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Signature Robert J. McNeel
Date December 5, 1970
STATE CERTIFICATION OF READING TEACHERS AND SPECIALISTS
IN THE ROCKY MOUNTAIN STATES

by

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A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of

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with concentration in

Elementary Administration

Approved:

[Signatures]

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A. Cover Letter

B. Questionnaire
ABSTRACT

The purpose of this study was to determine the requirements for the certification of reading teachers and specialists in the Rocky Mountain states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming and to see whether or not they measure up to IRA's 1968 standards as established by their Professional Standards Committee. A questionnaire was sent to each state's certification officer in August, 1970, and the returned data was organized and reported alphabetically by state showing the present standards for each teaching and supervising specialist.

The data received indicated that the Rocky Mountain states do not meet the IRA certification standards for special teachers of reading, reading clinicians, reading consultants, and reading supervisors. The future development of such standards is not bright.
CHAPTER I

INTRODUCTION

The skill of reading is a complex process that is developed throughout a person's life. With the expansion of knowledge and need for trained personnel in reading there has been a tremendous demand for reading personnel at all levels. An increased demand is inevitable if the "... Target for the Seventies" established by Allen (1969), as recent Commissioner of Education, is carried out. In his address to the State Boards of Education, he emphasized their responsibility for shaping basic educational policy and proclaimed (1969:97):

We should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and desire necessary to read to the full limits of his capability.

If this goal is to become a reality, all persons directly or indirectly concerned must play a vital role.

The International Reading Association (IRA) established a list of standards and certification requirements from Letson's 1959 proposals (Yarington, 1967). The standards have been under constant study and have been revised in 1965 and again in 1968 (IRA, 1968). Many of the states are using these standards as guidelines for the establishment of certification requirements and some have failed to move in the direction of certification.

Certification is a concern confronted by all professionals and the new profession of reading teachers and specialists is facing
Statement of the Problem

The problem of this study was to determine the requirements for the certification of reading teachers and specialists in the Rocky Mountain states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming and to see if their requirements match the 1968 IRA certification standards.

Purpose of the Study

Reading teachers and specialists are presently working in all states of the union. Many are highly qualified and many are not as a result of federal support through the Elementary and Secondary Education Act (ESEA) of 1965 (Schoeller, 1968). The danger of unqualified individuals performing tasks that only a specialist should undertake is an acute one that may effect the students involved and lower the quality of professional status. To prevent such happenings, it is necessary to establish certain minimum standards for preparation and certification at the state level. Therefore, the writer has determined the present requirements for certification in the Rocky Mountain States.

Procedure

This study was conducted by: (1) reviewing the related liter-
ature in the Montana State University Library, professional books, and documents from the Educational Resources Information Center (ERIC), (2) sending a questionnaire to the state certification officers in the Rocky Mountain states, and (3) organizing the reported data alphabetically by state showing the present standards for each teaching and supervising specialist.

Definition of Terms

When defining the roles of reading personnel, they were divided into two categories: (1) those working directly with children either as a reading teacher or as a reading clinician; and (2) those working with teachers as consultants or supervisors with prime responsibility for the staff and program (IRA, 1968).

For the purpose of this study, the definitions of reading personnel as set forth by the IRA in 1968 were used (IRA 1968:61).

A special teacher of reading has the major responsibility for remedial and corrective and/or developmental reading instruction.

A reading clinician provides diagnosis, remediation, or the planning of remediation for the more complex and severe reading disability cases.

A reading consultant works directly with teachers, administrators, and other professionals within a school to develop and implement the reading program under the direction of a supervisor with
special training in reading.

A reading supervisor (coordinator or director) provides leadership in all phases of the reading program in a school system.

The Rocky Mountain states in this study are Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.

The term certification refers to a professional license granted by the state certification agency entitling the holder to practice at the level of endorsement.

Limitations

This study was limited to the Rocky Mountain states and their certification requirements for reading teachers and specialists.

Summary

There is an increasing need to improve the certification requirements for reading teachers and specialists. The Elementary and Secondary Education Act has created many positions that have been filled by unqualified individuals which has resulted in lowering their quality status and Allen's proposal for the 70's will increase the demand for reading personnel.

