language learners.</p>	<p>Standard I: Knowledge of Learners Accomplished <u>Pre-service</u> literacy/reading-language arts teachers <u>know how to</u> draw on their relationships with students as well as their knowledge of literacy and child/adolescent development to acquire knowledge of their students as intellectual, social, emotional, cultured language learners.</p>
<p>Standard II: Equity, Fairness, and Diversity Accomplished early and middle childhood literacy: reading-language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.</p>	<p>Standard II: Equity, Fairness, and Diversity Accomplished <u>Pre-service</u> literacy/reading-language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They <u>know how to</u> teach all students to know and respect themselves and others and to use literacy practices to promote social justice.</p>
<p>Standard III: Learning Environment Accomplished early and middle childhood literacy: reading-language arts teachers establish a caring, supportive, inclusive, challenging, democratic and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively.</p>	<p>Standard III: Learning Environment Accomplished <u>Pre-service</u> literacy/reading-language arts teachers <u>know how to</u> establish a caring, supportive, inclusive, challenging, democratic and safe learning community in which students take intellectual, social and emotional risks while working both independently and collaboratively.</p>
<p>Standard IV: Instruction Accomplished early and middle childhood literacy: reading-language arts teachers employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language.</p>	<p>Standard IV: Instruction Accomplished <u>Pre-service</u> literacy/reading-language arts teachers <u>know how to</u> employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language.</p>

<p>Standard V: Assessment</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers use a range of ongoing formal and informal assessments methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communication to various audiences and engage in ongoing reflection.</p>	<p>Standard V: Assessment</p> <p>Accomplished-Pre-service literacy/reading-language arts teachers <u>know how to</u> use a range of ongoing formal and informal assessments methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communication to various audiences and engage in ongoing reflection.</p>
<p>Standard VI: Reading</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers use their knowledge of the reading processes, of their students, and of the dynamic connections within the other language arts to create effective instruction so that all readers construct meaning and develop an enduring appreciation of reading.</p>	<p>Standard VI: Reading</p> <p>Accomplished-Pre-service literacy/reading-language arts teachers <u>know how to</u> use their knowledge of the reading processes, of their students, and of the dynamic connections within the other language arts to create effective instruction so that all readers construct meaning and develop an enduring appreciation of reading.</p>
<p>Standard VII: Writing</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers use their knowledge of the writing process, language acquisition, writing development, and ongoing assessment to provide authentic and relevant instruction that prepares students to write for a variety of purposes and audiences.</p>	<p>Standard VII: Writing</p> <p>Accomplished-Pre-service literacy/reading-language arts teachers <u>know how to</u> use their knowledge of the writing process, language acquisition, writing development, and ongoing assessment to provide authentic and relevant instruction that prepares students to write for a variety of purposes and audiences.</p>
<p>Standard VIII: Listening and Speaking</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers know, value and teach oral language development, listening, and both verbal and nonverbal communication skills as essential components of literacy, and they provide opportunities for all students to listen and speak for a variety of purposes and audiences.</p>	<p>Standard VIII: Listening and Speaking</p> <p>Accomplished-Pre-service literacy/reading-language arts teachers know, value and <u>know how to</u> teach oral language development, listening and both verbal and nonverbal communication skills as essential components of literacy, and they <u>know how to</u> provide opportunities for all students to listen and speak for a variety of purposes and audiences.</p>
<p>Standard IX: Viewing and Visual Literacy</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers know, value and teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.</p>	<p>Standard IX: Viewing and Visual Literacy</p> <p>Accomplished-Pre-service literacy/reading-language arts teachers know, value and <u>know how to</u> teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.</p>

<p>Standard X: Literacy Across the Curriculum</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers understand the reciprocal and interrelated nature of the literacy processes of reading, writing, listening, speaking and viewing and engage students in language arts processes in all disciplines.</p>	<p>Standard X: Literacy Across the Curriculum</p> <p>Accomplished <u>Pre-service</u> literacy/reading-language arts teachers understand the reciprocal and interrelated nature of the literacy processes of reading, writing, listening, speaking and viewing and <u>know how to</u> engage students in language arts processes in all disciplines.</p>
<p>Standard XI: Teacher as Learner and Reflective Practitioner</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.</p>	<p>Standard XI: Teacher as Learner and Reflective Practitioner</p> <p>Accomplished <u>Pre-service</u> literacy/reading-language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.</p>
<p>Standard XII: Collaboration with Families and Communities</p> <p>Accomplished early and middle childhood literacy: reading-language arts teachers develop positive and mutually supportive relationships with family and community members to achieve common goals for literacy education of all students.</p>	<p>Standard XII: Collaboration with Families and Communities</p> <p>Accomplished <u>Pre-service</u> literacy/reading-language arts teachers <u>know how to</u> develop positive and mutually supportive relationships with family and community members to achieve common goals for literacy education of all students.</p>

Appendix D

Standards for Reading Teacher (Pre-Service) Preparation Programs

(International Reading Association, 2003)

