

# DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR EDUCATOR LICENSURE

**PUBLIC COMMENT:** [WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES](http://WWW.SURVEYGIZMO.COM/S3/3620828/DRAFT-PUBLIC-COMMENT-SMK-UPDATES)

Subject matter knowledge requirements (SMKs) outline the minimum level of content and pedagogical skills Massachusetts educators are expected to hold. SMKs establish the content assessed in Massachusetts Tests for Educator Licensure ([MTEL](#)) and guide content-area coursework for educator preparation programs. SMKs are aligned to [Massachusetts curriculum frameworks](#).

Massachusetts regulation [603 CMR 7.06](#) requires a public comment period of at least thirty days prior to any changes to the guidelines where SMKs are published. More information on the 2017 proposed changes is available at [www.doe.mass.edu/edprep](http://WWW.DOE.MASS.EDU/EDPREP).

## FOUNDATIONS OF READING

---

### CURRENT SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2011-2016

#### FOUNDATIONS OF READING MTEL ASSESSMENT

(a) The following topics will be addressed on the **Foundations of Reading** test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

---

### DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2017

#### FOUNDATIONS OF READING MTEL ASSESSMENT

The following topics will be addressed on the Foundations of Reading test:

(a) Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:

1. Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.
2. Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).



3. Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.
  4. Knowledge of reading standards as outlined in the 2017 Massachusetts English Language Arts (ELA)/Literacy Curriculum Framework: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.
  5. Instructional practices for supporting comprehension in a variety of genres and content areas.
  6. Knowledge of selection criteria for classroom literacy and informational texts.
- (b) Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
- (c) Phonemic awareness and phonics; principles, knowledge, and instructional practices. d. Use of assessment for instruction and intervention.
- (e) Knowledge of a variety of formal and informal reading assessment tools.
- (f) Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
- (g) Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
- (i) Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.