The determination of the certification requirements for reading teachers and specialists in the Rocky Mountain states was the scope of the study.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

The provision for specialized reading instruction in both elementary and secondary schools has been increasing rapidly in the past decade. Since a rapidly increasing demand for personnel often leads to the appointment of ill-prepared individuals, there has been a great deal of concern for the standards and certification of reading specialists.

This review of literature presents a chronological review of certification development in the United States and the 1968 IRA minimum standards for certification.

The concern for standards and certification requirements began in 1959 when Charles Letson (1959) proposed a list of standards for the IRA members to consider. Upon its adoption, the minimum standards for reading specialists were:

1. A minimum of three years of successful teaching and/or clinical experience

2. A masters degree or its equivalent or 30 graduate hours in reading and related areas as indicated below:
   a. A minimum of 12 semester hours of graduate-level reading courses, with at least one course in each of the following areas of reading
      (1) Foundations or survey course
      (2) Diagnosis and correction of reading difficulties
      (3) Clinical or laboratory practicum
   b. At least one graduate level course in each of the following content areas
      (1) Measurement and/or evaluation
      (2) Personality and/or mental hygiene
      (3) Educational psychology
Or, present evidence of professional activity over a period of at least five years in one or more of the following areas: training teachers of reading; providing recognized clinical or instructional reading services; supervising reading programs; providing guidance and leadership in the field of reading through speaking, writing, and/or conduction research.

The following year, a masters degree program for the purpose of training reading specialists was established at the University of Chicago (Robinson, 1960). A study by Haag and others (1960) showed that twelve states had certification requirements for reading specialists and recommended that the IRA establish standards for the various state certification agencies. The variation in requirements from state to state was considerable ranging from four to thirty-six hours in addition to the course work necessary for a bachelors degree and a regular teaching certificate. Course work in reading, special education, administration and supervision, test and measurement, and psychology were most frequently required. In seven of the states one year of experience was required, three states required a period of internship, and three states required a masters degree.

Betts (1962) reported that the assessment of the source of teacher supply and the quality of teacher preparation was underway to find a sensible program for teacher certification. The general trends by state departments of education were two or more years of study in liberal arts; standardized admission tests to the school of education, graduate school and the teaching profession; one or more courses in the teaching of reading for elementary and secondary education; courses in
(a) phonics, (b) semantics, structural linguistics and psychology of thinking, and (c) human development; special reading teachers were receiving additional demonstration laboratory courses in the psychology and pedagogy of reading at elementary, secondary and college levels. Reading consultants received special courses for staff members that work with classroom teachers. Clinicians were required to have reading clinic experience plus laboratory courses concerning the causes and remedies of extreme reading disabilities. Specialists had to take additional courses and internship.

One state department reporting on professional preparation of special reading teachers reported that only fifty percent of the "specialists" had as much as one course on the foundations of reading instruction (Betts, 1962:412). About half of them had studied corrective and/or remedial reading. Cook and Kolson (1963) reported that only twenty-one states indicated that a course specifically designed to acquaint the future reading teachers with growth and developmental patterns of children to be a prerequisite to good teaching of reading. In their survey of 51 certifying agencies, only two issued remedial reading certificates. These were Delaware and Wisconsin. Delaware required three years of successful teaching, foundations of reading, diagnosis and correction of reading disabilities, clinical practice, two psychology courses and one supervision course. Wisconsin required diagnosis and correction of reading disabilities, clinical
practice and twelve hours in adolescent literature, children's literature, developmental reading, or teaching the mentally retarded. Of the two states, they agreed on only two courses: (1) diagnostic and remedial techniques and (2) clinical practice.

When federal monies were released to school districts, many school districts lacking in strong reading programs decided to hire reading specialists. Remedial reading programs were implemented or enlarged and consultants were hired. The demand for reading specialists was great and they were already scarce. The result was that partially trained specialists were hired or classroom teachers were elevated to remedial, consultant and supervisory positions.

An IRA work conference (1967) was held in St. Louis on November 21-22, 1966. The personnel involved in this conference consisted of twenty people working as reading specialists who could define the roles played within their area. They decided upon five categories of reading specialists: reading teacher, reading consultant, reading coordinator, reading clinician, and college instructor. The roles and duties for each were defined which later became a part of the 1968 IRA "Roles, Responsibilities, and Qualifications of Reading Specialists."

