

Competency Area Requirements

Competency 1: Essential Knowledge, Practice, and Responsibility

- Understand the basic tenets of skilled reading including foundational word reading skills and language comprehension.
- Understand and recognize the most common differences between good and poor readers in order to identify students who may be exhibiting reading difficulties (including word reading skills and language comprehension).
- Understand the components of early reading development including neurobiology, cognitive processes, language processing, impacts of environmental, cultural, and social factors, and need for explicit instruction.
- Understanding of data based decision making and data literacy.
- Understanding and application of collaborative, problem solving approaches.

Competency 2: Assessment - Identify and Respond

- Understand the differences among and purposes for screening, progress-monitoring, diagnostic, formative, and outcome assessments.
- Know and use screening, diagnostic and progress monitoring tools with fidelity and to make decisions about core instruction and/or interventions.

Competency 3: Instruction - Implementation and Differentiation

- Understand and apply general principles and practices of foundational reading skills and literacy teaching including explicit, systematic, cumulative, teacher -directed core instruction.
- Understand and apply instruction in order to differentiate to meet cognitive, linguistics, sociocultural, and behavioral aspects of learning.
- Understand and apply phonemic-awareness skill development, across age and grade.
- Understand and apply systematic, cumulative, and explicit teaching of basic decoding and spelling skills.
- Understand and apply fluent word-level skills in automatic word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- Understand and apply vocabulary development and vocabulary knowledge in oral and written language comprehension.
- Understand and apply comprehension building instruction and background knowledge / vocabulary building approaches as supported by research.
- Understand and apply explicit, systematic, and literacy embedded instruction in the writing process and written expression.

Competency 4: Intervention and Remediation

- Understand and apply assessment processes at all levels: select, implement, interpret, and communicate results from a variety of assessments in each component of literacy.
- Identify the implications of brain research as it relates to reading, written expression, and comprehension for struggling readers.
- Recognize, understand, and apply at the individual student level the importance of the developmental sequence of all aspects of language, the relationship between cognition and behavior, and the reciprocal relationship among all aspects of foundational reading skills.