Every teacher must receive quality preparation on all aspects of research-based reading pedagogy. Teacher education programs must get pre-service teachers off to a running start on acquiring the knowledge, skill, and will it takes to be an effective teacher. The International Reading Association (2003) has standards for the preparation of classroom reading teachers. In brief, every teacher education program in the United States should ensure that its students, for each of the following categories:

Foundational Knowledge and Dispositions

- know how reading develops
- know how oral language helps students acquire written language
- know how to read research reports and appropriately adapt classroom practices to match research evidence

Instructional Strategies and Curriculum Materials

- know how to select curriculum materials and help students learn how letter-sound relationships work
- know how to teach students to make sense out of the texts they read
- know how to develop strategic readers and writers
- know how to match curriculum materials to students' needs and levels of competence

Assessment, Diagnosis, and Evaluation

- know how to assess the progress of every student and change instruction when it is not working
- know how to communicate results of assessments to various stakeholders, especially parents

Create a Literate Environment

- know how to set up, organize, and manage a classroom so that students can and will learn to read
- know how to motivate students to do their best work

- know enough about and value the cultures and languages students bring to school to use those differences as resources rather than as excuses for not teaching them well

Professional Development

- get their practical experience under the best teachers our schools can provide as mentors
- continue to receive mentoring support throughout their first five years of teaching
- participate in, initiate, implement, and evaluate professional development programs.

Appendix E

IRA/NCATE Standards for Master's Degree Programs in Reading/Literacy

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Foundational knowledge about literacy is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.
- A conceptual framework for literacy development should inform teaching practices and selection of materials.
- Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.
- Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.
- Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and systemwide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.
- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Diversity will be as much a reality in the future as it is in our lives today and has been in the lives of our predecessors.
- There is a tradition of “deficit” thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when cultural deprivation was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future.
- Creating a curriculum that values diversity requires that teacher educators and teachers step outside their personal experiences within a particular linguistic, ethnic, or cultural group to experience the offerings of other groups.

- The elements of diversity in a society cannot be isolated within that society and certainly not within an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.
- There is a danger in overgeneralizing (i.e., stereotyping) characteristics to all members of a group.
- Language-minority students need appropriate and different language and literacy instruction if they are to be successful academically while they learn English.

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- An effective literate environment offers both visible and "invisible" support (i.e., psychological, social, emotional) to learners as they expand their literacies.
- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (i.e., making the curriculum permeable to the social context). Learning should extend beyond the walls of the educational context to explore the potential for acts of literacy that affect the world outside.
- Learners require a literate environment that affords them the opportunity to engage in meaningful ways by providing time, accessibility, tools, choice, and support.
- Student learning is positively impacted by positive teacher dispositions, such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.
- To meet the needs of learners, a co-constructed literate environment must continually change as interests and focal points for learning shift over time.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Effective professional learning is evidence-based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of diversity.
- Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.
- Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

Appendix F

National Board for Professional Teaching Standards (NBPTS) for Early Adolescence/English Language Arts (for Students Ages 11–15) (NBPTS, 2001)

Standard I: Knowledge of Students

Accomplished Early Adolescence/English Language Arts teachers systematically acquire specific knowledge of their students as individuals and use that knowledge to help develop students' literacy.

Standard II: Knowledge of the Field

Accomplished Early Adolescence/English Language Arts teachers know the field of English language arts and how to teach it to their students.

Standard III: Engagement

Accomplished Early Adolescence/English Language Arts teachers engage students in language arts learning and elicit a concentrated academic effort from each of their students.

Standard IV: Learning Environment

Accomplished Early Adolescence/English Language Arts teachers create a caring and challenging environment in which all students actively learn.

Standard V: Equity, Fairness, and Diversity

Accomplished Early Adolescence/English Language Arts teachers are committed to the celebration of diversity, practice equity and fairness, and use a variety of texts to promote opportunities to learn acceptance and appreciation of others.

Standard IX: Writing

Accomplished Early Adolescence/English Language Arts teachers provide instruction in the skills, processes, and knowledge needed for writing to ensure that their students write effectively across many genres and for a variety of purposes and audiences.

Standard VI: Instructional Resources

Accomplished Early Adolescence/English Language Arts teachers select, adapt, and use instructional resources to develop student literacy and further curriculum goals.

Appendix G

National Board for Professional Teaching Standards for Adolescence and Young Adulthood/English Language Arts (Ages 14–18+) (NBPTS, 2003)

Standard I: Knowledge of Students

Accomplished Adolescence and Young Adulthood/English Language Arts teachers acquire specific knowledge about students' individual, intellectual, and social development and use that knowledge to advance students' achievement as readers, writers, speakers, listeners, and viewers in English language arts.

Standard II: Knowledge of English Language Arts

Accomplished Adolescence and Young Adulthood/English Language Arts teachers have a thorough command of the various domains of knowledge that compose the English language arts.

Standard III: Instructional Design, and Decision Making

Accomplished Adolescence and Young Adulthood/English Language Arts teachers use their knowledge of students, English language arts, and pedagogy to design curricula, instruction, and assessment.

Standard IV: Fairness, Equity, and Diversity

Accomplished Adolescence and Young Adulthood/English Language Arts teachers demonstrate their commitment to fairness, equity, and diversity.