At the 1968 convention in Boston, Kinder (1968) reported that half of the states in the United States still make it possible for individuals to work in our schools as reading specialists or read-
ing teachers with little or no special training. Of the half that did require certification, Montana and Colorado offered certification or endorsement, but did not require it. California reported that it was required only for state funded programs. Ten agencies indicated that they believed certification would become effective by 1970 which would make a total of 35 states with certification programs. The thirteen agencies of Idaho, Illinois, Kansas, Maine, New York, Oregon, Puerto Rico, South Dakota, Tennessee, Texas, Utah, Virginia, and Washington did not foresee reading certification programs in the future.

In many states elementary and secondary school teaching certificates were considered sufficient to teaching reading for special groups and classes and an elementary-school teachers, principals or supervisors certificate was sufficient in supervising a reading program. Some of the common characteristics of the 38 different certification requirements were previous classroom teaching certification, one to five years of experience, twelve or more semester hours in the teaching of reading, one course in clinical or laboratory training, twelve or more hours in graduate level training in the teaching of reading, and a masters degree or its equivalent.

There were only eight reading credentials that met with the 1965 IRA minimum standards. These were: reading consultant, Connecticut and Minnesota; reading supervisor, Delaware and New Jersey; Rank I Reading and Rank II Reading, Florida; and reading specialist,
Oklahoma and West Virginia.

The most commonly specified studies for teaching reading were: diagnosis and correction of reading difficulties, basic method or foundation courses in teaching reading, remedial-corrective reading techniques, developmental reading, elementary and/or secondary methods and materials of teaching reading, and organization-supervision-administration of the reading program. Those frequently mentioned were: psychology, measurement and evaluation, general supervision, child and/or adolescent literature, curriculum development, and personal and/or mental hygiene.

Concerning the certification characteristics, the major individuals instrumental in initiating reading certification programs have been members of the state education agencies and teaching institutions. In Kinder's study (1968) it also showed an inclusion of local school staff, 67 percent; reading organizations 57 percent; and other groups such as professional organizations, PTA, and state legislatures, 29 percent.

In the fall of 1968 the IRA announced their latest revised minimum standards to serve as a guide to teachers and administrators in identifying reading specialists, state and provincial departments in certifying specialists in reading, colleges and universities offering professional programs in reading, and individuals planning to train as reading specialists (1968).
The following are the 1968 minimum standards:

A. General (Applicable to all Reading Specialists)
   * Demonstrate proficiency in evaluating and implementing research.
   * Demonstrate a willingness to make meaningful contribution to professional organizations related to reading.
   * Demonstrate a willingness to assume leadership in improving the reading program.

B. Special Teacher of Reading
   * Complete a minimum of three years of successful classroom teaching in which the teaching of reading is an important responsibility of the position.
   * Complete a planned program for the Master's Degree from an accredited institution, to include
     1. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:
        (a) Foundations or survey of reading
            A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be first in a sequence of reading courses.
        (b) Diagnosis and correction of reading disabilities
            The content of this course or courses includes the following: causes of remedial disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.
        (c) Clinical or laboratory practicum in reading
            A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.
     2. Complete, at undergraduate or graduate level, study in each of the following areas:
        (a) Measurement and/or evaluation
        (b) Child and/or adolescent psychology
        (c) Psychology, including such aspects as personality, cognition, and learning behaviors.
        (d) Literature for children and/or adolescents
     3. Fulfill remaining portions of the program from related areas of study.
C. Reading Clinician

* Meet the qualifications as stipulated for the Special Teacher of Reading.
* Complete, in addition to the above, a sixth year of graduate work, including
  1. An advanced course or courses in the diagnosis and remediation of reading and learning problems.
  2. A course or courses in individual testing.
  3. An advanced clinical or laboratory practicum in the diagnosis and remediation of reading difficulties.
  4. Field experiences under the direction of a qualified reading clinician.

D. Reading Consultant

* Meet the qualifications as stipulated for the Special Teacher of Reading.
* Complete, in addition to the above, a sixth year of graduate work including
  1. An advanced course in the remediation and diagnosis of reading and learning problems.
  2. An advanced course in the developmental aspects of a reading course.
  3. A course or courses in curriculum development and supervision.
  4. A course and/or experience in public relations.
  5. Field experiences under a qualified Reading Consultant or Supervisor in a school setting.

