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; 21.048(a); and 21.054.

BACKGROUND INFORMATION AND JUSTIFICATION: SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for EPP curriculum and delivery. The development committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft educator standards or review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, reflect best practices, and where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board of Education (SBOE).

At the February 21, 2020 SBEC meeting, TEA staff presented the Board with public comments that were received during the routine rule review of Chapter 239, regarding the Reading Specialist and School Librarian educator standards, stating the desire for the Board to update those standards in rule.

At the April 30, 2021 SBEC meeting, the Board approved the membership of the educator standards advisory committees to review, develop, and recommend educator standards for the Reading Specialist and School Librarian class of certificates. This item provides the SBEC the opportunity to discuss the updated Reading Specialist and School Librarian educator standards developed by the SBEC-approved educator standards advisory committees. These updated standards will serve as the basis for the certification examinations and set the requirements for EPP curriculum and delivery. TEA will present proposed rule text at the September 30, 2022 meeting that reflects this discussion item.

Reading Specialist Educator Standards Development

The Reading Specialist Standards Advisory Committee, reflected in Attachment I, met initially as a full committee during Summer 2021 and in small group work sessions throughout Fall 2021 and Spring 2022 to develop the educator standards and provide considerations and input on issues related to the certificate area. During each meeting, members of the committee discussed and implemented necessary changes to the standards, ensuring alignment with and representation of current realities within Texas classrooms and schools and statewide priorities

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 and other statewide literacy priorities. Attachment III includes the draft Reading Specialist Educator Standards.

School Librarian Educator Standards Development

The School Librarian Educator Standards Advisory Committee, reflected in Attachment IV, met throughout the Summer and Fall of 2021 to develop the educator standards and provide considerations and input on issues related to the certificate area, including those raised within the Texas Library Association's (TLA) letter of request presented to the SBEC at the February 21, 2021 meeting. TLA's letter requested that the SBEC consider updating the School Librarian educator standards, citing changes in professional practices and terminology and evolution in school library programs since the standards were last updated. During each meeting, members of the committee discussed and implemented necessary changes to the standards, ensuring alignment with and representation of current realities within Texas classrooms and schools. In particular, the committee sought to:

- reinforce best practices captured in the national school librarian standards;
- align to recent updates made to the English Language Arts and Reading (ELAR) TEKS;
- capture the critical role that technology plays in the school librarian's responsibilities; and
- reflect the range of roles, responsibilities, and experiences of the school librarian influenced by the growing and changing needs of schools across the state.

The timeline for the School Librarian Educator Standards Advisory Committee meetings can be found in Attachment V. It outlines the multiple meetings with the advisory committee to ensure that the educator standards reflect and align what educators are required to know and do regarding the role of the School Librarian. Attachment VI includes the draft School Librarian Educator Standards.

PUBLIC AND STUDENT BENEFIT: The public benefit anticipated because of the proposed updated Reading Specialist and School Librarian educator standards would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of student services educators upon entry into the profession and retention of these qualified professionals for years to come.

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
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VI.   School Librarian Recommended Educator Standards

ATTACHMENT I

Reading Specialist Standards Advisory Committee

Name	Title/Role	District/Organization	Region
Dr. Amy Barnhill	Professor in the School of Education, Health Professions, and Human Development	University of Houston Victoria	3
Angie Durand	Program Coordinator for Language Arts and Reading	Houston Baptist University	4
Carolyn Mixon	Retired Reading Specialist/CALT	Austin ISD	13
Deborah Williams, Ed.	Associate Professor of Reading and Undergraduate Reading Program Coordinator	UT Arlington	11
Dr. Fernando Hernandez	Assistant Professor	A&M Kingsville	2
Ginger Earl	Assistant Professor College of Education	Dallas Baptist University	10
Gwynne Ash	Professor, Reading, Curriculum & Instruction	Texas State	13
Dr. Isela Almaguer	Literacy Specialization Lead for the College of Doctoral Program	UT RGV	1
Joanna Neel	Professor Undergraduate and Graduate Literacy	UT Tyler	7
Dr. Kathryn Pole	Literacy Studies Program Director	UT Arlington	11
Dr. Kelly Cordray	Reading Professor	A&M Texarkana	8
Dr. Lori Czop Assaf	Professor in Reading Education	Texas State San Marcos	13
Dr. Mark Martin	Program Director for Master of Education in Reading	Dallas Baptist University	10
Dr. Mellinee Lesley	Professor in the Language, Diversity & Literacy Studies Program	Texas Tech	17
Dr. Miriam Martinez	Interdisciplinary Learning and Teaching Professor	UT San Antonio	20
Patricia Gonzales Durham	Professor of Literacy Methods, Master's Program Field Coordinator, Literacy Research Specialist	Sam Houston University	4
Roberta D Raymond, Ed.D	Assistant Professor of Literacy, Language Arts and Literature Studies	University of Houston Clear Lake	4

