

006.50 Reading Specialist

- 006.50A Grade Levels: PK-12, ~~K-8, and 7-12.~~
- 006.50B Endorsement Type: Subject
- 006.50C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in grades pre-kindergarten through grade 12.
- 006.50D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.
- 006.50D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two (2) years of teaching experience.
- 006.50E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective reading specialists to meet the following standards, based on the International Reading Association (IRA) Standards for Reading Professionals (2010):

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1. Candidates understand major theories and empirical research that

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describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence shall include, but is not limited to:

- A. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts;
- B. Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests);
- C. Demonstrate a critical stance toward the scholarship of the profession;
- D. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical); and
- E. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English;

Element 1.2: Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence shall include, but is not limited to:

- A. Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers; and
- B. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education;

Element 1.3: Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Evidence that demonstrates competence shall include, but is not limited to:

- A. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals; and
- B. Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing as defined in the Nebraska Language Arts Standards.

- Element 2.1: Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence shall include, but is not limited to:
- A. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K-12 students;
 - B. Develop and/or implement the curriculum to meet the specific needs of students who struggle with reading;
 - C. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students; and
 - D. Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment with Nebraska Language Arts Standards.
- Element 2.2: Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence shall include, but is not limited to:
- A. Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing;
 - B. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing;
 - C. Support classroom teachers and education support personnel to implement instructional approaches for all students; and
 - D. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
- Element 2.3: Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Evidence that demonstrates competence shall include, but is not limited to:
- A. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources;
 - B. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners; and
 - C. Lead collaborative school efforts to evaluate, select, and use a variety of

instructional materials to meet the specific needs and abilities of all learners.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

- Element 3.1: Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence shall include, but is not limited to:
- A. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses;
 - B. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;
 - C. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity); and
 - D. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
- Element 3.2: Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence shall include, but is not limited to:
- A. Administer and interpret appropriate assessments for all students, especially those who struggle with reading and writing;
 - B. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students; and
 - C. Lead schoolwide or larger scale analyses to select assessment tools that provide a systematic framework for assessing the reading, writing, and language growth of all students.
- Element 3.3: Candidates use assessment information to plan and evaluate instruction. Evidence that demonstrates competence shall include, but is not limited to:
- A. Use multiple data sources to analyze individual readers' performances and to plan instruction and intervention;
 - B. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction;
 - C. Lead teachers in analyzing and using classroom, individual, grade-level, and schoolwide assessment data to make instructional decisions; and
 - D. Plan and evaluate professional development initiatives using assessment data.
- Element 3.4: Candidates communicate results and implications to a variety of audiences.

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Evidence that demonstrates competence shall include, but is not limited to:

- A. Analyze and effectively report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

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.

Element 4.1: Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence shall include, but is not limited to:

- A. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing;
- B. Assist teachers in developing reading and writing instruction that is responsive to diversity;
- C. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development; and
- D. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing developments.

Element 4.2: Candidates will use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the dynamics of diversity. Evidence that demonstrates competence shall include, but is not limited to:

- A. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity;
- B. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning;
- C. Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds;
- D. Collaborate with others to build strong home-to-school and school-to-home literacy connections; and
- E. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

Element 4.3: Candidates develop and implement strategies to advocate for equity. Evidence that demonstrates competence shall include, but is not limited to:

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- A. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;
- B. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups;
- C. Demonstrate how issues of inequity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum; and
- D. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

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.

Element 5.1: Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence shall include, but is not limited to:

- A. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same; and
- B. Modify the arrangements to accommodate students' changing needs.

Element 5.2: Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. Evidence that demonstrates competence shall include, but is not limited to:

- A. Create supportive social environments for all students, especially those who struggle with reading and writing;
- B. Model for and support teachers and other professionals in doing the same for all students; and
- C. Create supportive environments where English learners are encouraged and provided with many opportunities to use English.

Element 5.3: Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence shall include, but is not limited to:

- A. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources;

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- B. Create effective routines for all students, especially those who struggle with reading and writing; and
- C. Support teachers in doing the same for all readers.