E. Reading Supervisor

* Meet the qualifications as stipulated for the Special Teacher of Reading.
* Complete, in addition to the above, a sixth year of graduate work including
  1. Courses listed as 1, 2, 3, and 4 under Reading Consultant.
  2. A course or courses in administrative procedures.
  3. Field experiences under a qualified Reading Supervisor.

With the fact that there were twelve states in 1960 that required certification for reading specialists and that by 1970 it is anticipated that thirty-five states will have certification programs, it seems reasonable to assume that the trend will continue. The state
departments are today becoming concerned with the content of courses and the number offered and hopefully they will all soon have high academic standards for reading specialists.
CHAPTER III

Procedures

The problem of this study was to determine the requirements for certification of reading teachers and specialists in the Rocky Mountain states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.

This chapter includes a discussion of the procedures, population, methods of collecting the data, methods of organizing the data, and methods of data analysis used in conducting this study.

Population

The writer selected the Rocky Mountain states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming to constitute the population of this study. Each state is represented by its certification officer.

Methods of Collecting the Data

The data was obtained by mailing a descriptive questionnaire and cover letter explaining the research to each state's certification officer in August, 1970. The certification officer was required to forward their certification standards for special teachers of reading, reading clinicians, reading consultants, and reading supervisors by returning a published list of requirements for said specialists (if
available) and completing the items in the questionnaire not covered by the publication. A self-addressed envelope was provided.

The questionnaire was formulated to correspond to the 1968 IRA certification standards. Each certifying officer was asked if other certificates issued by the state authorized the teaching of special reading or supervision of reading. Those states not having certification requirements were asked, (1) if reading certification was being prepared at that time, (2) if development of reading certification was foreseen in the future, and (3) if so, when they expected the certification to become effective.

Personnel from the Department of Education reviewed the questionnaire and cover letter to make them as effective as possible. The certification officers were offered the results of the study and asked to respond to the questionnaire within two weeks.

Method of Organizing the Data

The data received from the certifying officers was organized alphabetically by the state showing the present standards for each teaching and supervising specialist. States making changes in certification, or developing certification standards are named along with the anticipated effective date.
Analysis of Data

Using the information obtained from the questionnaire, the writer presents each state's requirements pertaining to their present formal and course requirements. States making or anticipating changes in certification requirements are also mentioned.

Summary

The writer surveyed the Rocky Mountain states of Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming to determine the present requirements for certifying reading teachers and specialists. The data was collected from state certifying officers by questionnaire and/or by submission of certification standards published by the state and is reported alphabetically by state.

In the next chapter the writer presents the results of that survey.
CHAPTER IV

The findings reported in this chapter are the results of the tabulation of responses to a questionnaire (see Appendix) mailed to the certification officers of the Rocky Mountain states. Each certification officer was asked to respond to the six items on the questionnaire and to enclose a copy of their state's certification standards if published. All states responded.

Required Reading Certification

In response to the question

Does your state presently have certification requirements for the following: Special teacher of reading, reading clinician, reading consultant or reading supervisor?

Arizona, Nevada, New Mexico, Utah, and Wyoming responded "Yes" for special teachers of reading. None of the states reported certification for reading clinicians as such and Arizona is the only state offering certification for reading consultants. Certificates for reading supervisors are offered in Arizona, Nevada, and Utah. Colorado offers a specialist in reading certificate which tends to combine all of the specializations and New Mexico offers a reading specialist certificate which combines the responsibilities of reading clinician, reading consultant and supervisor.

The Montana State Department of Public Instruction is the only state department presently preparing certification standards; certification of reading consultants will become effective in June, 1971.
Only Idaho reported foreseeing certification standards in the future.

Each certification officer was asked what other certificates allow an individual to teach special reading (remedial, corrective, developmental). Idaho, Nevada, New Mexico and Utah reported "none" while Arizona allowed an elementary certificate, Colorado allowed elementary, secondary English, special education and administrative certificates that are endorsed "Specialist in Reading", and in Wyoming possibly special education with an elementary endorsement.

Certificates allowing a person to supervise a school reading program are: supervisor (Arizona, Colorado*, Montana), elementary teacher (Colorado*, Idaho, Wyoming), principal (Idaho, Utah), special education (Colorado*), secondary English (Colorado*), and administrative (Colorado*, Utah). Nevada and New Mexico replied "none". Colorado (*) requires the endorsement "Specialist in Reading" based on an MA or above with a major in corrective, remedial, or developmental reading.

