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ABSTRACT
              In an effort to clarify and elaborate on the
International Reading Association's recommendations for professional
preparation of secondary reading teachers and secondary reading
consultants, competency objectives are presented in performance-based
behavioral terms for secondary reading teachers and consultants. The
objectives are stated in an "open-looped" or "open-ended" fashion.
Concluding each objective is a list of readings which might serve as
partial source material to help accomplish that objective.
Competencies for the secondary reading personnel are listed as
subskills under the four broad areas of diagnosis, classroom
management, instruction in the components of reading, and study
skills and teaching techniques. A bibliography is included. (VJ)

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Symposia IV: Preparing Specialists in Reading: The Secondary Reading
              Specialist

Speaker: Lou E. Burmeister, The University of Texas at El Paso

Topic: Training Secondary Reading Specialists

Summary:

I.R.A. has delineated the "Roles, Responsibilities, and Qualifica-
tions of Reading Specialists" in an effort to establish minimum standards
for professional training of such personnel. However, a recent study
(1968) reports that twelve states do not have certification requirements,
and those states that do have requirements usually do not meet these
criteria.

In an effort to both clarify the recommended preparation of
reading specialists and upgrade such preparation, competency objectives
of secondary reading teachers and consultants are offered in performance
based behavioral terms. A selected bibliography is appended with
cross-references to each objective, suggesting materials which might be
studied to accomplish each objective.

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Symposium: Preparing Specialists in Reading

                    date: Thursday, April 22, 1971 - 10:45 - 11:45 a.m.

Title: Training Secondary Reading Specialists

     I.R.A. has delineated the "Roles, Responsibilities, and Qualifica-
                                  *
tions of Reading Specialists" in an effort to establish minimum

standards for professional training of such personnel. However, a recent
                              **
study reported by Kinder   in 1968 indicates that twelve states do not

have certification requirements, and those states that do have require-

ments usually do not meet these criteria.

     In an effort to both clarify and elaborate upon the recommended

preparation of secondary school reading specialists and also to upgrade

such preparation, the present paper is offered. Recommended qualifica-

tions for two types of personnel are discussed: for the Secondary

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     *"Minimum Standards for the Professional Training of Reading
Specialists," from I.R.A., Newark, Delaware

     **Robert Farrar Kinder "State Certification of Reading Teachers and
Specialists." Journal of Reading, October 1968, pp. 9-12.

Reading Teacher (SRT), whose major responsibility is working with students, and for the Secondary Reading Consultant (SRC), whose major responsibility is working with classroom teachers, other faculty members, the administration, and the community.

All recommended qualifications are stated as competency objectives in performance-based behavioral terms. The objectives are stated in an "open-looped," or "open-ended," fashion. Concluding each objective is a list of readings which might serve as partial source material to help accomplish that objective.

In no case should such a list be considered sufficient to fulfill the objective, for many other excellent readings are available, and other types of materials, such as tests, films, trade books and textbooks used by secondary students, other soft-ware and hardware must be examined. Also, other types of experiences are necessary in the preparation of reading specialists, including field experiences and/or practicum experiences. However, it is hoped that these suggested readings may serve a basic purpose in developing competent reading personnel at the junior and senior high school levels.

Discussed first will be suggested competencies of the Secondary Reading Teacher (SRT), followed by those of the Secondary Reading Consultant (SRC).

Secondary Reading Teacher Competencies

DIAGNOSIS

1.<u>Standardized Silent Reading Tests</u>. The SRT can name, compare and
contrast at least three commonly used silent reading tests in relation-
ship to (a) what they claim to measure, (b) how and what they measure
in vocabulary, comprehension, and rate, (c) what the grade score means.
And the SRT can explain why he would choose to use a particular test
and which level of the test of his choice he would use with students
reading well below grade level, at grade level, and well above grade
level.
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[<u>5</u>: S3 + <u>7</u> + <u>12</u>: S4, C3, C5 + <u>16</u>: pp. 172-74, 192-228 + <u>17</u>: C7 +
<u>21</u>: C4 + <u>22</u>: C4 + <u>32</u>: S4 + <u>33</u>: C5 + <u>44</u>: Part 2 + <u>54</u>: January, 1971,
pp. 360-64]

