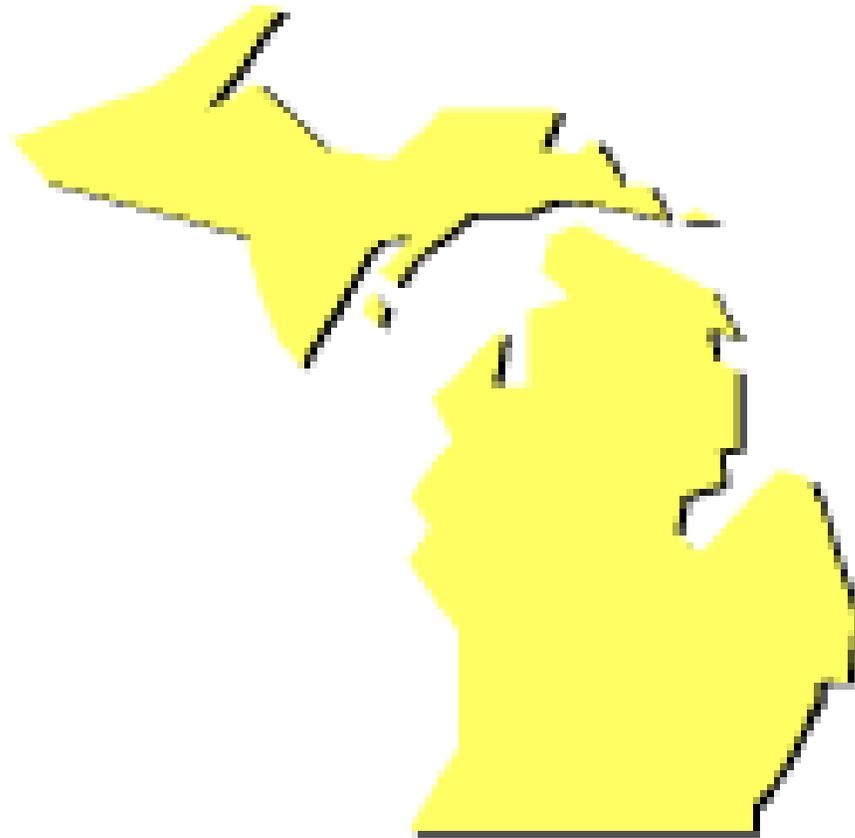


# Certification Standards for the Preparation of All Secondary Teachers

## **Reading Instruction**



Adopted by the Michigan State Board of Education  
<July 11, 2002>

# Certification Standards for the Preparation of all Secondary Teachers in Reading Instruction

## Preface:

The Michigan Definition of Reading, supported by the International Reading Association, defines reading as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” Preparation of students seeking initial certification at the elementary and secondary levels should be based on both this definition and the following premises:

- The act of reading is critical to learning in all subject areas. Reading is one of the English language arts involving several communication processes including reading, listening, speaking, writing, viewing, and visually representing. While all six processes are mutually enhancing and essential tools for thinking and learning in all content areas, we have singled out the process of reading and articulated standards for the preparation of all secondary teachers. Since students spend much of their time learning from texts, reading instruction should be embedded and developed in all subject areas. In a broad sense, all teachers are teachers of reading.
- The ultimate goal of reading instruction is to develop independent, strategic, motivated readers who actively engage in reading as a lifelong pursuit for a variety of purposes, such as recreation, economic success, participation in political and social processes, remaining informed, and continuing to learn.

The purpose of this document is to serve as a guide for teacher preparation programs in developing courses, which meet the requirements for initial certification at the secondary level (three semester hours) and the provisions of Public Act 497 of 2000.

Advocates of reading reform claim that student reading problems go undiagnosed and students fail to achieve their academic potential because teachers are not adequately trained to recognize reading problems. In response, Public Act 497 of 2000 stipulates that all elementary and secondary teacher candidates complete course work that includes training in how to recognize students’ reading disorders, and how to provide instruction and support for students with reading disorders. Standards 5, 12, and 13 specifically address this legislation.

The standards in this document are consistent with the English Language Arts Content Standards and Benchmarks of the *Michigan Curriculum Framework* and teacher preparation program standards from the National Council for the Accreditation of Teacher Education, the International Reading Association, and the National Council of Teacher of English. There are 30 standards that are fundamental to the preparation of all secondary pre-service teachers. These 30 are drawn from the more comprehensive list of 122 state standards for the preparation of reading teachers (BT endorsement) and reading specialists (BR endorsement), which are used in the approval of those teacher preparation programs.