Dr. Tami Morton	Reading Masters Chair	A&M Commerce	10
Dr. Tara Wilson	Literacy Professor	UT Permian Basin	18
Tonja Gray	Reading Academies Cohort Leader	ESC 14	14
Vivianne McGowan	PK–12 RLA Coordinator	Tyler ISD	7

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. customize, implement, and monitor instruction that builds on learners' cultural, linguistic, and home backgrounds to enhance their oral language skills in order to promote the transfer of skills from oral language to written language (while maintaining literacy in the heritage language) using characteristic features of the stages of oral language development;

        G. recognize that literacy differences across the grade levels (PK-12) may be due to speech and/or oral language delays which may warrant additional evaluation and/or collaboration with other professionals (speech-language pathologist, educational diagnosticians, bilingual teachers);

H. collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers;

(2) Phonological and Phonemic Awareness

A. recognize and explain the developmental continuum and implications of individual variations in their learning of phonological and phonemic awareness skills which affect all components of literacy in order to customize, implement, and monitor appropriate phonological and phonemic awareness instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

B. customize, implement, and monitor differentiated, explicit, systematic, and cumulative instruction using evidence-based strategies in phonological and phonemic awareness skills in order to address the assessed needs of all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

C. collaborate with teachers and model instruction to emphasize the importance of routine inclusion of phonological/phonemic awareness activities into reading, spelling, and vocabulary instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

D. recognize and explain the distinguishing characteristics of phonemes, common allophonic variations, and instances where spelling is not transparent in relation to phonemes and how these impact learners' reading and spelling in order to customize, implement, and monitor appropriate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

E. collaborate with teachers to identify sounds in standard English that are not in the student's heritage language or dialect that may be difficult for the student to perceive and produce in phonological and phonemic awareness activities in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

F. recognize that literacy differences across grade levels (PK-12) may be due to speech and/or language delays in students' phonological or phonemic awareness which may warrant additional evaluation and/or collaboration with other professionals (speech-language pathologist, educational diagnosticians, bilingual teachers);

(3) Print concepts and alphabetic knowledge

A. recognize and explain the differences and the interrelatedness of print concept, alphabet knowledge, and alphabetic principle in order to customize, implement, and monitor appropriate instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

B. collaborate with teachers to recognize the stages in the developmental continuum and implications of individual variations related to print concepts, alphabet knowledge, and alphabetic principle to customize, implement, and monitor instructional practices that accelerate the development of knowledge and skills;

C. recognize delays or differences in learners' development of print concepts, alphabet knowledge, and alphabetic principle and collaborate with stakeholders in order to differentiate and implement appropriate interventions;

D. collaborate with teachers to identify students whose heritage language may not be alphabetic or may be phonetically different from English in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

(4) Orthography: Phonics, Morphology, and Etymology

A. recognize and explain the importance and use of an appropriate developmental phonics continuum within orthography in order to customize, implement, and monitor appropriate instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

B. model, explain, and utilize the stages of spelling development in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

C. model, implement, and collaborate with stakeholders regarding best practices for developing orthographic mapping in the brain (e.g. phoneme-grapheme mapping, phoneme segmenting

and blending) which is necessary for automaticity in reading and spelling and authentic learning outcomes;

D. model, explain, and utilize the role of morphology and etymology in the literacy process in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

E. model, explain, and utilize the developmental continuum of morphological skills in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

F. model, explain, and utilize the role of English word origins (etymology) in explaining spelling and word meaning and be knowledgeable of related instructional/reference resources in order to construct and implement explicit, systematic, and cumulative word study instruction for an authentic learning outcome for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

G. model, implement, and collaborate with stakeholders regarding best practices for teaching sound blending (continuous vs discrete) and segmenting to promote accurate and quick word decoding and encoding.in order to differentiate and achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

