

Program Report for the Preparation of Reading Education Professionals International Reading Association (IRA) 2010 Standards Option A

NOTE: This form uses the IRA standards approved by NCATE in 2010. Programs have the option to use either the 2003 or 2010 standards for reports submitted through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

St. Thomas Aquinas College

2. State

New York

3. Date submitted

MM DD YYYY

09 / 15 / 2012

4. Report Preparer's Information:

Name of Preparer:

[REDACTED]

Phone:

Ext.

[REDACTED] [REDACTED]

E-mail:

[REDACTED]

5. NCATE Coordinator's Information:

Name:

[REDACTED]

Phone:

Ext.

[REDACTED] [REDACTED]

E-mail:

[REDACTED]

6. Name of institution's program

MSEd. in Literacy B - 6

7. NCATE Category

Reading Specialist

8. Grade levels⁽¹⁾ for which candidates are being prepared

B - 6

(1) e.g. K-6, P-12

9. Program Type

Advanced Teaching

First Teaching License

Other School Personnel

Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

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13. Title of the state license for which candidates are prepared

Literacy Content Specialty Test

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of IRA standards. (Response limited to 4,000 characters)

Due to New York State regulations which changed "Reading Certification" to "Literacy Certification" and created two different levels of certification: Early Childhood and Childhood (Birth Through Grade 6) and Middle Childhood and Adolescent (Grades 5 through 12), we are submitting two separate linked program reports to reflect the two different levels of New York State Certifications. This report presents our MSED. Program in Early Childhood and Childhood Literacy (Birth-Grade 6), which corresponds to the International Reading Association (IRA) Advanced Program: Reading Specialist/Literacy Coach. A separate linked report has been submitted presenting our MSED. Program in Middle Childhood and Adolescent Literacy (Grades 5 through 12).

It should be noted that even though we are required to prepare literacy specialists at two levels of certification, candidates in both programs attend the same co-referenced classes because we strongly believe that all literacy specialists need to gain the knowledge base that spans birth – grade 12. In fact, The NY State Literacy Content Specialty Test required for Certification is a single test evaluating B-12 knowledge for all candidates. All performance-based assessments are completed with students at the B-6 or 5-12 level that correspond to the specific certification program for each candidate. Separate data tables and analyses are submitted for the two reports. There is also a separate analysis for Section V based on candidate performance across all eight assessments.

It should also be noted that our program includes two core courses that candidates in both the graduate literacy program and the graduate special education program are required to take: GED 3101 Cognition and Instruction and GED 3102 Research Methods in Literacy. Both courses have been aligned with IRA Standards, and assessments in each course focus on literacy instruction for our candidates while candidates in the special education program complete parallel assignments. Major assessments for both courses are not included in this report because they are not performance-based.

You will also note that our candidates have very high levels of performance. This is due to our program's commitment to a philosophy of assessment developed by Richard J. Stiggins (2006) that views assessment as a tool for increasing achievement. We have a policy that all initial submissions can be revised to increase achievement based on detailed feedback provided by professors. This creates a strong link between evaluation and teaching. It makes assessment a dialogic process between professor and candidates. Virtually all graduate program candidates are committed to improving performance so they take the opportunity to improve their performances. We still include very specific data analysis for each assessment.

We would also like to note that since all of our field-based assessments are semester-long assignments that include coaching initiatives (Levels I-III), we have identified multiple standards/elements for each assessment. We were guided to include the multiple standards/elements based on the examples of "Evidence that demonstrates competence" in the Standards book. We are aware that including multiple standards/elements in all performance-based assessments might raise a "red flag" because it might appear that we are not making critical decisions to prioritize standards/elements for each assessment. We directly address this in the Standards Chart (Section Three) that identifies the standards we focus on for our eight specific assessments because we determined that they have the strongest alignment. This is where we conducted careful critical analysis. We believe that Section Three makes this clear.

