APA-1
07/04

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.45.01 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: Reading Specialist (Grades P-12)

_____ New _____X_____ Amend _____ Repeal _____ Adopt by Reference

Would the absence of the proposed rule significantly
harm or endanger the public health, welfare, or safety?   No_____

Is there a reasonable relationship between the
state's police power and the protection of the
public health, safety, or welfare?   Yes_____

Is there another, less restrictive method of
regulation available that could adequately protect
the public?   No_____

Does the proposed rule have the effect of directly
or indirectly increasing the costs of any goods or
services involved and, if so, to what degree?   No_____

Is the increase in cost, if any, more harmful to the
public than the harm that might result from the
absence of the proposed rule?   No_____

Are all facets of the rulemaking process designed
solely for the purpose of, and so they have, as
their primary effect, the protection of the public?   No_____

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Does the proposed rule have an economic impact?   No_____

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note
prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

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Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code
of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the
Legislative Reference Service.

Signature of certifying officer _____

Date __3/29/12_____

(DATE FILED)
(STAMP)

A-1

Alabama State Department of Education
Office of Teaching and Leading

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:
290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560

(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

2. **Cultural and linguistic diversity.**

(i) Knowledge of current research on cultural and linguistic diversity related to language development and reading acquisition.

(ii) Ability to use knowledge of cultural and linguistic diversity to scaffold instruction.

(b) **Instructional strategies and curriculum materials.** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction for learners at differing stages of reading and writing development and from differing cultural and linguistic backgrounds. Prior to program completion, prospective reading specialists shall demonstrate:

1. **Grouping options.**

(i) Knowledge of the purposes of various grouping options (individual, small-group, whole-class, and computer-based).

(ii) Ability to:

(I) Support classroom teachers and paraprofessionals in their use of instructional grouping options.

(II) Diagnose students' needs in order to select appropriate grouping options.

(III) Demonstrate grouping options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

2. **Instructional practices, approaches, and methods for reading.**

(i) Knowledge of:

(I) Effective early reading instruction and practices, including those identified in the current edition of the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading.*

(II) Early reading instruction that integrates the following components:

I. Nurturing oral language development (e.g., reading to students, providing verbal interaction about readings, expanding sentences).

II. Developing concepts of print.

III. Fostering a love of reading (e.g., reading with expression to students, providing opportunities for self selection, assisting students in matching interests and reading materials).

IV. Giving students ample time and support to read independently (e.g., help with book selection).

V. Developing phonemic awareness.

VI. Developing letter recognition.

VII. Providing systematic, explicit phonics instruction.

VIII. Developing vocabulary through direct and indirect instruction.

IX. Emphasizing reading for meaning.

X. Developing background knowledge.

XI. Enhancing reading proficiency through daily writing.

XII. Increasing students' listening comprehension.

XIII. Integrating the language arts in all content areas.

XIV. Developing fluency by integrating the major components of reading.

(III) Causes of reading difficulties including, but not limited to, deficits in phonological processing, limited understanding of the alphabetic principle, lack of letter recognition, letter reversals, insufficient prior knowledge, and limited proficiency with spoken English.

(IV) Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.

(V) Effective instruction identified in the current editions of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(VI) Knowledge of the phonology and grapheme-phoneme correspondence of the English spelling system.

(ii) Ability to:

(I) Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.

(II) Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of students.

(III) Demonstrate optional practices, approaches, and methods in their own teaching and in demonstration teaching.

3.   **Oral language development.** Ability to:

(i) Implement effective strategies that develop students' language comprehension and expression.

(ii) Read to students and lead a discussion about what was read.

4.   **Comprehension.**

(i) Knowledge of:

(I) The impact of amount of reading on reading comprehension.

(II) The impact of background knowledge on reading comprehension.

(III) Questioning and discussion strategies that yield literal, interpretive, and evaluative student responses to printed material.

(IV) The causal relationship between the size of vocabulary and reading comprehension.

(V) Strategies that increase reading comprehension, including but not limited to summarizing, retelling, rereading, outlining, note-taking, visualizing, clarifying, and predicting.