H. model and explain evidence-based instructional routines/activities that are differentiated to promote all learners' development of accurate and automatic decoding and encoding skills with an explicit, systematic, and cumulative focus in order to customize, implement, and monitor appropriate instruction to achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

I. model and explain best practices for teaching the decoding and encoding of high-frequency regular and irregular words in order to differentiate instruction and achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

J. model, implement, and collaborate with stakeholders regarding best practices for teaching the decoding of one-syllable and multisyllabic words and for responding to learners' misreads in order to achieve authentic learning outcomes for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

K. collaborate with teachers to identify sounds and sound/letter sequences that are not in students' heritage language or dialect and which may require additional instruction in order for the student to perceive, produce, read, and spell certain phonics elements and in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

L. collaborate with teachers to recommend appropriate texts to support all readers that correspond to content and purpose of phonics skill lessons in order to differentiate instruction across all grade levels (PK-12), content areas, and disciplinary literacies;

(5) Reading Fluency

A. recognize and model key concepts related to the importance of reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody), and its relationship to comprehension in order to customize, implement, and monitor instruction;

B. differentiate and create instruction based on the expected patterns of development in reading fluency (e.g. accurate, automatic letter naming to word reading, reading connected text, and reading increasingly complex connected text) across all grade levels (PK-12), content areas, and disciplinary literacies;

C. differentiate and create instruction related to common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of high-frequency words; unfamiliarity with a text's content, vocabulary, grammatical structures, and/or limited practice with reading connected text);

D. create, implement, and evaluate evidence-based instructional materials and strategies in order to develop and accelerate students' fluency based on identified needs including those that reflect cultural relevance and linguistic diversity;

  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 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 to 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 writing development (i.e. mechanics and conventions of composition, revision and editing processes, and syntax) in order to customize, implement, and monitor writing instruction for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

        B.   recognize, utilize, and explain the importance of the interconnected relationship between reading and writing processes in order to customize, implement, and monitor writing instruction that occurs daily for all learners across all grade levels (PK-12), content areas, and disciplinary literacies;

        C.   model and explain the importance of both foundational writing skills and writing process to collaborate with stakeholders in order to implement developmentally appropriate instruction for each;

        D.   recognize and utilize a variety of genres, text types, print, and digital materials in order to customize, implement, and monitor writing instruction across all grade levels, content areas, and disciplinary literacies; and

        E.   collaborate with stakeholders to locate, access, and provide specific assistive technology (i.e. keyboarding, word-processing, speech-to-text) appropriate for students with written expression needs (e.g. spelling, organization, composition, handwriting).

(c) Domain II (Assessment). Reading Specialists understand foundational concepts, principles, and evidence-based practices related to literacy assessment and use expertise in selecting, modeling, prescribing, administering, and interpreting assessments to drive literacy practices for EC-12 learners and to support literacy program improvement of all stakeholders. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of foundational concepts, principles, and evidence-based practices related to literacy assessment; a variety of literacy assessments and uses in order to identify, administer, and analyze assessments; using assessment data to produce both written and oral reports to inform instruction, intervention, and curriculum decisions; how to effectively communicate both written and orally in order to disseminate assessment results for all stakeholders; how to interpret assessment results identifying strengths and needs for instructional decision making (campus, grade level, teacher, and individual student); delays or differences in language and literacy development and when it warrants referral for additional evaluation or intervention (e.g., speech-language, auditory, visual, cognitive, emotional, social, physical); the importance of selecting and using texts and tests that reflect a diversity of cultures and linguistic backgrounds including the diversity of the classroom, school community, and society in order to:

(1) identify, administer, and interpret both elementary and secondary level formal and informal assessments, diagnostic surveys and inventories for the purpose of identifying a learner's strengths, progress, and instructional needs in all areas of literacy development including oral language, phonological and phonemic awareness, print awareness, alphabet knowledge and alphabetic principle, orthography, vocabulary, comprehension, and writing;

(2) select, model, prescribe, administer, and interpret assessments in response to learner and campus literacy needs for both elementary and secondary learners that may include content area literacy needs;

(3) collaborate with colleagues on the implementation of assessments and analysis of assessment data for designing instruction that addresses the strengths and needs for all learners (including learning differences/exceptionalities such as marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.);

(4) interpret and utilize results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted;

(5) lead, facilitate, and/or participate in advocacy discussions with stakeholders in order to secure curricular and/or instructional interventions or extensions based on assessment data and make referrals as necessary;

(6) collaborate with stakeholders regarding the impact of advocacy efforts; and

(7) collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.