You will see that we include in all rubrics an internal evaluation of "Written Communication" for all courses. Our faculty really emphasizes the importance of being able to write effectively.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

We have created a comprehensive field-based program that includes field initiatives in all six literacy specialization courses at the 3000 level and the two capstone courses at the 6000 level. Each field-based assessment also includes a theory and research section because we believe that a strong knowledge base empowers candidates to take control of making thoughtful instructional decisions to motivate, engage, and increase achievement for all students. This knowledge base also enables them to be able to explain their decision-making to colleagues and administration and advocate for our profession to teach thoughtful literacy beyond scripted instruction. It also strengthens their ability to coach.

Field experiences that candidates complete with students include planning, implementing, and evaluating lessons; units of study action research projects; and semester-long case studies. We also embed literacy coaching components in all field and experiences. We have created a developmentally-planned program based on the three levels of coaching identified in the 2004 IRA Position Statement on the Role and Qualifications of the Reading Coach in the United States. At the beginning of the program there is emphasis on Level I coaching (e.g., preparing curriculum materials to share with teachers, creating Handbook of Best Practices wikis, and providing lists of recommended literature and Internet resources). In the middle of the program emphasis is on Level II coaching (e.g., collaborating with teachers in all aspects of assessment, communicating and collaborating with teachers to support and promote culturally responsive pedagogy, beginning to present professional development workshops, and presenting an action- research poster session for teachers, administrators, teacher educators, and pre-service teachers). In our capstone course GED 6204 we focus on Level III coaching (e.g., co-teaching and demonstrating lessons; leading a study group; conducting an analysis of a school's literacy program based on IRA Standards for Exemplary Reading Programs, planning an initiative, and leading a team approach to implement the initiative; and completing a grant application that advocates for school funding to support specific initiatives).

In our previous Nationally Recognized Program Report written to 2003 Standards we identified a three-course (nine credits) sequence of supervised clinical experiences. Since that time, as part of our ongoing self-improving reflective process, we have engaged in curriculum mapping based on course evaluations, completer survey responses that are based on IRA Standards, input from our Literacy Advisory Council that is comprised of literacy leaders from all Districts we serve (e.g., assistant superintendents, principals, assistant principals, directors of curriculum, English language arts coordinators, and reading specialists/literacy coaches, and input from our internal Graduate Literacy Program Review Committee that is comprised of recent graduates. As a result, we now have a two-course (six credits) clinical sequence. We collapsed the assessment supervised case study from GED 3325 and the separate teaching supervised case study that had been completed in GED 3326 into a single course, GED 33253625, "Assessing, Evaluating, and Teaching Students with Literacy Needs B-6/5-12." Feedback indicated that there was too much repetition in the two previous supervised clinical experiences. The change in course title was approved after the attached Course of Study, dated 9/11, was published so it reflects the older title of the GED 3325 course. The new title and description will begin being listed in the 2012-2013 catalogue. We continue to have our capstone campus-based summer supervised literacy program, GED 6202/6203, B-6/5-12 that uses brain research (Lyons, 2008) to create a "literacy camp" which transforms the traditional paradigm for teaching struggling readers from remediation and skills-based instruction to accelerated, authentic, integrated instruction to teach thoughtful literacy. All skills and strategies are applied within the context of real-world reading, writing, and oral communication. I have presented our program at the annual IRA Conference. This supervised clinical experience meets the NY State required 50 hour practicum. Our program actually provides 68 hours of supervised instruction. Details for both supervised clinical experiences are presented in section IV (Assessments 4 and 5).

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

program of study 5-12

See **Attachments** panel below.