In Montana, special reading, special education and other special teachers shall hold a certificate endorsement in their speciality. Failure to be properly certified could result in jeopardizing the accreditation status of the school. A widely accepted definition of the terms Reading Supervisor, Reading Consultant, Reading Clinician, and Remedial Reading Teacher has not been established and the responsibilities and functions vary widely among the schools. An individual may be designated as a Reading Supervisor and yet be doing remedial or
consultant work; or a person designated as a Consultant doing supervisory work. Due to this ambiguity, level of endorsement (elementary/secondary) is considered the major importance in accreditation rather than the specific endorsements in the area of reading. A more definite delineation of the terms is expected as guidelines are developed for the training of reading consultants.

Reading Certification Characteristics

The state certification officers were asked to indicate the necessary requirements for teachers of reading, reading clinicians, reading consultants, or reading supervisors. Published requirements were submitted by some states. The following is a summary of their requirements.

Arizona

The state of Arizona offers a reading specialist endorsement with (a) a teaching certificate at the appropriate level, (b) a minimum of three (3) years of successful experience teaching reading; however, approved clinical experience may be substituted for one of the three years of teaching experience, and (c) completion of a Master's Degree or its equivalent with planned sequence of study with an emphasis in reading in an approved graduate program.
Colorado

Colorado offers a specialist in reading endorsement that tends to combine most of the specializations that requires the satisfactory completion of at least a Master's Degree program in specialized reading programs.

Mr. Otto G. Ruff, Director of Teacher Education and Certification, commented, "We certificate and endorse on a capability based on education, training and experience. We don't try to have a special program of preparation for every possible "job position" in every school district. A "special teacher" in one district might have vastly different duties from a teacher with the same title in another school district. Same would hold for "clinician", "consultant", and "supervisor".

Formal requirements are (a) a Master's degree or above, (b) three or more years of teaching experience, and (c) internship and graduate credit hours as prescribed by the preparing college and approved by the state board of education.

Idaho

Idaho has no requirements.

Montana

Write-in endorsements are made upon the completion of the teaching minor (or major) in the subject at an accredited college or
university with at least 30 quarter (20 semester) credits and the recommendation of the college or university. Individuals are allowed to teach special reading (remedial, corrective, developmental) on an approved college program leading to a Class I (Professional) or Class II (Standard) certificate. Supervisors of school reading programs must hold a Class III (Administrative) certificate.

Nevada

A certificate endorsed "Reading Specialist" is required for teaching remedial reading or for supervising reading programs in Nevada. The following are the state requirements:

Reading

A. Requirements
   1. A bachelor's degree and a valid certificate endorsed for elementary or secondary teaching
   2. A minimum of six semester hours preparation in separate or integrated courses covering each of the following areas:
      a. Reading skills and abilities
      b. Diagnosis and remedial teaching
      c. Organization of the reading program
      d. Materials in reading instruction
      e. Application of reading skills

B. Term: Five years, renewable
C. Renewal requirements: six semester credit hours, or the equivalent.

Professional Reading Specialist

A. Requirements, complete 1 or 2
   1. A master's degree and completion of an approved program of preparation for reading specialists
   2. A master's degree with a major emphasis in reading; or a bachelor's degree and 32 semester hours preparation distributed to include course work in each of the following areas:
a. A minimum of 12 semester hours graduate course work distributed to include each of the following areas:

(1) Measurement and evaluation
(2) Child and adolescent psychology
(3) Personality and/or mental hygiene
(4) Literature for children or adolescents
(5) Organization and supervision of reading programs
(6) Linguistics
(7) Curriculum
(8) Guidance
(9) Speech and hearing
(10) Psychology of the exceptional child

B. Term: Six years, renewable
C. Renewal requirements: Three semester hours credit or the equivalent

New Mexico

Certification of elementary reading teachers, secondary reading teachers and reading specialists is provided in New Mexico. The necessary requirements for each are:

Elementary Reading Teacher

A. Bachelor's degree from a regionally or New Mexico accredited college or university
B. New Mexico Elementary Teaching Certificate
C. Verification that graduate was dismissed in good standing
D. A major in Reading of at least 24 semester hours or 10 semester hours in Reading plus additional work in Language Arts to total 24 semester hours.

