Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Reading, Specialist

Schedule D
Regulation 184/97
Teachers' Qualifications

August 2009

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Additional Qualification Course Guideline
Reading. Specialist

1. Introduction

Three-Session Specialist additional qualification courses identified in Schedule D (Regulation 184/97) are intended to:

- enhance professional practice, and extend knowledge and skills in the delivery of reading programs (Part I)
- enhance professional practice, and extend and apply knowledge and skills in the design and delivery of reading programs (Part II)
- enhance professional practice, and extend and apply knowledge and skills in the curriculum leadership of reading programs (Specialist).

The Additional Qualification Course: Reading, Specialist explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning across the divisions.

Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations Schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- To establish and enforce professional standards and ethical standards applicable to members of the College.
- To provide for the ongoing education of members of the College.
- To accredit additional qualification courses or programs and more specifically,

> *The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued*

by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

Additional Qualifications for teachers are identified in Regulation 184/97, Teachers' Qualifications. This regulation includes courses/programs that lead to Additional Qualifications, Additional Basic Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours of work that is approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession,* the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.*

The course developed from this guideline is open to candidates who meet the entry requirements identified in Regulation 184/97.

Successful completion of the course leading to the Additional Qualification: Reading, Specialist, listed in Schedule D of Regulation 184/97, Teachers' Qualifications is recorded on the Certificate of Qualification issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those in school programs.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification course: Reading Specialist. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Standards Resources

The College has developed resources to support the effective integration of the standards within additional qualification courses and programs. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been

designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession.*

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Reading, Specialist support effective teacher education practices. The following expectations and course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification Course: Reading, Specialist.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations of this guideline.

This additional qualification course has the following overall learning expectations for candidates:

- providing leadership in the implementation of Ontario Ministry of Education curriculum, policies and guidelines
- supporting others to apply the theoretical understanding necessary to design, implement and assess programs and/or practices related to reading at the local and district level
- modelling and providing leadership regarding expectations, strategies and assessment practices in response to the diverse needs of learners and the promotion of student success in all subject areas
- providing leadership in the creation of learning environments (intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral)
- providing leadership to foster collaboration with school / board personnel, parents/guardians and the community
- facilitating the use of a variety of appropriate resources, including technological and communication resources, to enhance professional knowledge in support of student learning
- modelling professional practice and supporting others to enhance professional practice through ongoing inquiry, dialogue and reflection
- providing leadership in support of ethical practices and addressing ethical issues as they relate to reading instruction and assessment
- contributing and supporting professional learning communities in the area of reading instruction and assessment
- synthesizing one's understanding of theory and research related to reading instruction and assessment

- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- modelling environmentally respectful practices
- providing leadership for sustaining safe, equitable and inclusive learning environments that honour and respect diversity.

Successful candidates will demonstrate their understanding of and ability to apply the following:

A. Ontario Curriculum and Policies

The Additional Qualification Course: Reading, Specialist is aligned with current Ontario curriculum, relevant legislation, government policies, and resources. These documents inform the development and implementation of the Additional Qualification Course: Reading, Specialist. These resources can be viewed at www.edu.gov.on.ca.

B. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*:

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of Reading Specialist

- demonstrating personal growth and professional leadership in the understanding and application of the stages of development of the reader as related to current theories of child and adolescent development
- modeling the application of relevant theories of exceptionality as they relate to diverse learners
- providing leadership in differentiating cross-curricular reading instruction supportive of the needs of diverse learners based on current theoretical foundations of reading
- assisting colleagues to reflect on teaching practice and to engage in professional dialogue on the relationship of theory and practice in the teaching of reading and other literacy skills

- demonstrating leadership in implementing current Ontario curriculum and government policies relevant to the teaching and learning of literacy (oral communication, reading, writing, and media literacy)
- contributing and supporting professional learning communities in the area of reading instruction and assessment within the context of English curriculum documents
- demonstrating leadership in the integration and critical use of technology for the expression or representation of students' reading
- modeling teacher professionalism reflective of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* within the context of the Additional Qualification: Reading, Specialist.

