

## Board Staff Recommendation for Reading Requirement for Licensure Renewal

For Tier 3 and Tier 4 licensure renewal (excluding those who do not provide any direct instruction), applicants must submit evidence of professional development, evidence of growth, and an impact statement aligned to the following criteria for all three areas: knowledge of reading processes, instructional practices, and assessment practices.

Professional development must be:

- Based on valid, replicable, scientifically-based, peer reviewed research where when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress
- Aligned to specific standard(s) for Minnesota teachers
- Delivered by individuals who have demonstrated qualifications and credentials in the area of reading
- Designed with one or more of the following:
  - o Active learning
  - o Collaboration
  - o Opportunities for feedback and reflection
  - o Coaching and expert support
  - o Modeling of effective practice
  - o Sustained duration

Evidence of growth must be aligned to specific standard(s) and may include:

- Supervisor or peer evaluation specific to area of focus
- Portfolios (traditional or digital)
- Classroom artifacts (student work samples)
- Growth data from assessments that are valid, reliable, and aligned to reading standards
- Student surveys
- Journal over time tracking successes and challenges relating to implementation

An impact statement must respond to the following questions:

- How does this evidence demonstrate new learning for you?
- How has this new learning enhanced your instruction/practice?
- How does this new learning translate to improved outcomes for students?

### Minnesota Reading Standards

Secondary Reading Standards	Special Education and Elementary Education Standards	Alignment with 122A.06, Subdivision 4
<b>Knowledge of reading processes and instruction</b>		
<p>Knowledge of reading processes and instruction including:</p> <p>a) orthographic knowledge and morphological relationships within words;</p> <p>b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;</p> <p>c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;</p>	<p>A teacher of young children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including;</p> <p>(1) oral and written language development; (2) phonological and phonemic awareness, (3) concepts of print, (4) phonics and other word identification strategies and fluency, including (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units; (b) word identification strategies and common, irregular sight words; c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development; d) how the etymology and morphology of words related to orthographic patterns in English; and (e) the development of reading fluency</p> <p>5a) understanding the critical role vocabulary knowledge plays in reading; b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling</p>	<p>This section of standards refers to building understanding of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.</p>

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<p>d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader’s interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and</p> <p>e) the development of academic language and its impact on learning and school success;</p>	<p>and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;</p> <p>6) comprehension processes related to reading, including: (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students’ comprehension of print material; b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and c) how to facilitate comprehension at various stages of students’ reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;</p> <p>7) content-area literacy including a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading; (8) literacy responses and analysis including: (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes; (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;</p>	
<b>Instructional practices</b>		
<p>The ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:</p>	<p>A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:</p>	<p>This section of standards refers to the ability to implement “comprehensive, scientifically based reading instruction” and specifically focuses on the practices to do so.</p>

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<p>a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;</p> <p>b) the ability to scaffold instruction for students who experience comprehension difficulties;</p>	<p>1) appropriate, motivating instruction, both explicit and implicit in: (a) oral language development; (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness; (c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities; and (d) applying a variety of reading comprehension strategies to different types of information materials and content-area texts including teaching the structures and features of expository texts.</p> <p>2) selection, design, and use and appropriate and engaging instructional strategies, activities, and materials , including: a) multisensory techniques, to ensure that students learn concepts about print including how to recognize and write letters; b) teaching vocabulary using a range of instructional activities to extend students’ understanding of words; and c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work</p> <p>3) ) selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students’ responses to literature and their critical reading abilities through high level, interactive discussions about texts;</p> <p>4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students’ facility in comprehending and using academic language; 6) the ability to design purposeful lessons/tasks based on the qualities structures, and</p>	

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<p>c) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;</p> <p>d) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and meta cognitive abilities;</p> <p>e) the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;</p> <p>f) implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text; and</p>	<p>difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers</p> <p>6) the ability to design purposeful lessons/tasks based on the qualities structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.</p> <p>F1) knowledge of how to use of students’ interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write; 2) the ability to support students and colleagues in the selection or design of materials that match students’ reading levels, interests, cultural and linguistic backgrounds; 2) the ability to support students and colleagues in the selection or design of materials that match students’ reading levels, interests, cultural and linguistic backgrounds;</p> <p>D5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and F3) the development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities</p>	

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	<p>for response, and reading and writing across the curriculum; F4) ) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students; F5) the ability to foster independence and self-efficacy in readers F6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials; and</p>	
<b>Assessment practices</b>		
<p>(Communication Arts and Literature/Middle Level Communication Arts and Literature only)</p> <p>Use a variety of assessment practices to place and evaluate effective reading including:</p> <ul style="list-style-type: none"> <li>a) understanding the measurement systems and proper interpretation of assessment tools that determine individual students' reading level, fluency, comprehension abilities, and reading interests;</li> </ul>	<p>E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:</p> <ul style="list-style-type: none"> <li>1) formal and informal tools to assess students': <ul style="list-style-type: none"> <li>a) oral and written language development;</li> <li>b) auditory awareness, discrimination of sounds, phonological and phonemic awareness;</li> <li>c) understanding of concepts about print and the alphabetic principle</li> <li>d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;</li> <li>e) vocabulary knowledge in relation to specific reading needs and texts;</li> <li>f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent,</li> </ul> </li> </ul>	<p>This section focuses on integrating “instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs in order to design and implement ongoing interventions.</p>

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<p>b) using data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to students' needs; and</p> <p>c) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact students' achievement;</p>	<p>instructional and frustration reading levels;</p> <p>g) comprehension in content area reading</p> <p>h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and</p> <p>i) oral and written language to determine their understanding and use of English language structures and conventions.</p> <p>2) formal and informal tools to</p> <p>a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and</p> <p>b) design and appropriate classroom interventions for struggling readers and enrichment programs for gifted readers</p> <p>4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;</p>	

**Questions:**

- The only reading standard for some of the Career and Technical Education licenses are about “technical reading and writing.” Should teachers with only those licenses have different professional development requirements?
- How would non-practicing teachers meet this requirement? Should there be a different requirement for them?
- Minnesota Statute 122.187 states that all Tier 3 and 4 licensed teachers must meet the requirements outlined in 122A.06. Our standards for assessing and evaluating reading at the secondary level are designed for (5-8) Middle Level Communication Arts and Literature and (7-12) Communication Arts and Literature. Should ALL teachers (excluding those who do not provide direct services) be required to have professional learning in the area of assessment? If so, should that training be aligned to the assessment strategies for Communication Arts and Literature?