(d) Domain III (Learner Needs and Support). Reading Specialists recognize how the differing strengths and needs of individual learners influence their literacy development, apply knowledge of primary and second language acquisition to promote literacy, create a literate environment that encompasses the cultural and linguistic diversity of the individual learner, and apply knowledge of learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) to promote literacy. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of emergent bilingualism and the transfer from heritage language to additional language(s); advocacy and pedagogy for diverse and exceptional learners; differentiation, management, routines, and accessibility for literate and inclusive learning environments; the importance of including mental health wellness within the context of literacy instruction; state and federal laws, regulations, and guidelines regarding assessment and provision of services for learners with learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) in order to:

(1) develop explicit, systematic reading instruction that is based on a convergence of research evidence and that is responsive to individual learner strengths and needs as well as cultural diversity including learners whose first language is other than English, and learners with learning differences (i.e. dyslexia, dysgraphia, twice-exceptional, etc.);

(2) guide the progress of gaining knowledge and skills necessary for literacy acquisition and require varied instruction and levels of instructional intensity as appropriate for grade level TEKS, ELPS, and STR competencies;

(3) address issues and concepts related to the expected stages, patterns, and transfer of literacy competency from heritage language to second language;

(4) apply evidenced-based practices for literacy instruction of Emergent Bilinguals that are based on a convergence of research for linguistically and culturally diverse learners;

(5) collaborate with other specialists to aide in assessing issues and procedures concerning Emergent Bilinguals' reading strengths and needs;

(6) distinguish between language and learning differences of linguistically and culturally diverse learners and determine when additional assessment or intervention is necessary;

(7) collaborate with other professionals to plan, implement, and monitor instruction that builds on learners' cultural, linguistic, and home backgrounds to enhance their oral language skills in English, and promote the transfer of skills from oral language to written language while maintaining literacy in the heritage language;

(8) collaborate with all stakeholders to promote and maintain literacy in all languages respecting their individuality;

(9) identify characteristics and instructional implications of learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) in relation to the development of literacy competence;

(10) gather information and analyze assessment data for learners with learning differences/exceptionalities (i.e. marginalized learners, dyslexia, dysgraphia, literacy difficulties/disabilities, twice-exceptional, etc.) and know when to seek assistance from a specialist;

(11) implement and ensure procedures for monitoring and evaluating individualized education plans to facilitate placement of learners, matching individual needs to appropriate, aligned, and attainable services;

(12) collaborate with all stakeholders in order to design and foster an inviting and inclusive learning environment sensitive to mental health wellness of students;

(13) curate current research and evidence-based materials and resources that offer multimodal/multidimensional methods of providing literacy instruction through reading and writing across all content areas (i.e. print rich environment, audio/visual, tactile/kinesthetic, etc.) and grade levels;

(14) integrate age appropriate (DAP), inclusive, and accessible digital and multimodal technologies in appropriate, safe, and effective ways;

(15) collaborate with the campus/district media specialist, as needed, to locate and implement age appropriate (DAP), inclusive, and accessible digital learning opportunities in appropriate, safe, and effective ways; and

(16) collaborate with all stakeholders to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.

(e) Domain IV (Professional Leadership and Development). Reading Specialists serve as literacy content experts in multiple roles of professional leadership who are critical consumers of research, policy, and data to facilitate informed decision-making with groups/individuals regarding literacy practices; cultivate an environment for growth through modeling literacy leadership; coach and mentor all stakeholders in order to make informed literacy learning decisions; communicate with a variety of stakeholders for multiple purposes. The Reading Specialist demonstrates the knowledge, skills, and dispositions necessary to understand and apply advanced knowledge of: Theories of shared leadership and coaching with educational stakeholders; Ethical responsibilities and their role in a campus/district and impact on all stakeholders; Adult learning theories and professional development models in order to:

(1) communicate and model evidence-based practices based on current research for improved literacy instruction for all students;

(2) make recommendations and advocate for literacy practices and policies based on a convergence of research evidence for school, district, and community;

(3) communicate changes and impact of state/federal policies to all stakeholders;

(4) prepare written documentation of school/district assessment data, analysis of students' strengths/needs, and instructional recommendations;

