

6.04 Reading Specialist (Grades K-12)

To be endorsed as a reading specialist, an applicant shall hold a Colorado initial or professional teacher license with an endorsement in an approved content area; hold a master's degree or higher; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as a reading specialist; have three or more years of full-time, demonstrated classroom teaching experience; shall be knowledgeable about literacy instruction as outlined in rule 4.02(5) – 4.02(13) and the Colorado Academic Standards in reading, writing and communicating as outlined rule 2.01(7), and shall have demonstrated the competencies described below:

6.04(1) The reading specialist shall have knowledge of dyslexia and other learning disorders and:

6.04(1)(a) understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological and linguistic).

6.04(1)(b) recognize the tenets of the NICHD/IDA definition of dyslexia.

6.04(1)(c) recognize that dyslexia and other reading difficulties exist on a continuum of severity.

6.04(1)(d) identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, nonverbal learning disorders, etc.).

6.04(1)(e) identify how symptoms of reading difficulty may change over time in response to development and instruction.

6.04(1)(f) understand federal and state laws that pertain to reading disabilities including dyslexia.

6.04(2) The reading specialist shall have successfully completed graduate-level studies in a minimum of three of the following relevant supporting areas: testing and measurement; the teaching of exceptional students including, but not limited to, those who have been identified as gifted; child and adolescent development; speech and hearing; school counseling; child and adolescent literature; language development; curriculum; initial and advanced reading skills development; the identification of, planning for and instructional delivery of the curriculum to students with reading problems the identification of, planning for and instructional delivery of the curriculum to those students for whom English is not their native language.

6.04(3) The reading specialist is knowledgeable about and able to effectively articulate the methods, issues and resources involved in support of student instruction to a wide variety of audiences including but not limited to staff, parents and students.

6.04(4) The reading specialist shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.