

Item 16: Discussion of Reading Specialist and School Librarian Educator Standards

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss recommended updates to the Reading Specialist and School Librarian educator standards.

STATUTORY AUTHORITY: The statutory authority for the Reading Specialist and School Librarian educator standards are the Texas Education Code (TEC), §§21.031(a); 21.040(2); 21.041(b)(1)–(4); 21.044;

regarding literacy, literacy instruction, and literacy support. In particular, the committee sought to:

- emphasize the interconnected nature of reading and writing;
- highlight the need for literacy support throughout all levels of schooling;
- reflect the need for Reading Specialists to be seen as campus and district leaders;
- align to Reading Academies, the Science of Teaching Reading (STR) standards, and updates made to the English Language Arts and Reading (ELAR) TEKS and content exams respectively;
- reflect a wide range of experiences and responsibilities regarding the Reading Specialist role across the state; and
- capture a wide variety of diverse literacy support needs throughout Texas campuses and districts at large.

The timeline for the Reading Specialist Educator Standards Advisory Committee meetings can be found in Attachment II. The timeline outlines the many meetings with the advisory committee as well as the internal crosswalk with the Reading Academies TEA staff to ensure that the educator standards not only reflect the important work of a Reading Specialist, but to also align with what educators are required to know and do in regard to the Reading Academies

Staff Members Responsible:

Pam Wetherington, Director, Educator Preparation and Testing
DeMarco Pitre, Manager, Test Development

Attachments:

- I. Reading Specialist Standards Advisory Committee
- II. Reading Specialist Standards Advisory Committee Timeline
- III. Reading Specialist Recommended Educator Standards
- IV. School Librarian Standards Advisory Committee
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- VI. School Librarian Recommended Educator Standards

ATTACHMENT I

Reading Specialist Standards Advisory Committee

Name	Title/Role	District/Organization	Region
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Dr. Tami Morton

ATTACHMENT II**Reading Specialist Standards Advisory Committee Timeline**

Date	Action
December 15, 2020	TEA staff distributed educator standard advisory committee nomination forms. Nomination period opened.
March 1, 2021	Nomination period closed.
April 30, 2021	SBEC opportunity to appoint School Librarian and Reading Specialist educator standards advisory committees.
May 3, 2021	Appointed committee members notified.
June 2021	TEA staff hosts the initial Reading Specialist educator standards advisory committee meetings.
September-October 2021	TEA staff hosts a series of small group drafting work sessions with committee members.
March 2022	TEA staff hosts a series of small group final draft work sessions with committee members.
May 2022	TEA staff hosts final draft work session with committee members to capture last round of feedback; committee members review and indicate if changes are necessary.

ATTACHMENT III**Reading Specialist Recommended Educator Standards**

- (a) Reading Specialist Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.94 of this title (relating to Requirements to Renew the Standard Reading Specialist Certificate). of this title. A Reading Specialist is skilled in effectively leading and facilitating literacy learning growth for students and teachers in early childhood, elementary, middle, and high school settings.
- (1) As a literacy content expert, reading specialists demonstrate knowledge of major theoretical, conceptual, historical foundations and evidence-based research that exceed initial educator foundational knowledge levels of literacy; apply expertise of the interrelated components and practices of literacy for a variety of purposes in multiple contexts.
 - (2) As a campus and/or district literacy leader and advocate, reading specialists design and facilitate professional development, curriculum, and instruction driven by evidenced-based practices that acknowledge and value the diverse needs and environments for all stakeholders (campus and/or district, teachers, students, and/or parents).
 - (3) As an instructional leader and coach reading specialists partner as literacy coaches and interventionists with multiple stakeholders at the campus, district, and/or community level to apply data-informed and evidence-based literacy decisions in response to identified needs (e.g. campus, district, and/or community level).
- (b) Domain I (Reading Foundations, Curriculum, and Instruction). Reading Specialists use advanced knowledge of literacy foundations and development which include the interrelatedness of oral and written language (reading, writing, listening, speaking, thinking) to collaborate, develop, lead, and advocate for learning experiences in response to the diverse needs (cultural, linguistic, educational) of students and other stakeholders (EC-12 teachers, district administrators, parents). The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of the topics below in order to:
- (1) Oral Language Foundations of Reading Development
 - A. explain the importance of the 5 domains of language (phonology, morphology, syntax, semantics, and pragmatics) to reading proficiency;
 - B. explain how oral language acquisition differs from reading acquisition and how oral language systems differ from writing systems in structure and development;
 - C. model, implement, and explain research-based and evidence-based instructional routines/activities in all 5 domains of language (phonology, morphology, syntax, semantics and pragmatics) that support building the neural connections which are necessary for skilled reading;
 - D. identify, explain, and build upon the ways language and literacy experiences, heritage language, cultural values, and dialectal variations contribute to literacy development;
 - E. apply knowledge of the language structure (e.g. sounds, inflectional endings, and syntax) of a learner's heritage language or dialect (or access resources for information) to implement appropriate instruction in all areas of literacy;
 - F. c

