



ADMINISTRATIVE RULES OF MONTANA



10.58.521 READING SPECIALISTS K-12

- (1) The program requires that successful candidates:
 - (a) demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to the Montana Content Standards, and the role of the reading/literacy specialist in schools. Successful candidates demonstrate knowledge of the following:
 - (i) components of reading development, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension throughout the grades and their relationship with other aspects of literacy;
 - (ii) aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing and their relationship with other aspects of literacy;
 - (iii) components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing and their relationship with other aspects of literacy; and
 - (iv) knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;
 - (b) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by:
 - (i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write;
 - (ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and
 - (iii) developing and implementing strategies to advocate for equality of educational opportunity and to develop the full educational potential of each student;
 - (c) use foundational knowledge to design literacy curricula to meet the unique needs of learners by:

- (i) designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;
 - (ii) designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;
 - (iii) selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and
 - (iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;
- (d) understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:
 - (i) understanding the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;
 - (ii) collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students;
 - (iii) participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and
 - (iv) using both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;
- (e) meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment by:
 - (i) consulting with families and colleagues to meet the developmental needs of all learners;
 - (ii) collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;
 - (iii) integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

- (iv) facilitating efforts to foster a positive climate that supports the physical and social dimensions of a literacy-rich learning environment, including knowledge of routines, grouping structures, student voice, and social interactions;
- (f) demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of students and families by:
 - (i) reflecting on their work, belonging to professional organizations, and as critical consumers of research, policy, and practices, sharing findings with colleagues and other stakeholders;
 - (ii) designing, facilitating, and leading professional learning experiences for groups including, but not limited to, data team meetings, professional learning communities, grade-level teams, academic department teams, and workshops while using collaborative data collection, analysis, and decision-making processes;
 - (iii) using their knowledge of adult learning to support teacher inquiry and reflectivity through coaching tools and processes including, but not limited to, modeling, problem solving, observation feedback cycles, and coteaching in their work with teachers; and
 - (iv) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, MCA

History: NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15; AMD, 2023 MAR p. 86, Eff. 7/1/23.