2. <u>Standardized Oral Reading Tests</u>. The SRT can administer, score, and
interpret at least one of the commonly used standardized oral reading
test batteries.
[<u>5</u>: C9 + <u>17</u>: C8 + <u>33</u>: C5]

3. <u>Informal Reading Inventories</u>. The SRT can design, administer,
score, and interpret Informal Reading Inventories using books of various
levels in one or more content areas. Using traditional criteria,
the SRT can tell the frustrational, instructional, independent, and
capacity levels of students.
[<u>3</u>: C1 #2, C3 + <u>6</u>: C4 + <u>12</u>: S3, C4 + <u>27</u>: C5 + <u>33</u>: C5]

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   "S" refers to "Section" in a book, "C" to chapter.

4. <u>Informal Observations</u>. The SRT realizes that diagnosis is on-going, and can observe students in relationship to level of achievement, skill needs, interests, and motives through teacher made tests, classroom observations, interviews, introspective-retrospective techniques, and parent conferences.

[<u>3</u>: C8 + <u>5</u>: S3 + 6: C4 + <u>17</u>: C7, C8 + <u>21</u>: C10, C11 + <u>22</u>: C4 + <u>35#8</u>: C2, C9, C10 + <u>43</u>: C2, C3, C4, C5, C6, C7, C10 + <u>48</u>]

5. <u>Reading Expectancy Related to Reading Achievement</u>. The SRT can determine which students are making normal progress in reading in relationship to expectation and which students are disabled by using (a) the Bond and Tinker technique, (b) the Harris technique, or (c) another acceptable technique, such as one preferred by his school district.

[<u>5</u>: C4 + <u>6</u>: C2 + <u>17</u>: pp. 208-216 + <u>40</u>: Part 3 + <u>43</u>: C11]

6. <u>Correlates of Reading Achievement</u>. The SRT has an understanding of the importance of physiological, sociological, psychological, and educational factors which are correlates of reading achievement. The SRT demonstrates such understanding by (a) checking school health records, making recommendations for visual exams when necessary, checking cumulative records, having parent conferences, and demonstrating an awareness of community influences, and (b) by meeting students' interests and capitalizing upon them.

[<u>5</u>: Part 2 + <u>17</u>: C9, C10, C11 + <u>18</u> + <u>33</u>: C2 + <u>42</u>: C6 + <u>43</u>: C8, C9]

CLASSROOM MANAGEMENT

1. Individualizing and/or Grouping Students. The SRT can locate
materials and/or design exercises or activities for the individualization
of instruction, or for small group activities, in a classroom according
to:

    a) reading achievement level and skill needs of each student

       (facets of word attack, comprehension, rate).

[6: C5 + 17: C5, C6 + 18: C3, C10 + 20: C9 + 21: C13 + 22: C13 + 29:
C6 + 32: S6, S7 + 41: C34, C35, C36

    b) interests of each student by using (1) individualized or

       personalized reading, (2) the unit plan, (3) projects, (4)

       work centers.

[6: C5, C14 + 17: C6 + 31: C7, C9 + 41: C37 + 49: C38]

    c) social needs or desires to encourage sharing of (1) information

       and (2) interests.

       [6: C5, C14 + 31: C9]

2. Class-wide Activities. The SRT capitalizes on opportunities for
whole-class activities which will benefit all students by providing
for such activities as (a) choral reading, (b) oral reading of plays,
(c) teaching developmental skills, (d) broadening and enriching interests,
(e) class discussions.