Standard V: Learning Environment

Accomplished Adolescence and Young Adulthood/English Language Arts teachers establish and maintain inclusive learning environments in which they engage, challenge, and support students.

Standard VI: Instructional Resources

Accomplished Adolescence and Young Adulthood/English Language Arts teachers create, select, adapt, and use a wide range of instructional resources to support their students' learning and strengthen their own teaching.

Appendix H

International Reading Association and National Council of Teachers of English (IRA/NCTE)

Standards for the English Language Arts

(IRA/NCTE, 1996)

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

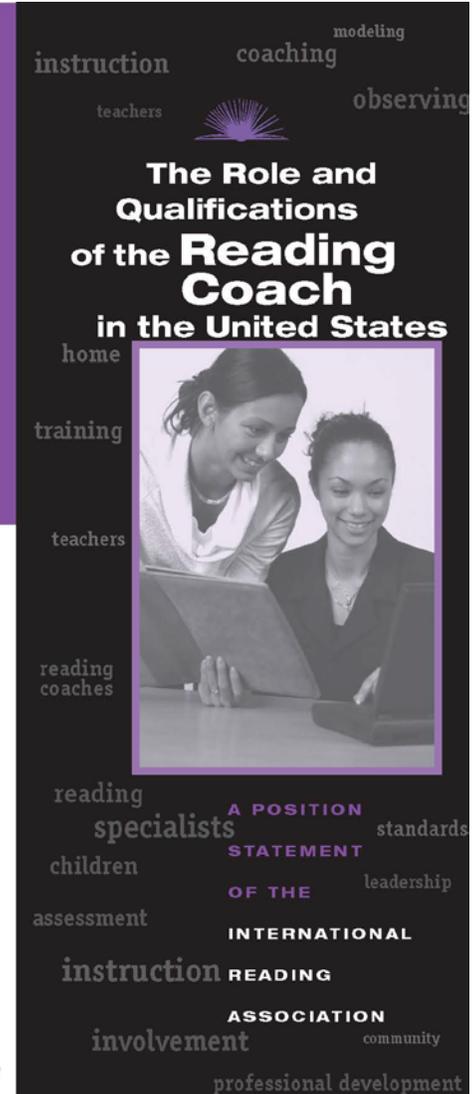
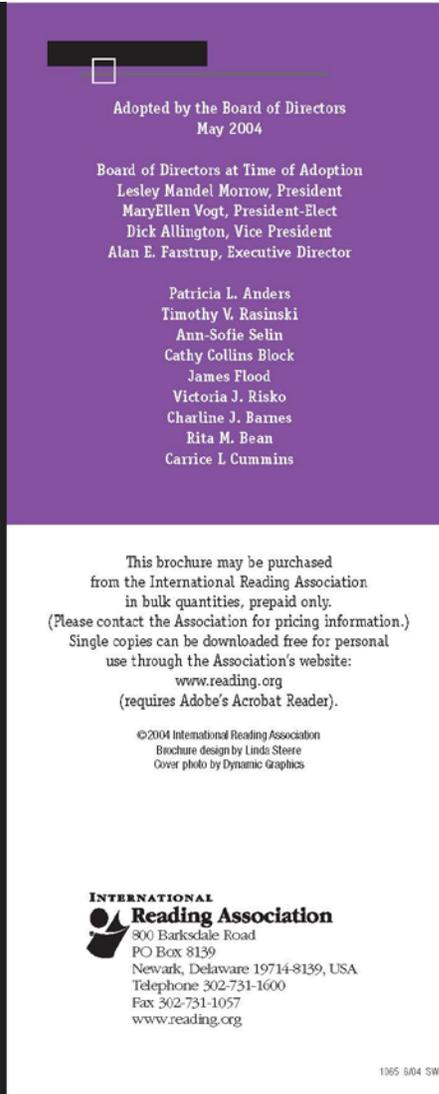
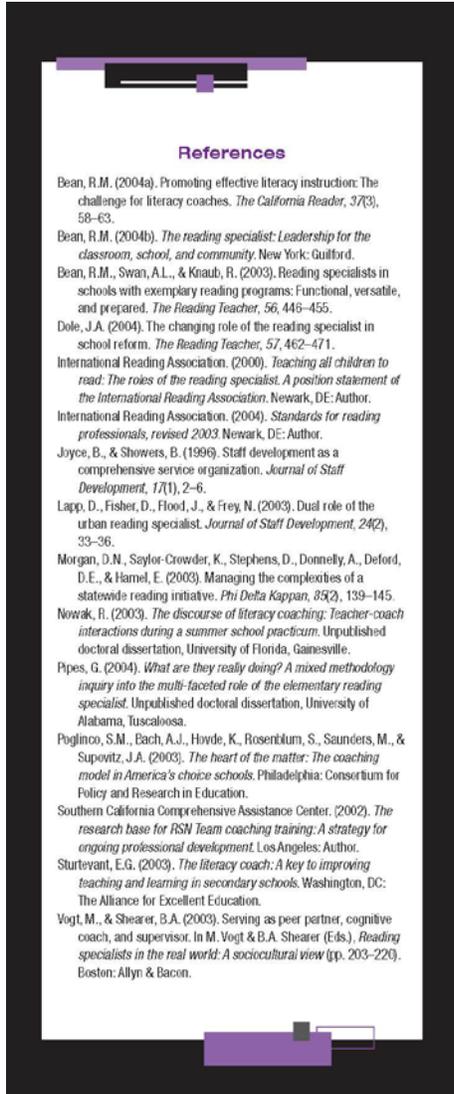
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Appendix I