The reading standards identified in this document are distinguished by variant levels of proficiency required. Depending on the roles they play in student learning, teachers need different levels of understanding. The three levels of proficiency are identified as follows:

**A – Awareness**

The teacher is able to recognize, recall, and reflect on the existence of different aspects of literacy development and related literacy teaching strategies. (Discussion of pertinent topics related to standards is an example of completion of the awareness level.)

**B – Basic Understanding**

The teacher is able to articulate knowledge about literacy development and related instructional and assessment strategies and is able to demonstrate and reflect on the use of this knowledge at a fundamental level of competence acceptable for teaching. (An example of basic understanding would be to apply the knowledge and assess results.)

**C – Comprehensive Understanding**

The teacher is able to apply broad, in-depth knowledge of the different aspects of literacy development in a variety of settings. (The ability to apply, reflect, assess, and discuss outcomes so that future learning is a result.)

**Friendly Guide to the Standards for the Required Reading Course  
for All Secondary Teacher Candidates**

- These standards were selected and adapted from Michigan standards for Reading (BT) and Reading Specialist (BR) endorsements. Teachers prepared for those specialized endorsements are expected to have a deeper level of understanding as indicated in those program standards for BR/BT programs where more standards require “C” level proficiency.
- The Michigan BR and BT standards are aligned with International Reading Association (IRA) and National Council of Teachers of English (NCTE) standards.
- The Michigan BR and BT standards are aligned with the Michigan Curriculum Framework English Language Arts Standards and Benchmarks.
- The exchange of ideas for the implementation of these standards by teacher preparation institutions is encouraged. The Reading ListServ is available to support that exchange.

## Standards for Professionalism in Reading

All secondary teacher candidates will:

- 1 demonstrate professional practices when they pursue knowledge of reading and learning processes; and • participate in professional organizations
  - read professional journals and publications
- 2 know major theories and relevant research from general education, special education, psychology, and other fields. • know how theories and research have influenced literacy education and practices for differentiating instruction of all students (e.g., students who are English language learners, learning disabled, gifted, or have reading disabilities)

### Standards for Knowledge about Content in Reading

All secondary teacher candidates will:

- 3 demonstrate understanding of the integrated nature of the English language arts across all content areas; • understand that students need opportunities to integrate their use of the six language arts: reading, writing, listening, speaking, viewing, and visually representing
- 4 understand reading as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”; • Michigan Definition of Reading, 1984
- 5 articulate the developmental nature of literacy on a continuum of emergent, developing, and fluent levels and the experiences that support the continuum; • be aware of how knowledge of letters and their sounds, phonemic awareness, and word recognition contribute to reading success
  - understand how accuracy, fluency, phonics, vocabulary, self-monitoring and self-correction strategies, spelling patterns, comprehension, and reading habits contribute to literacy development
- 6 understand the symbolic system of written language; • recognize phonemic subsystem of language
  - Understand phonetic, morphemic, semantic, syntactic, and pragmatic subsystems of language and their relationships to the reading process
- 7 understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency; and • adapt content materials and differentiate instruction
- 8 understand the social, cultural, and dynamic nature of language. • recognize the reciprocal relationship among language, culture, and individual identity
  - know how language choices advance and constrain people
  - understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, reading acquisition, and comprehension

## **Standards for Knowledge about Students**

All secondary teacher candidates will

- 9 Understand how contextual factors in the classroom influence student learning and reading; • use appropriate grouping procedures, content area reading strategies, reading tasks, and assessment
- 10 describe characteristics of fluent readers; • articulate the relationships among print-sound code (phonics), word identification, vocabulary building, spelling patterns, fluency, and comprehension
- 11 know and implement practices that address the strengths and needs of all learners; • include students with learning disabilities, English language learners, struggling readers, and gifted learners
- 12 recognize and provide differentiated instruction for students with reading disorders; and • use informal observations to discover problems with fluency, accuracy, comprehension, vocabulary, retention, prior knowledge
  - use informal observations and consultation with parents and specialists regarding possible physical, social, emotional, cultural, socio-economic, and cognitive challenges
  - select appropriate instructional materials to facilitate learning
- 13 provide instruction and support for students with reading disorders. • advocate for appropriate intervention and support services
  - work in coordination with specialists to modify curriculum, instruction, assessment and follow-up