    [6: C5, C14 + 29: C6 + 31: C7]

INSTRUCTION IN THE COMPONENTS OF READING

1. <u>Vocabulary and Word Recognition</u>. The SRT can locate and also design materials and activities for teaching needed word recognition skills, as revealed by diagnosis, and for an on-going developmental program in the following areas: (a) sight vocabulary at the word or phrase level, (b) context clues of various types, (c) morphology, or word structure, (d) phonics, and (e) dictionary use.

$$\begin{bmatrix} \underline{1}: C1, C2 + \underline{5}: C12, C13 + \underline{6}: C7, C8 + \underline{10} + \underline{16}: S5 + \underline{17}: C13, C14,C15 + \\ \underline{19} + \underline{20}: C8 + \underline{21}: C5 + \underline{22}: C5 + \underline{27}: C9 + \underline{32}: S5 + \underline{33}: C6 + \underline{40}: \\ Part 5 + \underline{41}: S4 + \underline{42}: C20 \end{bmatrix}$$

2. <u>Descriptive Linguistics</u>. The SRT is aware of modern trends in linguistic thought, especially as it relates to (a) phonology, (b) morphology, (c) syntax, (d) semantics, and (e) respect for a variety of dialects - and the SRT can translate at least some linguistic findings to classroom practice and to respect for a wide variety of speech patterns.

[<u>6</u>: C8 + <u>14</u> + <u>16</u>: pp. 100-106 + <u>26</u> + <u>34</u> + <u>36</u>]

3. <u>Diachronic Linguistics</u>. The SRT makes students aware of the changing nature of language by demonstrating how (a) sound patterns of English have changed and are now changing, (b) syntax has changed, (c) meanings of words have changed and are changing, and (d) new words have entered our language.

[<u>6</u>: C7 + <u>14</u> + <u>25</u> + <u>34</u> + <u>36</u> + <u>37</u>]

4. <u>Comprehension</u>. The SRT can locate and design exercises and
activities covering the scope and sequence for teaching:

    a) reading comprehension traditionally thought to be literal,
      interpretive, and critical-creative.

$$\left[\begin{array}{l} \underline{1} + \underline{3}: C7 + \underline{5}: C11 + \underline{6}: C9, C10, C11, C12 + \underline{9} + \underline{16}: S4 + \underline{17}: C6 + \underline{20}: \\ C5, C6, C7 + \underline{21}: C6, C7, C12 + \underline{22}: C6 + \underline{23} + \underline{27}: C11 + \underline{33}: C7 + \\ \underline{35}\#4: C5, C6 + \underline{39}: Part 5 + \underline{40}: S5 + \underline{42}: C5 + \underline{48} + \underline{49}: S5 \end{array}\right]$$

    b) the constellation of skills called "main idea - theme - sequence -
      anticipation" at the literal, interpretive, and critical-
      creative levels.

[<u>6</u>: C9, C11 + <u>16</u>: pp. 181-190 + <u>28</u> + <u>35</u>#4: C5, C7 + <u>38</u> + <u>42</u>: C4]

5. <u>Interests</u>. The SRT reinforces, enriches, and extends student
interests by (a) making available a wide variety of books and other
written materials, (b) providing time for reading during school hours,
(c) not asking too many questions, (d) providing students with oppor-
tunities for sharing ideas when they wish to, (e) reading to the class,
(f) emphasizing success.

$$\left[\begin{array}{l} \underline{3}: C8 + \underline{5}: C10, C17 + \underline{6}: C1, C14 + \underline{8} + \underline{11} + \underline{16}: S11 + \underline{17}: C2, C17 + \\ \underline{21}: C8, C11 + \underline{22}: C8, C10, C11 + \underline{27} + \underline{32}: S9 + \underline{35}\#8: C10 + \underline{40}: \\ Part 4 + \underline{42}: C9 + \underline{48} + \underline{49}: S4 \end{array}\right]$$

6. <u>Rate</u>. The SRT can, in most cases, teach effectively to the cause
of slowness in reading and can also locate and design materials for

improving rate and flexibility of rate of reading. The SRT is aware
of the uses of mechanical devices for rate improvement and can evaluate
the strengths and weaknesses of the hardware approaches.

$$\left[\begin{array}{l}\underline{5}: C15 + \underline{6}: C13 + \underline{16}: S9 + \underline{17}: C18 + \underline{21}: C9 + \underline{22}: C9 + \underline{41}: S5 + \underline{42}: \\ C14, C15\end{array}\right]$$

STUDY SKILLS AND TEACHING TECHNIQUES

1. Directed Reading Activity. The SRT can effectively teach by using
a DRA.

[6: C6 + 20: C3, C4 + 21: C12 + 22: pp. 333-337 + 27: C2 + 32: pp. 3-10]

2. SQ3R. The SRT can lead students in their use of SQ3R when using
expository material, including content area textbooks.