The Role and Qualifications of the Reading Coach in the United States

(International Reading Association, 2004)



With the recent heavy focus on reading achievement at federal, state, and local levels in the United States, the role of the reading specialist has changed. Although reading specialists function in many roles, including remedial teacher, staff developer, supervisor, and mentor, the balance of their activities has shifted away from direct teaching and toward leadership and professional development roles. In fact, reading specialists working in exemplary schools, in addition to providing direct instruction to students, spend a great deal of their time serving as a resource to classroom teachers (Bean, Swan, & Knaub, 2003). Moreover, this change in role is consistent with the International Reading Association's (2000) position statement titled *Teaching All Children to Read: The Roles of the Reading Specialist*; that is, the reading specialist has three major roles: (1) instruction, (2) assessment, and (3) leadership. The leadership role includes working with classroom teachers to ensure that there is quality "first" teaching (Pipes, 2004).

With the changing roles have come a variety of new titles, such as *reading coach* and *literacy coach*, and there is considerable variability in the job descriptions for these coaches. Some coaches are volunteers with no specific training in reading, while others are school district employees with master's degrees and reading specialist certifications. In some schools, tutors who work with students are also called *coaches*. These individuals have a variety of levels of training, and they may work for companies (both profit and nonprofit) that supply supplemental services to students attending schools labeled by the state as "in need of improvement," based on the guidelines of the *No Child Left Behind Act of 2001*.

At present, there is little consistency in the training, backgrounds, and skills required for such positions, and there is little consistency in the general competence of coaches, in part because there are no agreed upon definitions or standards for the roles. The Association applauds the expansion of reading expertise available to students and teachers at the school building level. However, individuals designated as reading coaches, or literacy coaches, must be appropriately prepared and have the knowledge and skills necessary to be effective in the positions they hold.

Reading coaches frequently act as reading specialists when they provide leadership for school-, district-, and state-level reading programs. In the leadership role, they design, monitor, and assess reading achievement progress; they provide professional development and coaching for teachers and building personnel; they are responsible for improving reading achievement; and they may also supervise and evaluate staff.

These responsibilities are the responsibilities of reading specialists (see International Reading Association, 2000), and if reading professionals are serving in these roles (regardless of their titles), they must meet the standards for reading specialist/literacy coach as indicated in the *Standards for Reading Professionals, Revised 2003* (International Reading Association, 2004).

However, in many cases reading professionals employed in these new positions are specifically focused on coaching classroom teachers and supporting them in their daily work within a specific school building or buildings. These reading professionals do not supervise or evaluate teachers but rather collaborate with teachers to achieve specific professional development goals. Ideally, these reading coaches would meet the standards for reading specialist/literacy coach in *Standards for Reading Professionals, Revised 2003* and hold a reading specialist certificate. However, given the current emphasis on reading coaching, the immediate need for reading coaches whose responsibilities are limited to those described in this paragraph, and the fact that in some states reading specialist certification is not available, the Association acknowledges that school districts may select candidates who do not meet the standards or have reading specialist certification but who have other qualifications that make them strong candidates for these positions. The goal in such situations should be to provide professional development opportunities, including participation in reading specialist master's degree programs, so that within three years the reading coaches meet the Association's standards. In the interim, school districts should hire as reading coaches individuals who meet the following minimum qualifications:

- Are excellent teachers of reading, preferably at the levels at which they are coaching
- Have in-depth knowledge of reading processes, acquisition, assessment, and instruction
- Have expertise in working with teachers to improve their practices
- Are excellent presenters and group leaders
- Have the experience or preparation that enables them to model, observe, and provide feedback about instruction for classroom teachers

Ordinarily, teachers cannot meet these minimum qualifications without having completed several years of outstanding teaching; substantial graduate-level coursework in reading; and coursework related to presentation, facilitation, and adult learning. Reading specialists should supervise reading coaches who do not have reading specialist certification.

Definition of Reading Coaching

In this position statement we address reading coaching as a means of providing professional development for teachers in schools. Specifically, there is evidence that one-shot, workshop-oriented professional development efforts do not result in changes in classroom practices or in student learning. Coaching provides the additional support needed for teachers to implement various programs or practices (Nowak, 2003). Pogliusco, Bach, Hovde, Rosenblum, Saunders, and Supovitz (2003) conducted an evaluation study of a coaching model that provides a good summary of what coaching does:

Coaching provides ongoing consistent support for the implementation and instruction components. It is nonthreatening and supportive—not evaluative. It gives a sense of how good professional development is. It also affords the opportunity to see it work with students. (p. 42)

Why Reading Coaches?