D. Program Planning, Development and Implementation

- providing leadership in curriculum planning, development, implementation strategies and frameworks related to reading instruction based upon assessed student instructional needs within the context of universal design and differentiated instruction
- providing leadership in the implementation of a variety of instructional frameworks for teaching reading that enable students to read for multiple and authentic purposes and audiences
- providing leadership in identifying, accessing integrating and assessing community, print, electronic and collegial resources related to reading instruction
- providing leadership in purposeful planning for the critical and effective use of technology for reading instruction
- integrating strategies to use students' real life experiences and personal interests in planning and development of reading instruction to enhance learning across curriculum areas
- assisting others to create and sustain positive, accepting and safe learning communities
- assisting others in creating a reading program that contributes to equity of outcomes for all students
- providing leadership in the development and implementation of programs that are sensitive to society's diverse and changing nature and its influence on students as readers
- providing leadership in developing a reading instruction framework that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession.*

E. Leadership in the Instructional Setting

- providing leadership in integrating effective instructional strategies that address:
    - ⇨ various text forms and their characteristic elements
    - ⇨ text features and stylistic devices
    - ⇨ reading strategies which promote meaning-making
- providing leadership in the application of scaffolded instruction to meet the assessed needs of all learners through the gradual release of responsibility
- providing leadership in building and sustaining collaborative communities in safe, inclusive and respectful environments
- providing leadership in the application of equitable social practices to create culturally responsive classrooms
- providing leadership in the appropriate use of print and information and communication technology to support student learning in reading
- providing leadership in the implementation of research-based strategies to create a learning environment that reflects the ethical standards and the standards of practice
- providing leadership the use of strategies that affirm environmental respect and conservation
- using pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*
- demonstrating leadership in providing ongoing support to teachers in the effective teaching of reading
- providing leadership in adopting and developing a variety of instructional strategies appropriate to the learner
- providing leadership in the application of strategies for adapting, modifying and accommodating instruction to meet the needs of all learners.

F. Assessment and Evaluation

- modeling and providing leadership in the implementation of assessment for, as, and of learning
- modeling and providing leadership in conducting ongoing assessment that is directly and necessarily informs instruction (assessment for learning)
- modeling and providing leadership in engaging students in metacognition (assessment as learning), reflecting on and identifying their reading skills and strategies through continuous feedback and opportunities for self-reflection
- modeling and providing leadership in conducting assessment and evaluation strategies for reading are communicated clearly to students and parents at the

beginning of the course or school term and at other appropriate points throughout the school year

- modeling and providing leadership in administering appropriate and equitable assessment and evaluation practices that are varied in nature, administered over a period of time and designed to provide opportunities for diverse learners to demonstrate their learning
- modeling and providing leadership in the use of assessment and evaluation strategies that are designed for the purposes of reading instruction and for the learning activities used
- modeling and providing leadership in the creation and administration of assessment and evaluation strategies that are based on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart.

G. Shared Support for Learners

- critically examining models of continuous, meaningful, detailed and supportive communication with parents/guardians and the community
- providing leadership in implementing effective strategies for continuous, meaningful, detailed and supportive communication with parents/guardians and the community
- critically examining models of professional collaboration and providing leadership in implementing and affirming professional collaboration that supports student learning
- critically examining school-wide models of shared assessment information (for example, data tracking, teacher moderation, class profiles and developmental continua) used to track and monitor student learning over time and providing leadership in the implementation of an identified model
- critically examining different formats for professional learning community (for example, professional book study, teacher moderation, learning teams) and researching the link between teacher learning and student learning
- providing leadership for a course-based professional learning experience (for example, lead a workshop, lead a book study session, facilitate teacher moderation)
- engaging in on-going personal reading enhanced by self-and peer assessment
- providing leadership in the development of shared responsibility and partnership as conveyed in the *Foundations of Professional Practice.*

5. Instructional Practice in the Additional Qualification Course: Reading, Specialist

In the implementation of this additional qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction, pedagogy and assessment and evaluation. These include but are not limited to small group interaction, action research, presentations, independent inquiry, problem solving, collaborative learning and direct instruction.

Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Where possible, experiential learning and authentic school-based experiences are included in the course, for example, classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. Opportunities will be provided by instructors for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning. The course provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in additional qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, communication skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only:

a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of reading and is based on Ministry of Education curriculum expectations

b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice of reading

c) Presentation: developing a digital story, presenting an issue related to the teaching and learning of reading

d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to reading

e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to reading

f) Independent Project: addressing any aspect of the course that is approved by the instructor

g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of reading

h) Reflective writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of reading.

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The *Standards of Practice for the Teaching Profession*

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D.M. (2007). Becoming a reflective community of practice. *Reflective Practice (8*)3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education (27*)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry.* [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards.* [Resource kit 2]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.F. (Eds.). (2006).*Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.