

Individuals seeking licensure as a Reading Specialist must obtain a Master’s degree or higher in Reading or a Master’s degree in an area of licensure. Individuals holding a Master’s degree in another area of licensure must complete an ADE approved graduate, non-degree program of study in Reading consisting of 21-27 hours in reading, language arts, and related courses. This program should typically include 6 semester hours of supervised practicum experience. In addition to the Arkansas Teaching Standards, the Reading Specialist, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Foundational Knowledge IRA: Standard 1</p>	<p>Standard 1: Ability to understand the theoretical and evidence-based foundations of reading and writing processes and instruction by</p> <ul style="list-style-type: none"> 1.1 Understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections 1.2 Understanding the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components 1.3 Understanding the role of professional judgment and practical knowledge for improving all students' reading development and achievement
<p>2. Curriculum and Instruction IRA: Standard 2</p>	<p>Standard 2: Ability to use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing by</p> <ul style="list-style-type: none"> 2.1 Using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum 2.2 Using appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections 2.3 Using a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources
<p>3. Assessment and Evaluation IRA: Standard 3</p>	<p>Standard 3: Ability to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by</p> <ul style="list-style-type: none"> 3.1 Understanding types of assessments and their purposes, strengths, and limitations 3.2 Selecting, developing, administering, and interpreting assessments, both traditional print and electronic, for specific purposes 3.3 Using assessment information to plan and evaluate instruction 3.4 Communicating assessment results and implications to a variety of audiences
<p>4. Diversity IRA: Standard 4</p>	<p>Standard 4: Ability to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by</p> <ul style="list-style-type: none"> 4.1 Recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning

	<p>to read and write</p> <p>4.2 Using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity</p> <p>4.3 Developing and implementing strategies to advocate for equity</p>
<p>5. Literate Environment</p> <p>IRA: Standard 5</p>	<p>Standard 5: Ability to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by</p> <p>5.1 Designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction</p> <p>5.2 Designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write</p> <p>5.3 Using routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback)</p> <p>5.4 Using a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction</p>
<p>6. Professional Learning and Leadership</p> <p>IRA: Standard 6</p>	<p>Standard 6: recognize the importance of, demonstrate, and facilitate professional/earning and leadership as a career-long effort and responsibility by</p> <p>6.1 Demonstrating foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture</p> <p>6.2 Displaying positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors</p> <p>6.3 Participating in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs</p> <p>6.4 Understanding and influencing local, state, or national policy decisions</p>