PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS® (PLACE®) OBJECTIVES FIELD 043: READING SPECIALIST

Subareas

The Reading Program
Reading Assessment
Special Populations
Program Organization, Administration, and Leadership

THE READING PROGRAM

Demonstrate a knowledge of the reading program.

Includes the scope and sequence of the elementary and secondary reading curricula and reading activities appropriate for various objectives.

Understand factors and procedures involved in developing, planning, and implementing an effective reading curriculum.

Includes developmentally appropriate goals, objectives, and instructional methods; practices of curriculum design and implementation; issues related to the development and evaluation of a reading curriculum; and strategies for designing or modifying a reading curriculum that is responsive to students' needs.

Identify organizational strategies for the reading program.

Includes appropriate grouping strategies for given situations, ways of organizing individualized reading programs, and school organizational plans for reading.

Demonstrate knowledge of the components of school reading programs (e.g., remedial, developmental, content areas) and related programs (e.g., gifted, bilingual, ESL).

Includes types of reading and related programs, and their components, goals, and objectives.

Understand the various approaches to reading instruction.

Includes objectives, assumptions, methods, activities, and materials related to various approaches; and ways of integrating instructional approaches in various situations.

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OBJECTIVES
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READING ASSESSMENT

Identify assessment techniques for decoding.

Includes techniques for assessing sight vocabulary, phonic analysis skills, structural analysis skills, contextual analysis skills, and students' abilities to read aloud fluently.

Identify comprehension assessment techniques.

Includes formal and informal assessment techniques.

Identify strategies for assessing content area reading, research, and study skills.

Includes formal and informal strategies for assessment.

SPECIAL POPULATIONS

Identify characteristics of students with special reading needs (e.g., gifted, limited English proficient, students with reading and learning disabilities).

Includes types of special reading needs and their characteristics, and differences between developmental reading needs and reading disabilities.

Understand the physical and psychological aspects of reading disabilities.

Includes physical and psychological characteristics, and techniques for addressing the effects of reading disabilities.

Understand screening, diagnosis, and evaluation procedures for students with special reading needs.

Includes referral, screening, and diagnostic procedures; procedures for communicating the results of screening and diagnostic assessments; and the interpretation of physical, educational, and psychological assessment results.

Identify appropriate strategies and activities for meeting the needs of special populations in reading instruction.

Includes strategies, approaches, activities, and materials.

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Identify appropriate strategies and activities for meeting individual needs in reading instruction.

Includes advantages and disadvantages of organizational plans; instructional adjustments to the reading program for various situations; and strategies, methods, activities, and materials for meeting individual needs.

Apply knowledge of linguistic and cultural differences to reading instruction.

Includes ways of adapting reading instruction to meet the needs of linguistically and culturally diverse students and distinctions between reading errors and differences due to cultural background.

PROGRAM ORGANIZATION, ADMINISTRATION, AND LEADERSHIP

Understand research in reading.

Includes sources for current research, criteria for evaluating research, current trends in reading research and instruction, methods for conducting research, and ways that the reading specialist can apply current research.

Understand ways to involve parents and community members in the reading program.

Includes ways of communicating with and promoting involvement of parents and community members; roles and levels of involvement; ways that parents can affect students' motivation to read; and the role of the public library in the reading program.

Apply knowledge of formal and informal assessment techniques to determine school or district-wide progress in reading.

Includes formal and informal assessment techniques and their characteristics, the appropriate assessment techniques for various purposes, and the interpretation of assessment results.

Evaluate materials for use in the reading program.

Includes criteria for evaluating materials, readability formulas and their applications, characteristics of the cloze technique, and appropriate reading materials for various purposes.

Evaluate reading programs.

Includes criteria and procedures for evaluating reading programs and ways of implementing plans based on evaluation results.

Understand the role of the reading specialist in working with school and community personnel.

Includes the roles and responsibilities of reading specialists in working with school personnel, parents, and the community.

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Apply practices related to the supervision of reading programs and personnel.

Includes supervisory methods and their characteristics; strategies for providing feedback; effective ways to receive and respond to input from administrators, teachers, school staff, and students; principles and practices associated with recruiting, selecting, and assigning staff; and issues related to resource availability and allocation.

Understand staff development procedures.

Includes staff development resources and activities, strategies that promote teamwork and collaboration among reading personnel, and methods that encourage self-evaluation and personal growth.

Apply procedures for maintaining records and reports.

Includes types of records and reports and their characteristics, purposes for maintaining records and reports, and the uses and limitations of given records and reports in decision making.

Understand laws and regulations related to education.

Includes the major provisions of state and federal laws (e.g., laws regarding the education of students with disabilities), and implications for the reading program of given laws and regulations.

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