(5) facilitate and customize ongoing school and district- wide curriculum development, resource evaluation through a variety of theoretical and methodological lenses, and services associated with literacy programs (e.g., needs assessment, program development and evaluation, resource allocation, grant and proposal writing);

(6) facilitate and customize interactions for all stakeholders in order to improve literacy instruction for students;

(7) actively participate in literacy networks (e.g., local/state/national/international organizations, book studies, literacy social media pages, professional journals and publications, and conferences) and ongoing professional learning in order to continue to develop a knowledge of literacy and evidenced-based literacy practices;

(8) apply evidence-based professional development, coaching/mentoring, and adult learning theories to support instructional practice;

(9) model ethical professional behavior;

(10) work with educators, schools and districts to involve parents/guardians in cooperative efforts to support students' literacy development;

(11) identify and prioritize professional development needs using the needs assessment;

(12) plan and facilitate professional learning experiences in response to the needs assessment;

(13) collaborate with other educators to initiate, implement, and evaluate professional development;

(14) address the needs of professional development participants keeping in mind school constraints (e.g., class size, limited resources);

(15) mentor and coach educators for the successful implementation of instructional practices addressed in professional development;

(16) monitor the outcomes of the professional learning for impact on instruction and/or achievement; and

(17) collaborate with all stakeholders in order to develop appropriate MTSS (Tier I-III) instruction using knowledge of the intrinsic differences (linguistic, cognitive, and neurobiological) between competent and striving readers.

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).

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    (1) As campus leaders, certified school librarians collaborate with teachers and school leadership (e.g. principals, school counselors, reading specialists, instructional coaches, instructional technologists, curriculum specialists) to nurture a culture of literacy and inquiry throughout the school community.

    (2) As instructional partners, certified school librarians are certified teachers who collaborate with classroom teachers, and other educators as appropriate, on curriculum design and delivery of instruction.

    (3) As program administrators, certified school librarians maintain a professionally developed collection of print and digital materials and assist learners in locating resources that match their academic and personal interests.

    (4) As information specialists, certified school librarians model and teach information literacy and digital citizenship informed by International Society for Technology in Education (ISTE) Standards for Educators, empowering learners to make ethical, informed choices in an increasingly complex and evolving global environment.

(d) Standard I. Information Literacy: As an information specialist, teacher, and instructional partner, the school librarian provides information literacy instruction that enables educators, learners, and other school stakeholders to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:

    (1) curate resources in a variety of formats to support inquiry, academic, and/or personal educator and learner needs;

    (2) model and guide learners and educators to use information effectively to accomplish a specific purpose;

    (3) provide instruction and coaching to students and educators to accurately evaluate information, including the characteristics of misinformation and disinformation, in order to determine the validity of a variety of resources;

    (4) practice the ethical and legal use of information, including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, and validation of information as approved in local policy Educational Foundation of America (EFA), federal law (1st Amendment), and best library practices;

    (5) collaborate with and coach educators to integrate information literacy skills across the curriculum at point of need, including co-planning, co-teaching, co-assessing, and co-evaluating as appropriate;

    (6) support and lead professional development opportunities that promote best practices in information literacy in teaching and learning.

(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-based inquiry approach to learning, focusing on developmentally appropriate information literacy skills that students use to pursue, create, and share knowledge;

(3) offer opportunities for learners to explore real world problems by interacting with relevant information in a variety of formats that consider diverse points of views, using critical thinking skills to make informed judgments;

(4) collaborate with and coach educators to co-plan, co-teach, co-assess, and co-evaluate inquiry based learning;

(5) support and lead professional development opportunities that promote best practices in inquiry-based teaching and learning.

(f) Standard III. Culture of Reading: As a campus leader and instructional partner, the school librarian promotes reading for learning, personal growth, and enjoyment which are essential skills for college, career, and community. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:

(1) encourage students to read a variety of literature for information and pleasure;

(2) provide access to physical and virtual collections of high quality, current resources in a variety of formats and platforms (accessible on most devices) which may reflect input from stakeholder interest;

(3) develop a collection of informational texts that addresses the needs of learners that includes materials which are academically aligned to curriculum, connect to real-world events, reflect students' experiences and interests, address social and environmental issues;

(4) develop a collection of texts that appeal to learner sensibilities, values and interests, offer diverse points of view, and meet personal reading needs;

(5) lead opportunities for students to respond to literature using one or more methods, such as social media, booktalks/trailers, podcasts, blog posts, reading promotions, programs, and/or book clubs;

(6) provide and support literacy instruction through research based strategies and appropriate technology applications;

(7) support, supplement, and elevate a culture of reading through participation in national, state, and local reading initiatives, as well as literacy events;

(8) partner with other types of libraries (e.g. public, academic, governmental, special), information institutions (e.g. museums, institutes, and virtual field trips), and community partners;

(9) collaborate with and coach educators to promote a culture of reading, student choice, and integrate reading skills in the inquiry process and other areas across the curriculum; and

(10) support and lead professional development opportunities that promote the culture of reading and best practices for self-selected reading choices.

