8710.4925 READING LEADER.

Subpart 1. **Scope of practice.** A reading leader is authorized to facilitate and provide site-based or districtwide leadership for kindergarten through grade 12 student instruction that is designed to develop reading skills, strategies, and comprehension. The reading leader is also authorized to provide assistance to teachers who have responsibility for providing reading instruction. Nothing in this part restricts teachers of elementary education, teachers of English as a second language, or teachers of special education from providing reading instruction to students they are licensed to teach or restricts any other teacher from providing instruction in reading in their content areas.

Subp. 2. **Licensure requirements.** A candidate for licensure to teach reading to students in kindergarten through grade 12 shall:

A. hold or qualify for a full professional license valid for:

(1) classroom teaching, as defined in part 8710.0300, in one or more of the following student levels: elementary, middle, or secondary;

(2) kindergarten through grade 12 special education teaching under parts 8710.5000 to 8710.5800;

(3) English as a second language teaching under part 8710.4400; or

(4) adult basic education teaching under part 8710.4000;

B. show verification of completing a Board of Teaching preparation program approved under chapter 8705 leading to the licensure of teachers of reading including standards under subpart 3; and

C. show verification of completing a Board of Teaching preparation program approved under chapter 8705 leading to licensure as a teacher of reading under part 8710.4725.

Subp. 3. **Subject matter standard.** A candidate for licensure as a reading leader must complete a preparation program under subpart 2, item B, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. A reading leader must have knowledge of the foundations of reading processes and instruction:

(1) promote a school or districtwide philosophy of literacy instruction supported by theory and research;

(2) disseminate knowledge of reading theories and articulate how these findings translate into effective practice;

(3) apply knowledge of research to address identified needs related to reading at the school and district level;

(4)   disseminate information, with supporting dialogue and coaching, on the developmental progress of oral language and its relationship to reading;

(5)   synthesize and disseminate the research about the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are related to instructional practices and materials in the classroom, school, and district.

(6)   support school or districtwide implementation of differentiated reading instruction that supports learners as they progress across the developmental continuum; and

(7)   coach teachers as they identify, monitor, and respond to student progress in relation to developmental benchmarks and with attention to variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers.

B.   A reading leader must use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:

(1)   provide support and coaching for teachers as they implement literacy frameworks that promote instruction which is appropriate to varying developmental levels, proficiency, and linguistic backgrounds;

(2)   support and coach teachers as they implement a variety of grouping strategies including individual, small group, and whole group reading instruction;

(3)   facilitate the development, selection, implementation, and evaluation of curriculum (e.g. instructional practices, approaches, and methods) consistent with building/district frameworks;

(4)   support and coach teachers in the design of effective reading lessons using various instructional practices, approaches, methods and materials in text and multimedia formats that promote the development of the major components of reading within the reading classroom and across the content areas;

(5)   provide leadership to ensure that district and school curriculum and standards are consistent with Minnesota's Academic Standards in Language Arts/Reading;

(6)   advocate for, support, and coach teacher use of high-quality literature and a wide range of texts, including informational texts, content area texts, electronic texts, and nonprint materials; and

(7)   model lessons highlighting the structures of texts, print and electronic, the challenges presented by these materials, and support teachers as they use this knowledge in lesson design.

C. A reading leader must use a variety of assessment tools and practices to plan and evaluate effective reading instruction:

(1) understand the relationship of school, district, state, and national literacy initiatives and their accountability requirements;

(2) provide leadership and guidance in the development of effective school assessment plans;

(3) provide professional development on the proper use and interpretation of various assessment tools;

(4) provide support and professional development to school and district personnel on the appropriate interpretations of selected assessment tools;

(5) use multiple measures of data for the purpose of progress monitoring, program evaluation, and instructional effectiveness;

(6) provide leadership and guidance in the evaluation of school and districtwide programs;

(7) provide leadership in designing and sustaining effective instructional assessment models for meeting the needs of those at different cognitive and developmental stages and those from different cultural and linguistic backgrounds;

(8) provide professional development in understanding how the structure of written language, including orthography, morphology, phonology, semantics, and syntax, relates to reading instruction for students with special reading needs;

(9) revise instructional programs based on data to address student needs and proficiencies;

(10) provide leadership in data-driven, shared decision-making processes on the type and intensity of intervention models;

(11) know how to locate and employ necessary resources for high-quality instructional support; and

(12) communicate results of assessments to students, parents, caregivers, colleagues, administrators, policymakers, policy officials, and communities.

D. A reading leader must create a literate environment that fosters reading by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments, in order to:

(1) support and coach teachers as they select materials, print and electronic, that match students' reading levels, interests, cultural, and linguistic backgrounds;

(2)   create a schoolwide literacy-rich physical environment appropriate for students who represent multiple levels, broad interests, and cultural and linguistic backgrounds;

(3)   support and coach teachers in the development of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4)   promote a school or districtwide philosophy of literacy that integrates technology to create and maintain a reading environment that includes conventional and new literacies;

(5)   support and coach teachers as they create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students;

(6)   promote a shared vision that all students can learn literacy regardless of their cognitive, cultural, or linguistic backgrounds;

(7)   support and coach teachers as they use literature to engage students in dialogue, critical thinking, and reflection around issues of social justice;

(8)   promote schoolwide critical literacy by encouraging students to question what they are reading while analyzing texts from multiple viewpoints or perspectives; and

(9)   create a strong advocacy for home school connections.

E. A reading leader, in viewing professional development as a career-long effort and responsibility, must:

(1)   promote and facilitate teachers' ongoing self-reflection related to teaching and student learning;

(2)   seek to be well informed and share up-to-date knowledge of literacy learning with colleagues;

(3)   work with colleagues to provide feedback on instructional practice through coaching and feedback sessions;

(4)   provide leadership in developing and maintaining learning communities;

(5)   seek leadership opportunities in professional organizations;

(6)   understand and support adult learning;

(7)   have the knowledge to create long-term, substantive, coherent professional development;

(8) engage in ongoing reflection of the professional development process, including planning, implementing, evaluating, and using data to support future professional development;

(9) knowledge of how to effectively form teams from across the district to work on literacy initiatives;

(10) strategically secure and place human resources to accomplish literacy initiatives;

(11) know fiscal, budgetary, and purchasing practices for operating a comprehensive reading program and secure and allocate the funds in appropriate ways that match the literacy vision and goals for the district;

(12) understand the role and alignment of district, school, and department missions and goals in reading program planning; and

(13) provide leadership and communicate with colleagues' information regarding current state and federal legislation as it relates to reading.

Subp. 4. **Professional license.** A professional license shall be issued and renewed according to the rules of the Board of Teaching governing licensure.

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of social studies are effective on September 1, 2010, and thereafter.

Statutory Authority: *MS s 122A.09*

History: *34 SR 595*

Published Electronically: *January 14, 2016*