The rapid proliferation of reading coaches is one of the responses to increased attention to reading achievement and the achievement gap in the United States. In recent years, reading has been the focus of both state and federal reading initiatives. Presidents Bill Clinton and George W. Bush and many state governors have spearheaded these initiatives. *The Reading Excellence Act of 1998* under Clinton and the *Reading First provisions of the No Child Left Behind Act of 2001* under Bush have allotted large amounts of federal dollars for professional development targeting improved reading instruction. In many cases, state education agencies have chosen to fund reading

FIGURE
Coaching Activities (Levels of Intensity)

<p>Level 1 (informal; helps to develop relationships)</p> <ul style="list-style-type: none"> • Conversations with colleagues (identifying issues or needs, setting goals, problem solving) • Developing and providing materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in Study Groups • Assisting with assessing students • Instructing students to learn about their strengths and needs 	<p>Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)</p> <ul style="list-style-type: none"> • Co-planning lessons • Holding team meetings (grade level, reading teachers) • Analyzing student work • Interpreting assessment data (helping teachers use results for instructional decision making) • Individual discussions with colleagues about teaching and learning • Making professional development presentations for teachers 	<p>Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)</p> <ul style="list-style-type: none"> • Modeling and discussing lessons • Co-teaching lessons • Visiting classrooms and providing feedback to teachers • Analyzing videotape lessons of teachers • Doing lesson study with teachers <p><small>Reprinted with permission from Bean, R.M. (2004). Promoting effective literacy instruction: The challenge for literacy coaches. <i>The California Reader</i>, 37(3), 56-63.</small></p>
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coaches as one component of their initiative. In several states, large appropriations for reading improvement also have included funding for reading coaches. The basic assumption is that increasing the expertise of reading professionals available to work with classroom teachers at the individual school level would allow these teachers to learn more about reading and reading instruction and thus improve reading instruction and student achievement.

What Do Reading Coaches Do?

A reading coach "supports teachers in their daily work" (Dole, 2004, p. 462). There are many activities that reading coaches engage in, from informal activities—such as conversing with colleagues—to more formal ones such as holding team meetings, modeling lessons, and visiting classrooms. It is critical that reading coaches understand that coaching may range from activities that help teachers develop or increase their knowledge about a specific issue to activities that focus on implementation issues. The Figure identifies various levels of activities, from those that are more informal and "low risk" (e.g., assisting with assessment) to those that require the reading coach to provide feedback about teachers' classroom practices (e.g., classroom visits) and are more "high risk" (Bean, 2004a).

Descriptions of reading coaches usually draw from the work of Joyce and Showers (1996), who identify five kinds of professional development experiences: (1) theory, (2) demonstration, (3) practice, (4) feedback, and (5) in-class coaching. Although there is little research evidence related to reading coaches, there are many projects focused on reading coaching that provide program descriptions (see, e.g., Bean, 2004b; Lapp, Fisher, Flood, & Frey, 2003; Morgan, Saylor-Crowder, Stephens, Donnelly, Deford, & Hamel, 2003; Southern California Comprehensive Assistance Center, 2002; Sturtevant, 2003; Vogt & Shearer, 2003). There is a great deal of overlap in these descriptions, for example, the provision of demonstration teaching, observation, and feedback according to some professional development model such as clinical supervision, peer coaching, or cognitive coaching. Although reading coaches engage in a full range of activities, it is the in-class coaching that distinguishes the role of the reading coach.

Vogt and Shearer (2003) distinguish two levels of reading coaches: (1) the building level and (2) the school district level. South Carolina distinguishes between building-level coaches and regional coaches (Morgan et al., 2003). In general, the distinction is one between reading coaches who work directly with classroom teachers and reading coaches who coach other reading coaches. As stated previously, reading coaches who do not meet the Association's standards and who do not hold a reading specialist

certificate should be working under the supervision of a reading professional who does meet those standards and holds a reading specialist certificate.

What Must Reading Coaches Know and Be Able to Do?

Because the primary role of reading coaches is to provide support to classroom teachers for classroom reading instruction, it is essential that they be excellent classroom teachers themselves. Their successful teaching experiences should include teaching at the levels of the teachers they will coach. That means that elementary school reading coaches should have successful teaching experiences at both the primary and intermediate levels, middle school reading coaches should have successful teaching experiences at the middle school level, and high school reading coaches should have successful teaching experiences at the high school level. Ideally, the documentation of successful teaching should include positive outcomes for student achievement.

A second requirement is that reading coaches should have in-depth knowledge of reading processes, acquisition, assessment, and instruction. Reading coaches cannot be expected to help classroom teachers improve reading instruction and student reading achievement if the reading coaches lack knowledge of the range of effective instructional methods, materials, and practices that can be employed at the levels they coach. Reading coaches must be knowledgeable about reading acquisition and development so they can aid teachers in planning instruction that meets the needs of all the students in the teachers' classrooms, and reading coaches must be able to help teachers with classroom assessments that can indicate reliably what those needs might be.

This knowledge can be gained in many different ways, including completion of a master's degree in reading that leads to reading specialist certification, ongoing professional development work, intensive, yearlong training for newly employed reading coaches in a school district; and/or enrollment in a reading specialist certification program.

A third requirement is that reading coaches have experience working with teachers to improve their practices. For example, reading coaches may have been involved in professional development experiences during which they participated in and/or led teacher study groups or teacher book clubs. In addition, reading coaches should be accustomed to reflecting on their own practices and making adaptations that improve instruction.

