

Why Do I Need Reading Credits?

Background

In July 1998 the Maryland State Department of Education (MSDE) passed regulatory amendments that increased the amount of reading coursework current and prospective teachers must have. **Regular and special education teachers at the early childhood and elementary levels have to complete 12 semester hours in specific reading coursework such as language and cognitive development; phonics, semantics, and syntactic; selecting and using reading materials; and reading assessment. Regular and special education teachers at the secondary level, as well as teachers with K– 12 certifications, have to complete 6 semester hours in coursework such as cognitive development, reading assessment, and reading in the content areas, and the application of theories and practices in daily classroom instructions.** The course requirements are consistent for teachers applying for an initial certificate and for those seeking certification renewal.

In 1999, the Reading Professional Development Committee identified competencies in the following areas:

Early Childhood, Elementary and Special Education at those Levels	
<p>Processes and Acquisitions of Reading –</p> <p>Explains the processes of language development, including impact of phonemic awareness, and how the brain responds to reading acquisition.</p>	<p>Materials for Reading-</p> <p>Exposes teachers to a variety of texts to be used in their classes and explain strategies for selecting and evaluation materials.</p>
<p>Instruction of Reading –</p> <p>Shows how to use a balanced program of graphophonics, semantics, and syntactic in teaching reading.</p>	<p>Assessment of Reading Instruction-</p> <p>Shows teachers how to use state, local, and classroom assessment data to make ongoing instructional changes.</p>

Secondary Content Area, K-12 Teachers and Special Education Teachers at those Levels	
<p>Teaching of Reading in the Secondary Content Area I</p> <p>Introduces teachers to the assessment of student reading, cognitive strategies in reading, and incorporating reading skills through student-centered instruction, intrinsic and extrinsic motivation for reading.</p>	<p>Teaching of Reading in the Secondary Content Area II</p> <p>Expands on Part I, focusing on types of reading skills in reading, and instruction.</p>