

CORRELATION OF VA READING SPECIALIST COMPETENCIES AND LC COURSES

1. Assessment and Diagnostic Teaching	
a. Demonstrate expertise in the use of assessment and screening measures (formal and informal) for language proficiency, concepts of print, phoneme awareness, letter recognition, sound symbol knowledge, single word recognition, decoding, word attack skills, word recognition in context, reading fluency, and oral and silent reading comprehension	RDNG 690 RDNG 691 RDNG 692 RDNG 640
b. Demonstrate expertise in the ability to use diagnostic data to tailor instruction, and accelerate and remediate using flexible skill-level groupings as necessary.	RDNG 691 RDNG 692 RDNG 640
2. Oral Communication	
a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening);	RDNG 625 RDNG 672 SPED 600 SPED 620
b. Demonstrate expertise in developing students' phonemic awareness/phonological association skills;	RDNG 640 RDNG 625
c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;	SPED 600 SPED 620 RDNG 625 RDNG 649 RDNG 690
d. Demonstrate an understanding of the unique needs of students with language differences and delays; and	SPED 600 SPED 620 RDNG 690
e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.	RDNG 643 RDNG 625 RDNG 675 RDNG 644
3. Reading/Literature	
a. Demonstrate an understanding of the role of the family in developing literacy;	RDNG 625
b. Demonstrate the ability to create appreciation of the written word and the awareness of the printed language and writing system;	ENGL 643 RDNG 644 RDNG 625
c. Develop an understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of the reading process;	SPED 600 SPED 620 RDNG 625

3. Reading/Literature—continued	
d. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;	RDNG 640 RDNG 690 RDNG 691 RDNG 692
e. Demonstrate expertise in the use of cuing systems of language, including knowledge of how phonics, syntax, and semantics interact as the reader constructs meaning;	RDNG 625
f. Demonstrate expertise in strategies to increase vocabulary;	RDNG 640 RDNG 625 RDNG 672
g. Demonstrate expertise in the structure of the English language, including an understanding of syntax and vocabulary development;	RDNG 640 RDNG 625
h. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding students to make connections beyond the text;	RDNG 672 SPED 600 SPED 620 RDNG 625 RDNG 644
i. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension;	RDNG 672 RDNG 625 RDNG 643
j. Demonstrate the ability to develop comprehension skills in all content areas;	RDNG 672
k. Demonstrate the ability to foster appreciation of a variety of literature; and	RDNG 625 RDNG 644 RDNG 643
l. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.	SPED 600 SPED 620 RDNG 625 RDNG 680

4. Writing	
a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including grammar, punctuation, spelling, syntax, etc.;	RDNG 643 RDNG 640
b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of “invented spelling,” the connection between stages of language acquisition and spelling, orthographic patterns, and strategies for promoting generalization of spelling study to writing; and	RDNG 640 SPED 600 SPED 620
c. Demonstrate the ability to promote creative thinking and expression through imaginative writing, etc.	SPED 600 SPED 620 RDNG 643 RDNG 625
5. Research	
a. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.	EDHD 609 RDNG 640
6. Leadership	
a. Demonstrate expertise in an understanding of language acquisition;	EDHD 609 RDNG 625
b. Demonstrate an understanding of varying degrees of learning disabilities;	RDNG 690 RDNG 691 RDNG 692
c. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels;	SPED 600 SPED 620
d. Demonstrate an understanding of child psychology, including personality and learning behaviors;	RDNG 690 RDNG 691 RDNG 692
e. Demonstrate an understanding of the significance of cultural contexts upon language;	SPED 600 SPED 620
f. Demonstrate expertise with educational measurement and evaluation;	EDHD 609
g. Demonstrate expertise utilizing linguistic skills in diagnoses;	RDNG 690 RDNG 691 RDNG 692
h. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers;	RDNG 672 SPED 600 SPED 620 RDNG 625

i. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division	RDNG 680
6. Leadership—continued	
j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.; and	RDNG 625 RDNG 680
k. Demonstrate knowledge of current research and exemplary practices in English/reading.	RDNG 672 SPED 600 SPED 620 RDNG 625 RDNG 680