A fourth requirement is that reading coaches should be excellent presenters and be familiar with presenting to teacher

conferences at the local, state, and even national levels. Reading coaches also should be skilled in leading teacher groups to facilitate reflection and change for their colleagues.

Finally, reading coaches must have experience or preparation that enables them to master the complexities of observing and modeling in classrooms and providing feedback to teachers. The technical skills necessary for these coaching tasks can and must be developed. Moreover, reading coaches must be sensitive to the need to develop open, trusting relationships with teachers in order to serve effectively in a coaching role.

The Association strongly recommends that only teachers who meet these five criteria act as reading coaches. This recommendation is based on evidence from Pogliuco et al. (2003) that indicates great variability in the effectiveness of reading coaches depending on their background and training. These authors found that reading coaches were more or less effective based on their knowledge and skills, and that when reading coaches were not confident and knowledgeable, they had concerns about their roles. For example, one coach remarked,

Our problem was that we weren't really clear on the big picture of it. Yes we got training on this and that, but to be trained on it today to roll it out tomorrow when you don't understand it yourself, is very difficult. (p. 18)

A principal noted, "The literacy coaches are just one step ahead of the teachers. It diminishes their credibility and there is the danger of no follow-up" (p. 19). Even when reading coaches do meet the five criteria, they should be involved in ongoing professional development to strengthen their knowledge and skills, and thus their effectiveness as reading coaches. Moreover, if the reading coaches are to be successful in promoting changes in classroom practices, the expectations for the role of reading coach need to be clear to and understood by both the reading coaches and the school administrator, in addition to being supported by the school administrator.

Summary

Reading coaching is a powerful intervention with great potential; however, that potential will be unfulfilled if reading coaches do not have sufficient depth of knowledge and range of skills to perform adequately in the coaching role. Education reform is riddled with examples of potentially powerful interventions that disappoint reformers and fail the students they are intended to help. The Association appeals to the stakeholders involved in implementing reading coaching interventions to pay close attention to the hiring of reading coaches and commit themselves (a) to hiring only those individuals who have the knowledge and skills required and (b) to assuring that within three years these reading coaches meet the Association's standards and obtain reading specialist certification. It is better to delay implementing a reading coaching intervention than to push ahead with inadequately trained reading coaches. In all cases, a reading specialist who has the appropriate depth of knowledge and range of skills must supervise reading coaches who will, in turn, help develop reading expertise in classroom teachers.

Recommendations

U.S. policymakers

- Continue to fund reading interventions that focus on professional development of classroom teachers.
- Provide support for the development of reading coaches, and insist that those providing such preparation be adequately trained themselves.
- Mandate that all policy initiatives that support reading coaches must require that reading coaches meet the Association's standards for reading specialist/literacy coach (see International Reading Association, 2004).

State policymakers

- Use professional development funds to develop strong reading coaching interventions.
- Insist that reading coaches be well educated, with in-depth knowledge of reading and reading instruction and the range of skills necessary for effective reading coaching.
- Provide adequate supervision and infrastructure for reading coaching interventions.

School boards

- Insist that reading coaching interventions are carefully conceptualized.
- Insist that the infrastructure to support reading coaching interventions is in place before beginning the intervention.
- Ensure that individuals hired as reading coaches have adequate initial qualifications and an ongoing program of professional development.

School district and building-level administrators

- Plan carefully before implementing a reading coaching intervention.
- Be sure that reading coaches are supervised and receive ongoing professional development.
- Provide principals with adequate training for understanding their relationships with the reading coaches.
- Support reading coaches as they, in turn, support classroom teachers in the daily work of reading instruction.

Reading specialists

- Insist that reading coaching interventions are supervised by certified reading specialists who meet the International Reading Association's standards for reading specialist/literacy coach.
- Provide reading coaches with ongoing professional development.
- Facilitate the interaction of school district administrators, principals, classroom teachers, reading coaches, students, and parents.

Reading coaches

- Recognize that the position of reading coach requires one to be a lifelong learner.
- Strive to fulfill the role of reading coach in a professional

manner, with respect for the work of others in the school (administrators, teachers, etc.).

- Request support from administrators and teachers.
- Interact with other reading coaches as a means of reflecting on your experiences.
- Seek feedback from the educators with whom you work.

Classroom teachers

- Receive preparation that enables you to understand the role of the reading coach.
- Provide feedback to reading coaches in terms of how they have helped you and how they can improve their performance.
- Recognize that the role of the reading coach is to enable you to reflect on your work in a professional and nonthreatening manner.

It is the responsibility of every stakeholder to do whatever he or she can to ensure that reading instruction is sound and effective. Reading coaching and reading coaches are potentially powerful interventions that can improve reading instruction. Every stakeholder, together with the International Reading Association, must insist that these interventions are well planned, that personnel are well trained, and that the implementations include whatever is necessary for reading coaching and reading coaches to succeed.

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Appendix I

Excellent Reading Teachers:

A Position Statement of the International Reading Association

(International Reading Association, 2000)

Excellent READING TEACHERS

A Position
Statement of the
International
Reading
Association



Every child deserves excellent reading teachers because teachers make a difference in children's reading achievement and motivation to read.