Element 5.4: Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence shall include, but is not limited to:

- A. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing; and
- B. Support teachers in doing the same for all students.

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.

Element 6.1: Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change. Evidence that demonstrates competence shall include, but is not limited to:

- A. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals;
- B. Use knowledge of students and teachers to build effective professional development programs; and
- C. Use the research base to assist in building an effective, school-wide professional development program.

Element 6.2: Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence shall include, but is not limited to:

- A. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community;
- B. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians;
- C. Join and participate in professional literacy organizations, symposia, conferences, and workshops;
- D. Demonstrate effective interpersonal, communication, and leadership skills; and
- E. Demonstrate effective use of technology for improving student learning.

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Element 6.3: Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence shall include, but is not limited to:

- A. Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning);
- B. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings; and
- C. Support teachers in their efforts to use technology in literacy assessment and instruction.

Element 6.4: Candidates will understand and influence local, state, or national policy decisions. Evidence that demonstrates competence shall include, but is not limited to:

- A. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction;
- B. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts;
- C. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members; and
- D. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

- ~~A. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards from grade one through grade twelve;~~
- ~~B. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, including being able to refer to major theories in the foundational areas as they relate to reading. Candidates can explain, compare, contrast, and critique the theories;~~
- ~~C. Demonstrate knowledge of reading research and histories of reading, including being able to recognize, summarize, and analyze seminal research studies and the history of reading methods and materials. Candidates are able to articulate how teaching practices relate to reading research;~~

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- ~~D. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity, including being able to identify, explain, compare, and contrast the theories and research in the areas of language development and cultural and linguistic diversity, as they relate to reading instruction;~~
- ~~E. Demonstrate knowledge of the major components of reading (including phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in effective reading, including being able to identify students' strengths and needs in integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. Candidates can articulate the research that grounds their practice and recommendations;~~
- ~~F. Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes, including being able to support classroom teachers and paraprofessionals in the use of instructional grouping options. Candidates are able to help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students;~~
- ~~G. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds, including being able to support classroom teachers and paraprofessionals in these areas. Candidates are able to coach teachers in the selection and use of appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching;~~
- ~~H. Evaluate and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds, including being able to:~~
- ~~1. Support classroom teachers and paraprofessionals in the use of a wide range of appropriate curriculum materials; and~~
 - ~~2. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.~~
- ~~I. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools, and being able to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Candidates are able to demonstrate appropriate use of assessments in their practice, and they can train certified personnel to administer and interpret these assessments;~~

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- ~~J. Place students along a developmental continuum and identify students' proficiencies and difficulties, including being able to:~~
- ~~1. Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. Candidates are able to recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services; and~~
 - ~~2. Support the classroom teacher in the assessment of individual students. Candidates are able to extend the assessment to further determine proficiencies and difficulties for appropriate services.~~
- ~~K. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, including being able to:~~
- ~~1. Analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle; and~~
 - ~~2. Assist the classroom teacher in using assessment to plan instruction for all students. Candidates are able to use in-depth assessment information to plan individual instruction for diverse readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.~~
- ~~L. Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community, etc.), including being able to:~~
- ~~1. Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.~~
 - ~~2. Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).~~
- ~~M. Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program, including being able to:~~
- ~~1. Assist certified personnel and paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.~~
 - ~~2. Use technology to gather and to use this information in instructional planning. Candidates can articulate the research base that grounds their practice.~~

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~~N. Select and use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds, including being able to assist certified personnel in their selection and use. Candidates can articulate the research that grounds their practice.~~

~~O. Model reading and writing as valued lifelong activities, including being able to:~~

- ~~1. Read aloud enthusiastically and fluently when reading to students;~~
- ~~2. Model and share the use of reading and writing for real purposes in daily life. Candidates are able to use think-alouds to demonstrate good reading and writing strategies; and~~
- ~~3. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Candidates are able to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities and articulate the research that supports this.~~