Suggested courses for a planned program to comply with above recommendations:
1. Foundations or Survey of Reading
2. Descriptive Linguistics and Phonetics
3. Diagnosis and Correction of Reading Disabilities
4. Practicum (Elementary classroom)
5. Tests and measures
6. Human Growth and Development
7. Children's Literature
8. Psychology of Reading
E. Define and describe the duties of a Reading Teacher.

Secondary Reading Teachers

A. Bachelor's degree from a regionally or New Mexico accredited college or university.
B. New Mexico Secondary Teaching Certificate.
C. Verification that graduate was dismissed in good standing.
D. A major in Reading of at least 24 semester hours or 10 semester hours in Reading plus additional work in Language Arts to total 24 semester hours.

Suggested courses for a planned program to comply with above recommendations:
1. Reading in the Secondary Schools
2. Descriptive Linguistics and Phonetics
3. Classroom Diagnosis of Reading
4. Practicum (Secondary classroom)
5. Tests and Measures
6. Adolescent Psychology
7. Literature for the Adolescent
8. Psychology of Reading

E. Define and describe the duties of a reading teacher.

Reading Specialists

A. New Mexico Teaching Certificate at either level.
B. Eligible for Reading Endorsement.
C. A minimum of three years of successful classroom teaching and/or three years of Clinical experience in reading.
D. An M.A., plus 15 semester hours of graduate and/or undergraduate credit in a planned program in reading or a B.A. plus 45 semester hours of graduate and/or undergraduate credit in a planned program in reading.

Suggested courses for a planned program to comply with above recommendations:
1. Individual diagnosis and correction of reading disabilities
2. Clinical or Laboratory practicum in reading
3. Supervision of Reading programs
4. Research and the Literature in Reading
5. Descriptive Linguistics and Phonetics
6. Communications
7. Curriculum
8. Research methods
9. Foundations of Education
10. Guidance
11. Speech and Hearing
12. Exceptional child

E. Define and describe the duties of a Reading Specialist.

Wyoming

The state of Wyoming offers certification for special teachers of reading by requiring a bachelor's degree and a minimum of six semester hours, either graduate or undergraduate, in foundations or survey of reading, diagnosis and correction of reading disabilities, and clinical or laboratory practicum.

Utah

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education in Utah for teaching pupils with learning disabilities (formerly Remedial). The endorsement permits service at the elementary or secondary level (K-12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities may be earned by following either of two tracks:

a. Track I
An applicant for an endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities through Track I must present evidence:

1. That he has earned a Bachelor's Degree
2. That he has completed not fewer than fifty-four (54) quarter hours in general education prescribed by an approved institution of higher education. This will not be restricted to the general education offerings for school teachers but generally will include a considerable amount of such. Subject-matter teaching majors or minors will not be required to teach at the elementary or secondary levels.
3. That he has completed a professional education core consisting of fifteen to eighteen (15-18) quarter hours which shall include:
   a. Physical and psychological foundations
   b. Social and educational foundations
   c. Elementary methods
   d. Directed observations of elementary and secondary classroom procedures.
4. That he has completed twenty-four to twenty-seven (24-27) quarter hours of specialized preparation appropriate to the endorsement sought, including an introductory course in special education or in the psychology of exceptional children.
5. That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

b. Track II

An applicant for an endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities through Track II must present evidence:

1. That he has earned a Bachelor's Degree
2. That he has an elementary or secondary teacher's certificate
3. That he has completed not fewer than twenty-four (24) quarter hours of specialized preparation appropriate to the endorsement sought
4. That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education.
A preparing institution may recommend that a two-year Basic Professional Certificate with an endorsement for teaching pupils with learning disabilities be issued to a teacher in Track II upon completion of fifteen quarter hours of approved specialized training, three quarter hours of which must be in student teaching, internship, or other laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a two-year Basic Professional Certificate with an endorsement for teaching pupils with learning disabilities satisfactorily completes an additional nine quarter hours of approved course work, the endorsement may be reissued for five years.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with learning disabilities must present evidence:

a. That he holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with learning disabilities.

b. That he has earned a Master's Degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a Bachelor's Degree.

c. That he has completed twelve quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities.

d. That he has completed not fewer than three years of teaching experience verified as being successful.

e. That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

A supervisory endorsement is required of all supervisors of instruction who do not hold a valid administrative certificate secured under standards in effect prior to September 1, 1971.