(ii) Ability to:

(I) Provide explicit instruction in comprehension strategies (i.e., teacher modeling, guided practice, independent practice).

(II) Activate prior knowledge to help students make meaningful connections to the text.

(III) Increase the motivation of students to read independently.

(IV) Teach effective study skills through using comprehension strategies and a variety of resources.

(V) Teach vocabulary through multiple encounters with words in a variety of contexts.

(VI) Teach students to vary their reading rate according to their purpose and the difficulty of the material.

5. **Reading/writing connection.**

(i) Knowledge of:

(I) The role of temporary spelling in developing phonemic awareness, promoting the alphabetic principle, and facilitating written expression.

(II) The role of writing in assisting students with comprehension.

(ii) Ability to:

(I) Promote the integration of reading and writing in content areas at all grade levels.

(II) Encourage extensive, authentic writing experiences in which students respond to their reading using various formats for different audiences.

6. **Intervention instruction.**

(i) Knowledge of:

(I) Effective intervention instruction identified in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(II) Accelerated, highly specialized instruction that significantly increases the pace of learning.

(III) How to identify and address the needs of struggling readers through systematic, explicit instruction.

(IV) The role that self-selected, independent reading practice plays in leading struggling readers to become fluent readers.

(V) The importance of increasing the motivation of struggling readers by fostering success and rapid progress.

(ii) Ability to:

(I) Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power.

(II) Model the strategies referenced in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(III) Respond appropriately to oral reading miscues.

7.   **Reading materials.**

(i)   Knowledge of:

(I)   Classic and contemporary children's and young adult literature from a variety of genres and cultures.

(II)   The uses and functions of various levels of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.

(III)   The necessity of providing students with printed material at their independent and instructional levels.

(IV)   How to evaluate, select, and integrate media (e.g., software) into the reading program.

(V)   How to select, substitute, and/or rewrite content materials at students' reading levels.

(VI)   How to evaluate core reading programs.

(ii)   Ability to:

(I)   Use a variety of literary genres, including culturally diverse literature.

(II)   Match texts to the needs and interests of learners.

(III)   Use instructional and informational technologies to support literacy.

(IV)   Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.

(V)   Help teachers to select appropriate materials and explain the evidence base for using these materials to best meet the needs of students.

(c)   **Assessment, diagnosis, and evaluation.**   Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction for individuals and groups. Prior to program completion, prospective reading specialists shall demonstrate:

1.   **Assessment tools.**

(i)   Knowledge of a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

(ii)   Ability to:

(I)   Compare, use, interpret, and recommend a wide range of assessment tools and practices ranging from standardized tests to informal assessments, including technology-based assessments.

(II)   Demonstrate appropriate use of assessments in their practice.

(III)   Provide professional development on administering and interpreting selected assessments.

2.   **Individual assessment.**

(i)   Knowledge of assessment tools and practices used to monitor individual student progress and guide instruction.

(ii)   Ability to:

(I)   Support the classroom teacher in the assessment of individual students.

(II) Place students along a developmental continuum and identify students' proficiencies and difficulties.

(III) Extend the assessment of individual students to further determine proficiencies and difficulties in order that appropriate services and instruction may be provided.

(IV) Collaborate with other education professionals to implement appropriate reading instruction for individual students.

3. **Program assessment.**

(i) Knowledge of assessment tools, including ongoing assessment and evaluation practices to plan, evaluate, and revise the school's reading program to meet the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

(ii) Ability to:

(I) Assist the classroom teacher in using assessment to plan instruction for all students, including ELLs.

(II) Use in-depth assessment information to plan intervention instruction for struggling readers.

(III) Maintain data on student progress in reading achievement and determine implications for the school's reading program.

(IV) Collect, analyze, and use schoolwide assessment data to implement and revise school or school system reading programs.

4. **Communicating assessment results.**

(i) Knowledge of the importance of communicating assessment results to all stakeholders (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, and/or community).