(g) Standard IV. Digital Learning: As an information specialist and instructional partner, the school librarian supports and advocates for equitable access to current and emerging technologies which provide curated and open access to a variety of resources and model best instructional practices informed by ISTE Standards for Educators and curriculum standards. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:

(1) effectively integrate and model current and emerging technologies (e.g. applications and tools) aligned to ISTE standards for educators and students across all content areas;

(2) provide open access to an equitable and diverse digital library collection of resources available at point of need;

(3) instruct students in the access and use of a variety of digital library resources at point of need virtually or in person;

(4) provide instruction and coaching for students and educators on creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge;

(5) model and encourage the responsible selection and use of effective digital tools as required by federal, state, and local policies and procedures;

(6) provide instruction and coaching to students and educators to responsibly use digital intellectual property, understand current copyright rules, make responsible online decisions, understand the significance of a digital identity, and use positive digital citizenship practices as part of a global community;

(7) provide instruction and coaching to students and educators on the evaluation of characteristics of misinformation and disinformation in digital resources, including various forms of media (e.g. social media, websites, video, podcasts, multimodal text, blogs);

(8) collaborate with and coach educators to meaningfully integrate digital tools and best practices across content areas and other areas across the curriculum;

(9) support and lead professional development opportunities that promote best practices in digital learning;

(h) Standard V. Safe and Nurturing Environment: As a program administrator and campus leader, the school librarian develops and maintains the library as an essential, safe, and flexible environment that is an inviting, shared space for teaching, learning, and personal exploration. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:

(1) create a stimulating learning environment that cultivates and nurtures a climate of dignity and belonging;

(2) develop policies, procedures and programs that are created with input from the entire learning community;

(3) develop a library space that features an aesthetically appealing environment offering simultaneous access that meets the needs of individual students, small groups, and classes within a facility, as required by the Texas Administrative Code (TAC) regarding Library Facilities;

(4) lead library based learning opportunities and activities for families and the community during and/or beyond the school day;

(5) develop the library as a central element in supporting student achievement, connecting students with information and each other, and promoting a positive and inclusive school culture; and

(6) empower student agency and independent use of the library through clear and consistent signage that allows users of all ability levels to quickly and easily navigate, locate and access resources as well as inform safety protocols.

(i) Standard VI. Leadership: As a campus leader and instructional partner, school librarians proactively collaborate, plan, and engage in leadership activities for various purposes (e.g. professional development, coaching, instruction, program planning) in collaboration with teachers, principals, school counselors, reading specialists, instructional coaches, instructional technologists, and/or curriculum specialists to model and lead research-based best practices across campus, district, and professional communities, as well as seek professional growth opportunities. The school librarian demonstrates the knowledge, skills, and dispositions necessary to:

(1) apply research-based best practices and stay current in instructional pedagogy, including the use of formative and summative assessment to inform lesson planning, teaching, assessment, and evaluation;

(2) ensure library program and resources are aligned with school, district, and state educational standards;

(3) lead purposeful professional development that is aligned to the needs of the learning community and provide ongoing support through research based instructional coaching;

(4) engage in professional growth opportunities to increase knowledge and skills that inform practice as a librarian, leader, and instructional partner through school and district continuing education, state and national professional organizations, professional learning networks, virtual learning, and more;

(5) participate in campus and district planning;

(6) develop a yearly plan for events and activities that engage the learning community in transformative and enriching experiences;

(7) continually collect and analyze qualitative and quantitative data to advocate for and evaluate the library program in order to improve student outcomes and make informed decisions;

(8) ensure that all students have equal access to appropriate resources necessary for academic success in compliance with Americans with Disabilities Act (ADA) guidelines;

(9) advocate for the value of a flexible space and schedule to meet the needs of all learners, which allows for use at point of need, curriculum support, and personalized learning;

(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.