PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS® (PLACE®) OBJECTIVES FIELD 018: READING TEACHER

Subareas

Foundations of Reading
Instructional Practices
Assessment, Diagnosis, and Evaluation
Role of the Reading Professional

FOUNDATIONS OF READING

Understand reading as an interactive process of constructing meaning.

Includes reading as the process of constructing meaning through dynamic interaction among the reader, the text, and the context of the reading situation.

Understand the interrelationship of the communication arts.

Includes the interrelatedness of listening, speaking, reading, and writing; and an understanding that reading and writing are built on a strong oral language foundation.

Understand diverse factors (e.g., cultural, linguistic, developmental, environmental) that affect reading.

Includes the interactive influences of culture and language on learning to read; effects of home, community, and other environmental factors on reading; unique individual factors that affect reading (e.g., physical, emotional, and developmental issues); issues of bias in relation to reading (e.g., interpreting dialectical differences as reading miscues); the role of diversity in building a community of readers; and strategies for helping all students learn to read successfully.

Understand existing models or theories of the reading process.

Includes the knowledge of selected theories of reading; the premises or research foundations of these theories; and the implications of these theories for literacy instruction and curriculum development.

Understand the instructional role of assessment, diagnosis, and evaluation.

Includes monitoring student progress; identifying student strengths, weaknesses, learning styles, etc.; and using ongoing assessment and diagnostic results to plan instruction.

INSTRUCTIONAL PRACTICES

Understand emergent literacy.

Includes concepts and attitudes that foster literacy development in young children; and knowledge of the conditions, factors, and instructional practices and strategies that support the emergence of literacy.

Understand the use of communication arts in fostering reading development.

Includes techniques for using students' oral language skills to foster reading development; the reading-writing connection; and instructional strategies that build on students' existing linguistic competence.

Understand vocabulary development.

Includes strategies for identifying unfamiliar words in text (e.g., semantic, syntactic, and graphophonemic clues); the relationship of speaking and listening vocabularies to reading vocabulary; and methods for promoting students' vocabulary development.

Understand issues related to comprehension of text.

Includes strategies that promote comprehension (e.g., activating prior knowledge, developing students' experiential bases, setting purposes for reading, fluency, promoting thoughtful responses to text); the relationship between comprehension and the development of specific reading strategies; and other factors that may promote or impede students' comprehension.

Understand how to help students become strategic readers.

Includes strategies for self-monitoring and maximizing comprehension of text (setting purposes for reading, rereading, self-correcting, adjusting reading rate, attending to text factors, consulting reference books, seeking help, and other metacognitive strategies).

Understand reading instruction in the content areas.

Includes fluency with words and concepts; the application of effective reading strategies in content-area learning; the development of study skills; the flexible use of strategies for understanding different types of texts (e.g., taking notes, mapping to analyze the content or structure of informational text, making predictions, etc.); and the development of students' literal, inferential, and critical comprehension.

Understand approaches, techniques, practices, and philosophies of reading instruction.

Includes characteristics, advantages, and limitations of various approaches to reading instruction (e.g., literature-based, language experience, individualized, whole language, basal); instructional methods and strategies (e.g., modeling, direct instruction, discovery learning); and grouping practices to encourage reading development (e.g., whole-class instruction, cooperative learning groups, individualized instruction).

Understand the selection and use of reading materials for classroom purposes.

Includes selecting and using diverse materials that represent society; creating or adapting materials; choosing reading materials based on student interests, instructional objectives, etc.

Understand reading instruction for students with special needs.

Includes understanding the educational needs of a variety of student populations (e.g., gifted students, students with reading difficulties, disabled students, students whose home language is not English); and adapting reading instruction to include such students in the learning community.

Understand the use of technology in the reading program.

Includes the use of television, video, computers, and other technological tools to support reading instruction for particular purposes (e.g., to enhance motivation, to tap different modes of learning); and the use of computers to generate diagnostic and evaluative assessment information to support instructional or curricular decisions (e.g., to identify areas in which several students need assistance, to identify topics on which curricular materials are effective or ineffective).

ASSESSMENT, DIAGNOSIS, AND EVALUATION

Understand characteristics and limitations of conventional reading assessment instruments.

Includes types, characteristics, and uses of assessment instruments (e.g., standardized achievement tests, diagnostic and placement tests); and the rationale for the selection of assessment instruments for given purposes.

Understand performance-based reading assessment methods.

Includes types, characteristics, and uses of assessment methods (e.g., observation, reading inventories, portfolios); and the rationale for the selection or development of assessment methods for given purposes.

Understand the interpretation and use of assessment information.

Includes principles and guidelines for interpreting the results of assessment instruments or methods and for designing instruction to help students learn.

Understand factors that may lead to reading difficulties.

Includes social, emotional, developmental, and instructional factors (e.g., student self-perceptions, the presence of disabilities, teacher expectations, choice of instructional methods and materials, textual factors, etc.); and ways to identify and respond to such factors.

Understand screening procedures.

Includes types and characteristics of screening methods (e.g., visual, auditory, observational) for identifying existing or potential reading difficulties; and instructional implications of screening (e.g., identification of students for diagnosis, special needs referral, planning intervention before remediation becomes necessary).

Understand diagnostic procedures.

Includes characteristics of procedures (e.g., listening, oral, silent, written) used in reading diagnosis; types of information obtained from various diagnostic procedures; and instructional applications of diagnostic procedures (e.g., identifying students' reading strengths, selecting instructional methods and materials to meet students' needs).

Understand procedures for evaluating reading programs and materials.

Includes criteria and the rationale for the evaluation of reading programs and materials; advantages of various methods of evaluating reading programs and materials; and the use of evaluation results to adapt or supplement reading programs and materials.

ROLE OF THE READING PROFESSIONAL

Understand the role of the reading professional.

Includes multiple roles (e.g., language arts consultant; in-class support person; provider of individualized and small-group instruction; staff trainer working with general and special education teachers, school administrators, paraprofessionals, parents, community members, and others to promote reading growth for all students); and techniques for, and issues related to, working as a reading professional.

OBJECTIVES
FIELD 018: READING TEACHER

Understand strategies for involving families and school and community groups in the development of readers.

> Includes strategies for collaborating with parents or guardians and organizations within the school, the district, and the local community to foster literacy.

Understand the relationship between the curriculum and classroom instruction.

> Includes principles and issues involved in designing effective reading curricula; modifying curricula for particular purposes; and techniques for creating an effective reading program.

Understand how to organize and manage the educational environment to promote reading growth.

> Includes strategies for creating an environment that supports the development of a community of learners who read widely and independently and share their reading experiences (e.g., using written language routinely around the classroom, having many diverse reading materials throughout the room, creating interest centers, arranging the physical space to minimize disturbances, providing time for independent reading, structuring activities to maximize student involvement and time on task).

Understand the role of reflection, self-evaluation, and professional development in reading instruction.

> Includes issues, resources, professional organizations, and methods related to evaluating and adjusting one's own performance and fostering professional growth and development for one's self and with colleagues.