(ii) Ability to:

(I) Communicate assessment information to all stakeholders for accountability purposes.

(II) Communicate assessment information to all stakeholders for instructional purposes.

(d) Creating a literate environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge and appropriately using instructional practices, approaches and methods, curriculum materials, and assessments. Prior to program completion, prospective reading specialists shall demonstrate:

1. **Students' interests, abilities, and backgrounds.**

(i) Knowledge of the importance of the students' interests, abilities, and backgrounds in creating a literate environment.

(ii) Ability to assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

2.   **Print-rich environment.**

(i)   <u>Knowledge of</u> the importance of a print-rich environment that fosters all aspects of literacy.

(ii)   <u>Ability to</u>:

(I)   Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

(II)   Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiples levels, broad interests, and cultural and linguistic backgrounds.

3.   **Authentic uses of reading and writing in everyday life.**

(i)   <u>Knowledge of</u> authentic uses of reading and writing in everyday life.

(ii)   <u>Ability to</u>:

(I)   Model reading and writing for real purposes in daily interactions with students and education professionals.

(II)   Assist teachers and paraprofessionals in enthusiastically modeling reading and writing as valued lifelong activities.

4.   **Lifelong readers.**

(i)   <u>Knowledge of</u> the importance of being lifelong readers.

(ii)   <u>Ability to</u>:

(I)   Use methods to effectively revise instructional plans to motivate all students to read for pleasure and information.

(II)   Model techniques and assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students to read.

(III) Promote family involvement in literacy development.

(IV) Articulate the research base that grounds best practice.

(e)   <u>Professional development.</u> Candidates view professional development as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate:

1.   **Positive dispositions and an increasing knowledge base.**

(i)   <u>Knowledge of</u> the importance of professional development related to reading and the teaching of reading.

(ii)   <u>Ability to</u>:

(I)   Display positive dispositions related to reading and the teaching of reading.

(II)   Articulate the theories related to the connections between teacher dispositions and student achievement.

(III) Conduct professional study groups for paraprofessionals and teachers.

(IV) Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans.

(V)   Advocate the advancement of a professional research base to expand knowledge-based practices.

2.   **Collaboration.**

(i)   Knowledge of:

(I)   Adult learning theory.

(II)   The importance of collaborating with colleagues to improve reading instruction.

(ii)   Ability to:

(I)   Establish collegial relationships in order to work effectively with classroom teachers, special educators, administrators, community agencies, and families.

(II)   Share knowledge of research-based techniques with colleagues.

(III)   Employ coaching or mentoring to improve reading instruction.

(IV)   Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.

(V)   Assist classroom teachers and paraprofessionals as they strive to improve their practice.

3.   **Planning and implementing professional development.**

(i)   Knowledge of the Alabama Standards for Effective Professional Development.

(ii)   Ability to:

(I)   Exhibit leadership skills in professional development.

(II)   Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level.

(III)   Identify and describe the characteristics of sound professional development programs based on the Alabama Standards for Effective Professional Development.

(IV)   Articulate the evidence base that grounds best practice.

(4)   Requirements for Certification as a Reading Specialist. Readiness to serve as reading specialist shall include:

(a)   An official transcript from a regionally accredited institution documenting an earned master's degree.

(b)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved reading specialist program.

(c)   Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rules 290-3-3-.02(6)(a) and (d) and 290-3-3-.42(5)(c).

(d)   A passing score on a comprehensive assessment documenting mastery of the curriculum of the reading specialist program, which may include, but may not be limited to, an oral examination.

(e)   A valid Class B Professional Educator Certificate ~~bachelor's level professional educator certificate~~ in a teaching field.

(5)   **Testing for Certification as a Reading Specialist.** Applicants for initial certification as a reading specialist through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition of certification. See Rule 290-3-3-.42(6).

(6)   **Faculty Qualifications for a Reading Specialist Program.** The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(29 ~~26~~). The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI), including the knowledge and skills expected for ARI schools, the assessment tools used in these schools, and the evaluation of these schools; shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise candidates seeking certification through program completion.