1. Basic Professional Certificate

An applicant for the Supervisory Endorsement to the Basic Professional Certificate must:
a. Hold or be eligible to hold a Basic Professional Certificate with a Supervisory Endorsement.
b. Have completed an approved program for the preparation of supervisors.
c. Be recommended by an institution whose program for the preparation of supervisors has been approved by the State Board of Education. 

This endorsement is issued for five years and may be renewed upon presentation of:

a. Nine quarter hours of prior-approved college credit, or 
b. The equivalent of nine quarter hours in combinations of prior-approved college credit, research projects, travel, work experience, or other professional activities.
c. A supervisor holding a Utah Professional Certificate who has completed thirty years of successful service, or a supervisor who holds a Utah Professional Certificate who has completed fifteen years of service at age fifty-five, may renew the certificate upon the recommendation of the employing school district accompanied by plans for professional improvement, which include prior-approved combinations of college credit, research projects, travel, work experience, and/or other professional activities.

This chapter presented a composite picture of the eight completed questionnaires and the state's supplementary published standards for certification.

Chapter V presents the writer's conclusions and recommendations pertaining to the survey.
CHAPTER V

CONCLUSIONS

The IRA's Professional Standards Committee has established guidelines for the training of reading teachers and specialists assuming that such preparation will adequately equip persons to teach special reading classes and groups. Some states permit certified elementary teachers, secondary teachers of English and secondary teachers of other subjects to teach and supervise reading programs in our schools which poses the question "Does the training and experience required for these certificates adequately equip persons to teach and supervise specialized reading?" There is no guarantee that a prescribed preparatory program will produce a competent reading specialist and therefore, the performance of the person in his role must be an important aspect of assessing his competency.

It is evident that the Rocky Mountain states have not accepted the responsibility of meeting the certification requirements for special teachers of reading, reading clinicians, reading consultants, and reading supervisors as stipulated by the Professional Standards Committee of IRA as none of the states meet them. Nevada, New Mexico, and Utah recognize the college program approval approach which allows for a wide variance in preparation and does not insure an adequate standard of proficiency among students trained by various colleges and universities. The amount of variation in requirements from state to
state is considerable. Required academic training ranges from none to a Master's degree with internship and a regular teaching certificate indicating that a majority of the states must feel that a regular teaching certificate is adequate and need not specify the number of course hours necessary for a solid foundation in the field of reading. IRA's minimum recommendation is a master's degree, three years of successful teaching experience and twelve semester hours in reading. Only three states require three years of successful experience which might indicate that those states not requiring successful experience believe that they can entrust the children of their state into the hands of a teacher that may not be adequately trained and competent to diagnose and correct reading disabilities. Successful teaching experience would certainly be one means of assessing a person's competency in his field.

Certified elementary, secondary English, special education teachers, and administrators are permitted to teach special reading in some states with the proper endorsements while certificates allowing supervision of reading programs in some states are supervisor, elementary teacher, principal, and administrative, however, they may not be required to hold such a certificate. It is questionable whether or not the training and experience has developed the competency necessary for these individuals to teach or supervise special reading when formal requirements are lacking. Many secondary teachers holding a Bachelor's
Degree have never had a course in reading, yet are expected to teach reading in their classrooms.

The future for the development of reading certification standards is not bright with Montana being the only state presently developing standards and Idaho foreseeing them in the future. There appears to be little interest in providing certification standards for each specialized area. If a trend is evident, Arizona, Colorado, Nevada, New Mexico and Utah tend to overlap the specializations and give it one title with specified requirements. Other states are relying upon the preparatory colleges and universities to develop a program which is approved by the state's certifying agency.

The utility of untrained personnel to fill positions created by federal monies may have been necessary. However, such a condition should not be allowed to remain for any length of time. A reading title does not guarantee any particular training, experience or competency from state to state and therefore depends upon the state or local school district in which the specialist is employed.

Recommendations

As a result of this study, the following recommendations are offered:

1. Reading organizations such as the local and state IRA chapters should become more involved in an effort to develop minimum standards
that are commensurate with the minimum standards for IRA and where standards do not exist, that action be taken.

2. Those states that currently have reading certification programs should evaluate them carefully to determine whether or not the proper training, experience, and proficiency requirements are effective.

3. The professional reading specialists, their organizations and the state departments of public instruction should develop a public relations program informing all professional educators and the public of the need for competent reading specialists in an effort to provide effective reading programs and win support for our public schools.