~~P. Motivate learners to be lifelong readers, including being able to use methods to effectively revise instructional plans to motivate all students. Candidates are able to assist certified personnel in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.~~

~~Q. Display positive dispositions related to reading and the teaching of reading, including being able to:~~

- ~~1. Articulate the importance of collaborating with families, colleagues, and communities to support students' learning; and~~
- ~~2. Articulate the theories related to the connections between the ethical and caring attitudes of teachers' dispositions and student achievement.~~

~~R. Continue to pursue the development of professional knowledge and dispositions, including being able to:~~

- ~~1. Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. Candidates are able to plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies; and~~
- ~~2. Conduct professional study groups for certified and paraprofessional personnel along with assisting them in identifying, planning, and implementing professional development. Candidates are advocates for the advancement of the professional research base and the expansion of knowledge-based practices.~~

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- ~~S. Work with colleagues to observe, evaluate, model, and provide feedback collaboratively, including being able to:~~
- ~~1. Demonstrate interpersonal, consultative, and program management skills for coordination of professional development in literacy education.~~
 - ~~2. Provide positive and constructive assistance to certified personnel and paraprofessionals through observation, modeling, feedback, and resource materials.~~
- ~~T. Participate in, initiate, implement, and evaluate professional development programs, including being able to exhibit leadership skills in professional development. Candidates are able to plan, implement, and evaluate professional development efforts at the grade, school, and/or district levels. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.~~

AD HOC MEMBERSHIP FORM (Based on Section 17.03 of the Organizational Policies)

**LANGUAGE ARTS—Friday, June 24, 2011 The Cornhusker—9:30 AM-4:30 PM Yankee Hill III
 July 28, 2011—NSOB—LL
 May 31 & June 1, 2012—Country Inn & Suites, Lincoln, Lighthouse Room**

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Clark Kolterman, Seward (D5) clark.kolterman@connectseward.org 2. Tyler Thompson, Gering (D7) tthompson@geringschools.net 3. Lynn Fuller, LPS (D1) lfuller@lps.org or lfuller3421@gmail.com
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Kathy Wilson, UN-L (D1) kwilson3@unl.edu 2. Kathy Fuchser, Midland (D3) fuchser@mlc.edu
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Lana Danielson, UNO (D8) ldanielson@mail.unomaha.edu 2. Martha Kruse, UNK (D6) krusem@unk.edu
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	1. Kimberly Snyder, LPS Reading Coach (D1) ksnyder2@lps.org or ericsnyder_8@msn.com 2. Sarah Brown, Wilbur-Clatonia (D5) sabrown@esu6.org
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Shelley Erickson, OPS Reading/LA Supervisor (D2, 4, & 8) shelley.erikson@ops.org 2. Classes 2 or 3 Cinde Wendell, Holdrege (D6) wendell@esu11.org

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17.03F One person representing the general public, e.g. PTA member or a school board member	Nancy Huston, OPS (D4) nancy.huston@ops.org
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Alan Bone, Omaha Westside (D8) abone@cox.net
17.03H One representative of NDE	Tricia Parker, NDE Reading & LA Curr. Specialist (D1) tricia.parker@nebraska.gov
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Alinda Stelk, LPS (D1) astelk@lps.org Julie Barger, ESU 16 @ Ogallala (D7) jbarger@esu16.org
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Jodi Kupper, Peru State (D1 & D5) jkupper@peru.edu
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff dh12353@windstream.net Sharon Katt sharon.katt@nebraska.gov Pat Madsen pat.madsen@nebraska.gov Kevin Peters kevin.peters@nebraska.gov Marlene Beiermann marlene.beiermann@nebraska.gov

Reading Specialist and Reading and Writing Work Group (7.15.11)

Shelley Erickson, OPS Reading/LA Supervisor
 Janelle Uffelman, Concordia University
 Kathy Wilson, UN-L
 Kimberly Snyder, LPS Reading Coach
 Stacy Stambaugh, OPS Reading Teacher
 NDE Staff: Marge Harouff, Pat Madsen, Karen Buller