This position statement provides a research-based description of the distinguishing qualities of excellent classroom reading teachers. Excellent reading teachers share several critical qualities of knowledge and practice:

1. They understand reading and writing development, and believe all children can learn to read and write.
2. They continually assess children's individual progress and relate reading instruction to children's previous experiences.
3. They know a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program.
4. They offer a variety of materials and texts for children to read.
5. They use flexible grouping strategies to tailor instruction to individual students.
6. They are good reading "coaches" (that is, they provide help strategically).

(See the chart at the end of this piece for resources that address each of these characteristics.)

In addition, excellent reading teachers share many of the characteristics of good teachers in general. They have strong content and pedagogical knowledge, manage classrooms so that there is a high rate of engagement, use strong motivation strategies that encourage independent learning, have high expectations for children's achievement, and help children who are having difficulty.

What evidence is there that good reading teachers have a positive effect on children's reading achievement and motivation to read?

Teachers make a difference. There is a growing body of evidence that documents teacher effects on children's reading achievement scores (Jordan, Mendro, Weerasinghe, & Dallas Public Schools, 1997; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). Teacher effectiveness—which can be measured as scores on teacher proficiency tests (Ferguson, 1991), past records of students' improved scores, teachers' level of education, type of appointment (tenured, probationary, substitute), and years of experience (Armour, Clay, Bruno, & Allend, 1990)—is strongly correlated with children's reading achievement. Moreover, teachers have strong effects on children's motivation to read (Ruddell, 1995; Skinner & Belmont, 1993).

What do excellent reading teachers know about reading development?

Excellent reading teachers know that reading development begins well before children enter school and continues throughout a child's school career. They understand the definition of reading as a complex system of deriving meaning from print that requires all of the following:

- the development and maintenance of a motivation to read
- the development of appropriate active strategies to construct meaning from print
- sufficient background information and vocabulary to foster reading comprehension
- the ability to read fluently
- the ability to decode unfamiliar words
- the skills and knowledge to understand how phonemes or speech sounds are connected to print

(International Reading Association, 1999; see also Snow, Burns, & Griffin, 1998)

Excellent teachers understand that all components of reading influence every stage of reading, but they also realize that the balance of instruction related to these components shifts across the developmental span and shifts for individual children. Excellent teachers understand how reading and writing development are related, and they effectively integrate instruction to take advantage of the child's development in both areas. They are familiar with the sequence of children's reading development. They believe that all children can learn to read and write.

How do excellent reading teachers assess student progress?

Excellent reading teachers are familiar with a wide range of assessment techniques, ranging from standardized group achievement tests to informal assessment techniques that they use daily in the classroom. They use the information from standardized group measures as one source of information about children's reading progress, recognizing that standardized group achievement tests can be valid and reliable indicators of group performance but can provide misleading information about individual performance. They are well aware that critical judgments about children's progress must draw from information from a variety of sources, and they do not make critical instructional decisions based on any single measure.

Excellent reading teachers are constantly observing children as they go about their daily work. They understand that involving children in self-evaluation has both cognitive and motivational benefits. In the classroom, these teachers use a wide variety of assessment tools, including conferences with students, analyses of samples of children's reading and writing, running records and informal reading inventories, anecdotal records of children's performance, observation checklists, and other similar tools. They are familiar with each child's instructional history and home literacy background. From their observations and the child's own self-evaluations, they draw knowledge of the child's reading development, and they can relate that development to relevant standards. They use this knowledge for planning instruction that is responsive to children's needs.

What do excellent reading teachers know about instructional methods and how to combine them to meet the needs the children they teach?

Excellent reading teachers know a wide variety of instructional philosophies, methods, and strategies. They understand that excellent reading instruction addresses all the essential elements of reading. They are aware that instructional strategies vary along many dimensions, including the component of reading targeted by the instruction (for example, pronouncing words, understanding text, building motivation), the degree to which the instruction is teacher- or student directed, and the degree to which the instruction is explicit or implicit. They understand that children vary in their responses to different types of instruction, and they select the most efficient combination of instructional strategies to serve the children in their classrooms. They know early intervention techniques and ensure that children get the help they need as soon as the need becomes apparent. For example, in a single middle grade classroom, teachers have children who still recognize very few words and struggle with decoding, children who are fluent and avid readers who can and do read everything they get their hands on, and children who are fluent decoders but struggle with comprehension and motivation. In the case of a struggling reader, excellent reading teachers know enough about the child and the child's instructional history to provide access to very easy books on topics studied by the class. The teacher can work with similar children in a small group to build sight vocabulary and decoding fluency, and the teacher can provide appropriate accommodations so that these children can benefit from comprehension instruction and continue to learn critical content despite their reading difficulties.

What kinds of texts and reading materials do excellent reading teachers use in their classrooms?

