**Section 27.120 Reading Specialist**

By October 1, 2024, all candidates for a Reading Specialist endorsement will be required to complete a program aligned to the Standards for the Preparation of Literacy Professionals (2017) published by the International Literacy Association, P.O. Box 8139, Newark DE 19714, and available at https://www.literacyworldwide.org/ get-resources/standards. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024 are as follows:

a) The competent reading specialist has a deep understanding of reading and reading instruction.

1) Knowledge Indicators – The competent reading specialist:

A) knows theoretical models and philosophies of reading education and their relevance to instruction.

B) knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.

C) knows the history of reading instruction and its relevance to current theory and practice.

D) is aware of trends, controversies, and issues in reading education.

E) understands the construction and psychometric properties of classroom reading tests, including the State assessment.

F) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how such differences can influence learning to read.

G) understands the differences between reading skills and strategies and the role each plays in reading development.

H) knows a wide range of quality literature for students.

2) Performance Indicators – The competent reading specialist:

A) adjusts reading instruction to meet the learning needs of diverse learners (e.g., gifted students, students with limited English proficiency) as well as those who speak non-standard dialects.

B) locates, evaluates, and uses literature for readers of all abilities and ages.

C) uses various tools to estimate the readability of texts.

D) uses technology to support reading and writing instruction.

E) demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l).

b) The competent reading specialist understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.

1) Knowledge Indicators – The competent reading specialist:

A) understands a model of reading diagnosis that includes students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.

B) is aware of models of reading disabilities used in special education.

C) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.

D) understands the uses and limitations of informal and formal assessments.

E) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

F) knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.

2) Performance Indicators – The competent reading specialist:

A) screens classes to identify students in need of more thorough reading diagnosis.

B) determines strengths and needs of individual students in the areas of reading, writing, and spelling.

C) determines students' reading levels (independent, instructional, frustrational).

D) gathers and interprets information for diagnosis of the reading problems of individual students.

E) develops individual educational plans for students with severe learning problems related to literacy.

F) interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.

G) develops case study reports of students with reading problems.

H) designs, implements, and evaluates appropriate reading programs for small groups and individuals.

c) The competent reading specialist understands how to interpret and use reading research.

1) Knowledge Indicators – The competent reading specialist:

A) understands the role that reading research should play in guiding pedagogical decisions.

B) understands the types of questions that can be answered by different types of research studies.

C) is aware of major research findings on reading instruction.

2) Performance Indicators – The competent reading specialist:

A) searches and accesses research literature in a systematic way.

B) reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.

C) explains research findings to a variety of audiences.

D) collects, analyzes, and interprets State and local test data to describe achievement trends for districts, schools, and special populations.

E) designs and conducts small-scale, instructional research studies in regular classrooms and special instructional settings.

F) promotes and facilitates teacher research and classroom research.

d) The competent reading specialist provides leadership in curriculum design and implementation.

1) Knowledge Indicators – The competent reading specialist:

A) knows State and national educational standards that are relevant to reading education.

B) knows exemplary programs and practices in reading education.

C) is aware of guidelines for the evaluation of curriculum material and instructional technology.

2) Performance Indicators – The competent reading specialist:

A) helps faculty and administrators to articulate a philosophy of reading instruction.

B) participates in the development and implementation of school improvement plans.

C) participates in and facilitates reading curriculum design, revision, and implementation efforts.

D) guides the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

E) collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.

F) participates in the design and implementation of special programs such as early intervention, summer school, and after-school programs.

G) assists subject-area teachers in selecting appropriate textbooks, software, and other instructional materials.

e) The competent reading specialist provides leadership in staff development.

1) Knowledge Indicators – The competent reading specialist:

A) knows models of staff development.

B) understands processes for consensus-building and conflict resolution.

2) Performance Indicators – The competent reading specialist:

A) provides professional development support to classroom teachers, including teachers in mathematics, science, social studies, and other subjects.

B) demonstrates exemplary reading instruction with students in varied settings, including one-to-one, small group, and classroom.

C) designs staff development programs related to curricular goals.

D) presents professional staff development sessions.

E) locates resources for staff development, including speakers, courses of study, technology, and workshops.

F) serves as a resource on reading to administrators and other policymakers.

G) guides and trains paraprofessionals, tutors, and volunteers.

H) uses multiple indicators of professional growth as the basis for planning and evaluating staff development.

f) The competent reading specialist communicates and works with the public and other professionals.

1) Knowledge Indicators – The competent reading specialist:

A) knows resources and strategies for facilitating communication among school, home, and community.

B) understands the value of community support for school reading programs.

2) Performance Indicators – The competent reading specialist:

A) provides professional presentations on reading curriculum and issues to school boards and community audiences.

B) communicates effectively about reading to media, policymakers, and the general public.

C) facilitates home-school connections and parental participation in school reading programs.

D) develops partnerships with community members, agencies, and universities.

E) advocates for public support of reading education.

F) is open to constructive peer evaluation and feedback.

g) The competent reading specialist secures and manages instructional resources.

1) Knowledge Indicators – The competent reading specialist:

A) is aware of resources for supporting effective reading programs.

B) knows funding sources and strategies for seeking support for reading programs.

2) Performance Indicators – The competent reading specialist:

A) secures instructional materials.

B) organizes and coordinates efficient access to instructional materials school-wide.

h) The competent reading specialist has high professional standards.

1) Knowledge Indicator – The competent reading specialist is aware of and adheres to ethical standards of professional conduct in reading education.

2) Performance Indicators – The competent reading specialist:

A) reflects on his or her own teaching practices and conducts self-evaluation.

B) stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

C) participates actively in local, State, or national professional organizations in reading education.

(Source: Amended at 44 Ill. Reg. 8630, effective May 12, 2020)