- E. evaluate different factors and purposes of texts to promote fluency based on text complexity (i.e. decodability, content, length, format, illustrations, multiple genres, and other relevant factors) and collaborate with teachers to customize, implement, and monitor instruction in order to meet the needs of all learners;
 - F. collaborate with stakeholders to locate, access, and recommend appropriate assistive technology in order to support reading fluency;
- (6) Comprehension
- A. recognize, utilize, and explain a variety of theoretical perspectives relevant to comprehension and collaborate with teachers in order to customize, implement, and monitor comprehension instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;
 - B. recognize, utilize, and explain the relationship between comprehension and other aspects of literacy learning (i.e. reading, writing, speaking, listening, thinking, and viewing) and collaborate with teachers in order to customize, implement, and monitor comprehension instruction;
 - C. describe, select, and employ evidence-based comprehension strategies (i.e. summarization, question generation and answering, visualization, guided highlighting, graphic representation) across the content areas as appropriate to identified student needs, text, and the purpose for reading;
 - D. collaborate with teachers and model explicit, systematic, and cumulative instruction to emphasize the importance of the interconnected relationship between reading and writing (e.g. summaries, note-taking, graphic organizers) in response to reading, content area, and disciplinary literacies to enhance comprehension;
 - E. recognize and utilize factors that impact learners' reading comprehension instruction (i.e. oral and academic language development, background knowledge, motivation, interests, prior literacy experiences, diverse cultural and linguistic experiences) in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies;
 - F. recognize and utilize textual factors that impact reading comprehension instruction (i.e. word-level factors, sentence-level factors, vocabulary, conceptual density, textual organization) in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies;
 - G. recognize and utilize literacy rich environments that provide a variety of genres, text types, print, and digital materials to engage and motivate all learners;
 - H. recognize and utilize a variety of genres, text types, print, and digital materials in order to customize, implement, and monitor comprehension instruction across all grade levels, content areas, and disciplinary literacies;
- (7) Vocabulary
- A. recognize the underlying purpose and connection between the theoretical, conceptual, historical, and evidence-based components of language as related to vocabulary acquisition in order to customize, implement, and monitor vocabulary instruction across all grade levels, content areas, and disciplinary literacies;
 - B. apply evidence-based strategies, tools, techniques and concepts of diversity and equity to vocabulary instruction in order to support students' oral language development, reading comprehension, and ability to engage in self-sustained, authentic and meaningful literacy learning;
 - C. recognize and utilize factors that affect vocabulary development (e.g., vocabulary knowledge, familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) and collaborate with teachers in order to customize, implement, and monitor vocabulary instruction across all grade levels, content areas, and disciplinary literacies;
 - D. recognize the importance of the role of daily and wide reading in vocabulary development and collaborate with teachers in order to customize, and implement instruction in order to monitor growth of vocabulary development;
 - E. recognize and utilize the 3 tiers of vocabulary and collaborate with teachers in order to customize, implement, and monitor evidence-based vocabulary instruction used before, during, and after reading a connected text;

- F. collaborate with teachers to locate, customize, and recommend vocabulary materials and strategies that include multimodalities;
- (8) Writing
- A. recognize, utilize, and explain a variety of theoretical perspectives related to all areas of

ATTACHMENT IV**School Librarian Standards Advisory Committee**

Name	Title/Role	District/Organization	Region
Abby Moore	District Librarian	Breckenridge ISD	14
Amanda Galliton	MS Librarian	Burkburnett ISD	9
Barbara Jansen	School Librarian Certification Coordinator	University of Texas	20
Cristal Isaacks	District Librarian	Levelland ISD	17
Emma McDonald	District Librarian	Mesquite ISD	10
Katherine Counterman	EL Librarian	Katy ISD	4
Laura Sheneman	Professor, Library Media and Previous ESC 1 & District Librarian	ESC 1, University of West Georgia	1
Melissa Rippy	District Librarian	Pasadena ISD	4
Nicole Cruz	HS Librarian	Sharyland ISD	1
Susanne Fleenor	District Librarian	Seagraves ISD	17

ATTACHMENT V**School Librarian Standards Advisory Committee Timeline**

Date	Action
December 15, 2020	TEA staff distributed educator standard advisory committee nomination forms. Nomination period opened.
March 1, 2021	Nomination period closed.
April 30, 2021	SBEC opportunity to appoint School Librarian and Reading Specialist educator standards advisory committees.
May 3, 2021	Appointed committee members notified.
July 2021	TEA staff hosts the initial School Librarian educator standards advisory committee meetings.
September 22, 2021	TEA staff hosts the second standards committee meeting; committee members engage in revising draft from summer convening.
October 5, 2021	TEA staff hosts the final standards committee meeting; committee members engage in final revisions.
March 2022	TEA staff sends final draft of standards to committee for last round of feedback; committee members review and indicate if changes are necessary.

ATTACHMENT VI**School Librarian Recommended Educator Standards**

- (b) School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to Renew the Standard School Librarian Certificate).

- (c) School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to

- (e) Standard II. Inquiry: As a campus leader, instructional partner, and information specialist, the school librarian creates a culture of inquiry which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:
- (1) curate a collection of current materials in a variety of formats, including open educational resources (OER), that support student inquiry and/or interests, and which are developmentally appropriate, culturally inclusive, and aligned with state and district learning standards;
 - (2) implement a research-

(5)

- (10) articulate the library's mission, vision, goals, objectives and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures;
- (11) regularly evaluate, update, and publish library policies and procedures to meet the needs of learners and broader educational community;
- (12) train library staff and volunteers on various aspects of the library program (e.g. positive customer services, student privacy, digital resources, library organization, scheduling to maximize student access) in order to meet the needs of the learning community;
- (13) regularly collaborate with stakeholders to advocate for the library program;
- (14) advocate for and protect each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom, as indicated by best library practices (ALA Privacy) and federal FERPA law;
- (15) demonstrate professional behavior in accordance with the educator code of ethics as stated by the American Library Association and Texas Education Agency;
- (16) apply best practices in library program administration to systematically perform library management operations such as budgeting; purchasing; creating reports; grant writing; and overseeing circulation and inventory; and
- (17) apply best practices and standard library procedures for organizing and processing various materials, and articulate the purpose of quality cataloging to facilitate resource sharing.