4. If our colleges and universities in some states continue to establish the preparatory curriculum for reading teachers and specialists, they should provide a curriculum commensurate with IRA standards, producing a competent, well trained individual capable of seeking employment in any state of the union without fear of insufficient qualifications.

The writer believes that at present, there are many individuals working in our schools as reading teachers and specialists who are highly competent. Reading certification standards will strengthen their profession in the field of reading while at the same time ensure better reading instruction for the children of our schools.
The Elementary Education Department of the College of Education, Montana State University, is sponsoring this investigation concerning the state certification of reading teachers and specialists in the Rocky Mountain states. I would appreciate fifteen minutes of your time to respond to the instrument enclosed and return it to me by ____________ in the self addressed envelope provided. If your department publishes certification standards for your state, please enclose them with the returned instrument. Omit any items in the instrument that would be provided in your publication.

The results of this study will be available to you upon its completion. If you should desire the results, please indicate so in the space provided at the bottom of this letter.

Thank you for your assistance on our behalf.

Sincerely,

Robert J. McNees
Graduate Student

___ Yes, I would like to receive a copy of your results.
___ No, I would not like to receive a copy of your results.
CERTIFICATION OF READING SPECIALISTS

State of ______________________

Directions: Check or fill in the appropriate response.

1. Does your state presently have certification requirements for the following:

   Yes ___   No ___
   A. Special Teacher of Reading - A special teacher of reading has major responsibility for remedial and corrective and/or developmental reading instruction.

   Yes ___   No ___
   B. Reading Clinician - A reading clinician provides diagnosis, remediation, or the planning of remediation for the more complex and severe reading disability cases.

   Yes ___   No ___
   C. Reading Consultant - A reading consultant works directly with teachers, administrators, and other professionals within a school to develop and implement the reading program under the direction of a supervisor with special training in reading.

   Yes ___   No ___
   D. Reading Supervisor - (Coordinator or Director) - A reading supervisor provides leadership in all phases of the reading program in a school system.

Comments: ____________________________________________________________

_____________________________________________________________________

2. If the answer to any part of question #1 was "no" are certification standards being prepared for:

   A. Special Teacher of Reading    Yes ___   Effective date ______
                                  No ___

   B. Reading Clinician            Yes ___   Effective date ______
                                  No ___

   C. Reading Consultant           Yes ___   Effective date ______
                                  No ___
3. If the answer to any part of question #2 was "no", do you foresee certification standards being developed in the future for:

A. Special Teacher of Reading
   Yes ___ Effective date _____
   No ___

B. Reading Clinician
   Yes ___ Effective date _____
   No ___

C. Reading Consultant
   Yes ___ Effective date _____
   No ___

D. Reading Supervisor
   Yes ___ Effective date _____
   No ___

Comments: ____________________________________________

4. Do any other certificates allow an individual to teach special reading (remedial, corrective, developmental)?

   ___ None
   ___ Elementary
   ___ Secondary English
   ___ Special Education
   ___ Other (please specify) ____________________________________

5. What other certificate(s) allow(s) a person to supervise a school reading program?

   ___ None
   ___ Supervisor
   ___ Elementary Teacher
   ___ Principal
   ___ Secondary Teacher
   ___ Secondary Teacher of English
   ___ Special Education
6. If certification is offered for special teachers of reading, reading clinicians, reading consultants, or reading supervisors, please indicate the necessary requirements for certification. (Published requirements may be submitted in place of answering this question.)

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| Course Requirements: Indicate the number of hours under U-undergraduate or G-graduate. Definitions for starred courses are provided below. |

| *Foundations or Survey or Reading Advanced Found. or Surv. of Reading | | | |
| *Diag. & Cor. of Reading disabilities Advanced Diag. & Cor. of Read. Dis | | | |
| *Clinical or Laboratory Practicum Advanced Clinical Practicum Measurement & Evaluation Individual Testing Child Psychology General Psychology Child/Adolescent Literature Curriculum Development Supervision Public Relations Administration Procedures Cognates | | | | |
*Foundations or Survey of Reading*: A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be first in a sequence of reading courses.

*Diagnosis and Correction of Reading Disabilities*: The content of this course or courses includes the following: Causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

*Clinical or Laboratory Practicum in Reading*: A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.
LITERATURE CITED


