

DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR EDUCATOR LICENSURE

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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.

READING SPECIALIST TEACHER

CURRENT SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2011-2016

READING, ALL LEVELS

- a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
- b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
- c. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
- d. Theories, research, and practices for reading instruction in the academic disciplines.
- e. Selection and use of appropriate programs, materials, and technology for reading instruction.
- f. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
- g. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.
- h. Knowledge and use of a variety of informal and formal reading assessments.
- i. Second language acquisition and its relationship to literacy learning.
- j. Child and adolescent development and the timing of formal reading instruction.
- k. Cognitive development in adolescence and its relationship to reading instruction.
- l. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
- m. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

DRAFT CHANGES TO SUBJECT MATTER KNOWLEDGE REQUIREMENTS 2017

READING, ALL LEVELS

The following topics will be addressed on a subject matter knowledge test:

- a. Knowledge of the significant theories, practices, and programs for developing reading and writing skills and oral



and written communication.

- b. Knowledge of phonemic awareness, phonics, vocabulary, fluency, comprehension, and higher-order thinking skills; principles, knowledge, applications, and research-based practices.
- c. Conventions and composition of argument/opinion, explanatory and narrative writing.
- d. Effective communication for reading, writing, speaking and listening.
- e. History and structure of the English language and vocabulary.
- f. Theories, research, and instructional practices for language and literacy in the academic disciplines for grades PreK-12.
- g. Selection and use of appropriate programs, materials, and technology for language and literacy instruction.
- h. Knowledge of and selection criteria for literature and informational text for children and adolescents based on text complexity and student reading proficiency.
- i. Knowledge of the characteristics of reading, writing and language-based learning disabilities, as well as the research-based strategies to address them in the general education classroom.
- j. Differentiation of literacy instruction
- k. Knowledge of how to identify, administer, interpret, and appropriately use informal, standardized, and norm-referenced reading and writing assessments to drive instruction – determine student strengths, weaknesses (including possible delays and disabilities) and growth.
- l. Knowledge of research-based language/literacy practices.
- m. Knowledge of implementation of tiered instruction.
- n. Selection of supplemental literacy and language materials and formative assessments.
- o. Use of data to inform instruction and intervention grouping.
- p. Theories of first and second language acquisition and development and related research-based instruction and assessment practices.
- q. Knowledge of differentiation among language differences, dialects and disabilities.
- r. Child and adolescent development and the timing of formal reading instruction.
- s. Knowledge of language and literacy development in children birth to age eight and its effect on later academic achievement
- t. Cognitive development and its relationship to language/literacy development.
- u. Social-emotional development and its relationship to language/literacy development.
- v. Culture and its relationship to language/literacy development.
- w. Knowledge of principles and practices for writing instruction, including the relationship to reading.
- x. Knowledge of the theories of evidence-based research for disciplinary literacy instruction and acquisition through the grades PreK-12.
- y. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
- z. The historical, theoretical and evidence-based components of writing development throughout the grades PreK-12.
- aa. Selection and design of research-based literacy curricula and programs that meet the needs of all learners, including whole class, small group and individualized instruction.
- bb. Child and adolescent development and the timing of formal reading instruction.
- cc. Cognitive development in adolescence and its relationship to reading instruction.
- dd. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