[6:C6 + 16: pp. 175-180 + 27: C10]

3. Location of Materials. The SRT can teach students to use the library
or instructional materials center effectively and to utilize skills
in locating materials by using parts of books.

[6:C3 + 21: C7 + 35#4: C3, C4]

4. Use of Time. The SRT can help students in scheduling time for study
purposes as well as in using time effectively.

Secondary Reading Consultant Competencies

In addition to being able to satisfactorily engage in activities
commonly thought to be the duty of the Secondary Reading Teacher (SRT),

the Secondary Reading Consultant (SRC) is responsible for:

1. Philosophy of Reading. The SRC can work with the faculty and
administrators of the school system, as well as with the community,
in formulating a philosophy to guide reading instruction from K-12.

$$\begin{bmatrix} \text{3: C1, C7, C8 + } \underline{4} + \underline{5}\text{: S1 + } \underline{6}\text{: C1 + } \underline{13}\text{: Part 2 + } \underline{16}\text{: pp. 13-27,} \\ \text{S9, S11 + } \underline{20}\text{: C1, C2 + } \underline{22}\text{: C1, C3 + } \underline{24} + \underline{29}\text{: C1, C7, C9 + } \underline{35\#8}\text{:} \\ \text{C2, C10 + } \underline{39} + \underline{41}\text{: Part 1 + } \underline{42}\text{: C3, C16 + } \underline{46} \end{bmatrix}$$

2. School-wide Program. The SRC can provide leadership in designing
and implementing a school-wide reading program for reading classes and
content area subjects.

$$\begin{bmatrix} \text{3: C11 + } \underline{5}\text{: C15 + } \underline{6}\text{: C15 + } \underline{13} + \underline{16}\text{: S10, S12 + } \underline{21}\text{: C14 + } \underline{22}\text{:} \\ \text{C7, C12, C14 + } \underline{27}\text{: C3, C6, C8 + } \underline{29}\text{: C9 + } \underline{30}\text{: S1, S4, S5 + } \underline{32}\text{:} \\ \text{S1, S2, S8, S10, S11 + } \underline{35\#2} + \underline{35\#6} + \underline{40}\text{: Part 6, Part 8 +} \\ \underline{43}\text{: Part 3, Part 4 + } \underline{46} \end{bmatrix}$$

3. Range of Reading Achievement. The SRC recognizes the fact that the
range of reading achievement in a typical classroom is 2/3rds the
chronological age of the children. The SRC, therefore, can provide
leadership in the selection of reading materials and techniques for
teaching and grouping appropriate to this wide range of reading
achievement in all classrooms.

$$\begin{bmatrix} \text{3: Part 2, Part 4, Part 5 + } \underline{6}\text{: C2 + } \underline{13} + \underline{15}\text{: Part 2 + } \underline{22}\text{: C 2 +} \\ \underline{29}\text{: C5, C6 + } \underline{30}\text{: S2 + } \underline{40}\text{: Part 2, Part 3 + } \underline{50}\text{: April 1968, pp. 429-36} \end{bmatrix}$$

4. Research. The SRC can interpret research found in professional
literature and can translate research findings to classroom procedures.
Also the SRC can act as a leader in action research in the school
system.

$$[\underline{2} + \underline{18} + \underline{29}:\ C8,\ C11 + \underline{53}]$$

Summary

      Competency objectives of Secondary Reading Teachers and Secondary
Reading Consultants have been stated in performance-based behavioral
terms of the open-ended type. A selected bibliography has been appended
with cross-references to each objective, suggesting some reading materials
which might be studied to help accomplish each objective.

      Both the Secondary Reading Teacher and Consultant will benefit
from examining and studying additional materials ofvarious types.
Also, both will need field experiences and/or practicum training in
reading.

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