## **Standards for Knowledge about Assessment**

All secondary teacher candidates will:

- 14 employ assessment practices based on learning theories and aligned with literacy goals, curriculum standards, and instruction that reflect high expectations for all students; and • use classroom assessment techniques to plan and support instruction (performance assessment, portfolios, rubrics, checklists, anecdotal records, unit tests, and projects)
  - evaluate student print and non-print texts using appropriate assessments (rubrics that represent rigorous standards and reflect the components of the Michigan English Language Arts Content Standards and Benchmarks)
- 15 interpret and use information from both formal and informal assessments. • use a variety of formative and summative assessment tools to guide instructional decisions
  - understand that standardized tests and state assessments, as well as classroom assessments, can be used to guide instructional decisions

## **Standards for Knowledge about Reading Instruction**

All secondary teacher candidates will:

- 16 increase the motivation for learners to read widely and independently for information, pleasure, and personal growth; • use a variety of texts to stimulate interest

- promote reading growth
- foster vocabulary development and appreciation for the written word
- 17 teach and model effective listening and speaking strategies within content areas; • assist students in selecting and using various methods of interpersonal, small-group, and public discourse to explore an idea
- 18 incorporate language conventions to facilitate understanding in all content areas; • emphasize figurative and descriptive language, spelling, punctuation, grammar, and language use
  - guide students in refining spelling knowledge through reading and writing
- 19 understand that readers need to have and use a variety of word identification approaches and strategies in reading content area materials;
  - model and teach strategies for using structural analysis, context clues, spelling, and prior knowledge
- 20 present and utilize a variety of strategies for learning content-area vocabulary; • utilize strategies for conceptual development including graphic organizers
  - utilize context clues
  - utilize reference tools including dictionary, thesaurus, and electronic sources
  - utilize word study including, roots, prefixes and suffixes
- 21 know and utilize a variety of ways to promote comprehension of texts within the content areas; • use comprehension strategies that support interactions with a variety of texts before, during, and after reading
  - model a variety of fix-up strategies to use when meaning breaks down.
  - model a variety of questioning strategies
  - connect prior knowledge with new information
  - teach various aspects of text structure and genres to enhance understanding
- 22 analyze how oral, written, and visual texts convey meaning; • recognize how style, voice, and language choices influence meaning
  - evaluate appropriateness of style, voice, and language choices in relationship to context, purpose, and audience
  - identify aspects of the craft of the speaker, writer, and illustrator that creatively express ideas in content areas
- 23 understand the characteristics of texts and how textual aids enhance comprehension; • recognize elements of fiction and non-fiction, including imaginative, narrative, and expository texts
  - include textual aids such as pictures, graphs, charts, italics, bold, etc.
- 24 understand the importance of having students respond in a variety of ways to texts; • utilize personal, analytical, and critical response
- 25 utilize the writing process; and • understand the nature of the writing process
  - teach prewriting, drafting, revising, editing, and publishing

- provide appropriate scaffolding strategies
  - evaluate student use within content areas
- 26 know and utilize a variety of study strategies for comprehending and learning content-area information. • locate and use a variety of print, non-print, and electronic reference sources
- vary reading rate according to purpose(s) and difficulty of the material
  - teach techniques for effective time management, organizing and remembering information and test taking

### **Standards for Knowledge about Inquiry**

All secondary teacher candidates will:

- 27 recognize the value of learning through genuine inquiry and utilize strategies for fostering student inquiry; and • guide students in setting personal learning goals and monitoring progress
- teach students how to select appropriate resources for investigating topics
  - teach students to organize and interpret data to draw inferences and synthesize information
  - assist students in selecting appropriate resources to support and present conclusions
- 28 facilitate student use of inquiry and communication processes to convey meaning in content area subject matter. • facilitate student determination of purposes and audiences for communication and investigation
- teach choice of language elements, media, delivery, and genre, which most effectively shape their print and non-print texts
  - create an environment for authentic inquiry and effective oral, written, and visual discourse

### **Standards for Knowledge about Communication with Community**

All secondary teacher candidates will:

- 29 communicate effectively with parents, students, and colleagues about learners' progress and development in the content area; and • use assessment and reporting practices to foster student growth and achievement
- provide effective feedback regarding student performance
  - utilize and convey effective evaluation procedures that include communication, reflection, and goal setting with parents and students
  - communicate expectations to students and their parents
- 30 implement effective strategies to include parents as partners in content literacy development. • foster regular, effective, and appropriate communication with parents

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