Excellent reading teachers include a variety of reading materials in their classrooms. Sometimes they rely on one or several reading series as the anchor of their reading program, but they also have supplemental materials and rich classroom libraries that contain at least seven books per child. They read to their students, and they provide time in class for children to read independently. They are aware of the reading abilities and interests of the children, and they constantly provide a selection of books that will be both interesting to the children and within the children's reading capabilities. Excellent reading teachers are familiar with children's literature. They include a wide variety of fiction and nonfiction genres (such as storybooks, novels, biographies, magazines, and poetry). Excellent reading teachers also use school and public libraries to ensure children's access to appropriate books.

How do excellent reading teachers organize their classrooms for instruction?

Excellent reading teachers organize their classrooms so that schedules are predictable and children know what is expected of them in a variety of activities throughout the instructional day. They use flexible grouping strategies. When there is new and difficult information to convey that most of the class needs to learn, excellent reading teachers use large-group, direct, explicit instruction. They model the focal strategy or skill, demonstrate how and when to use it, and explain why it is important. They guide the children in their use of the skill or strategy, gradually diminishing support and assistance and requiring students to assume greater responsibility as the children become more skilled. They provide opportunities for individual practice and observe children in their use of the skill or strategy. During practice activities, they observe children closely, intervening when necessary with a question or comment that moves children forward. They also know which children will benefit from all elements of a direct instruction lesson in a particular

skill or strategy and which children will need only a brief period of guided instruction or review followed by independent practice. They use efficient grouping practices to accommodate these differences.

Excellent reading teachers also understand that large-group, direct instruction is time-consuming and costly and that, often, many children in the class will not benefit from this instruction. They know when to organize children in large groups for direct, explicit instruction, when small-group or individual instruction is more appropriate, and when children will learn more efficiently on their own. They help children advance in reading by differentiating the type of instruction, the degree of support, and the amount of practice children receive. They do not allow children to spend time learning what they already know and can do.

How do excellent reading teachers interact with children?

Excellent reading teachers interact with individual children frequently in the course of their daily teaching activities. As they help children solve problems or practice new skills and strategies, they "coach" or "scaffold" children by providing help at strategic moments. They are skilled at observing children's performance and using informal interactions to call children's attention to important aspects of what they are learning and doing. They often help children with a difficult part of the task so that the children can move forward to complete the task successfully. It is important to note that such teaching is neither incidental or unsystematic. Excellent reading teachers know where their children are in reading development and they know the likely next steps. They help children take these steps by providing just the right amount of help at just the right time.

Characteristics of Excellent Reading Teachers: Research Support

Article	1	2	3	4	5	6
Anders, P.L., Hoffman, J.V., & Duffy, G.G. (2003)	p. 7 p. 16					p. 6
Briggs, K.L., & Thomas, K. (1997)		p. 27 p. 29 p. 33		p. 8 p. 9	p. 14	p. 527
Brosnan, J. (1992)		p. 259	p. 527			p. 527
Duffy, G.G., Rochler, L.K., & Hartmann, R.A. (2000)	p. 762	p. 758	p. 756			p. 166
Hosenauer, M. (1995)		p. 19				p. 19 p. 20 p. 86
Huffman, J., & Pearson, P.D. (1990)		p. 16	p. 17			
Knapp, M.S. (1995)	p. 121 p. 120	p. 126	p. 127-9 p. 130-3 p. 136-7 p. 142			
Ladson-Billings, C. (1994)	p. 123	p. 124				p. 124
Metsala, J.L. (1997)	p. 520	p. 519	p. 519 p. 520	p. 519	p. 519	p. 520
Mori, I. (1988)	p. 466 p. 468	p. 469		p. 468		p. 468
Pederson, E., Stauber, F.A., & Eaton, W.W. (1978)	p. 22					
Premley, M., Rankin, J., & Yokoi, L. (1996)	p. 211 p. 215 p. 217				p. 213	
Ruddell, R.B. (1995)	p. 456	p. 455	p. 455 p. 456		p. 455	
Sweet, A.F., Guthrie, J.T., & Ng, M.M. (1998)	p. 217 p. 220	p. 218 p. 220	p. 215 p. 217 p. 220			
Taylor, R.M., Pearson, P.D., Clark, K.F., & Walpole, S. (1988)	p. 3	p. 45 p. 46	p. 3	p. 44-8		p. 11
Teddlie, C., & Stringfield, S. (1993)	p. 192					
Tharp, R.G. (1987)		p. 6	p. 6			p. 5
Thomas, K.P., & Karvotain-Ladd, M.A. (1993)	p. 171 p. 172	p. 171 p. 172	p. 175-7	p. 175		
Wharton-McDonald, R., Premley, M., & Hampton, J.M. (1990)	p. 119		p. 111 p. 112	p. 112		p. 116

Recommendations for Developing Excellence in Reading Instruction

- Teachers must view themselves as lifelong learners and continually strive to improve their practice.
- Administrators must be instructional leaders who support teachers' efforts to improve reading instruction.
- Teacher educators must provide both a solid knowledge base and extensive supervised practice to prepare excellent beginning reading teachers.
- Legislators and policy makers must understand the complex role of the teacher in providing reading instruction and ensure that teachers have the resources and support they need to teach reading. Legislators and policy makers should not impose one size fits all mandates
- Parents, community members, and teachers must work in partnership to assure that children value reading and have many opportunities to read outside of school.

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