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	M.S., English as a Second Language, College of New Rochelle
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the IRA standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	NY State Content Specialty Test in Literacy.	State test with multiple choice questions and constructed response.	Completed towards the end of the program when candidates have mastered literacy education content knowledge.
Assessment #2: Assessment of content knowledge in reading education (required)	Developing a Vision for Language and Literacy Development: Theory into Research.	Research project using multiple sources of theory, seminal studies, and major historical research reports	Completed within the first 12 credits as foundational assessment.
Assessment #3: Assessment of candidate ability to plan instruction (required)	Instructional Strategy Unit of Inquiry Action Research Project: Planning, Implementing, and Evaluating a unit of inquiry.	Action Research Unit of Inquiry that uses the planning, implementation, evaluation model.	Completed midway through the program.
	Capstone Practicum Report.		

recognition, language comprehension, strategic knowledge, and reading–writing connections. 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. 1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.									
	b	b	b	e	e	e	e	b	

2. Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.								
	e	e	b	b	b	e	b	b

3. Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1: Understand types of assessments and their purposes, strengths, and limitations. 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. 3.3: Use assessment information to plan and evaluate instruction. 3.4: Communicate assessment results and implications to a variety of audiences.								
	b	e	b	b	b	e	e	e

4. Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. 4.3: Develop and implement strategies to advocate for equity.								
	e	b	e	b	b	e	e	b

5. Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. 5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.								
					e	e	b	b

6. Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. 6.4: Understand and influence local, state, or national policy decisions.								
	e	e	b	b	e	b	e	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and

specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. Data from licensure tests or professional examinations of content knowledge. IRA standards addressed in this entry could include Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer required)

Provide assessment information as outlined in the directions for Section IV

ny state content specialty test in literacy B-12

See **Attachments** panel below.

2. Assessment of content knowledge in reading education. IRA standards addressed in this entry include Standards 1 and 6. Examples of appropriate assessments include comprehensive examinations, research reports, child studies, action research, portfolio projects,⁽¹³⁾ and essays. (Answer required)

Provide assessment information as outlined in the directions for Section IV

developing a vision for language and literacy development

See **Attachments** panel below.

⁽¹³⁾ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. Assessment that demonstrates candidates can effectively plan reading and literacy instruction, or fulfill other professional responsibilities in reading education. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4,

and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans. (Answer required)

Provide assessment information as outlined in the directions for Sections III and IV.

strategy action research project

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. IRA standards that could be addressed in this assessment include but are not limited to 1, 2, 3, 4, 5 and/or 6. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. (Answer required)

Provide assessment information as outlined in the directions for Section IV

capstone practicum report

See **Attachments** panel below.

5. Assessment that demonstrates and evaluates candidate effects on student learning and provision of supportive learning environments for student learning. IRA standards that could be addressed in this assessment include but are not limited to 1, 2, 3, 4, 5, and/or 6. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

diagnostic and teaching case study

See **Attachments** panel below.

6. IRA standards that could be addressed in this assessment include but are not limited to 1, 2, 3, 4, 5, and/or 6. Examples of appropriate assessments include evaluations of field experiences, case studies, professional study groups, leading a professional development session, research reports, child studies, action research, portfolio tasks, and follow-up studies. (Answer required)

Provide assessment information as outlined in the directions for Section IV

level three coaching initiatives

See **Attachments** panel below.

7. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, literacy coaching activities, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

content-area unit of study

See **Attachments** panel below.

8. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, literacy coaching activities, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

multi-media culturally responsive unit of inquiry

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve

candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The MSEd. Literacy Program faculty is committed to an ongoing self-improving process. We use a collaborative approach that includes in-depth data analysis of all assessments, internal feedback from candidates who complete course evaluations and also complete an end-of-program survey that focuses on self-evaluation of knowledge, skills, and dispositions directly aligned with IRA 2010 Standards, internal feedback from recent completers who serve on our Graduate Literacy Program Review Committee and external feedback from district and school literacy leaders who serve on our Literacy Advisory Council (both groups meet annually). All full-time faculty who teach in the program, our Dean and Assistant Dean of the School of Education, and our Director of Graduate Education use all data to engage in ongoing reflection to identify program strengths, weaknesses, and needs, and take steps to strengthen the program and improve candidate performance.

As a result of multiple sources of input, we have made the following changes since our last Nationally Recognized Report in 2007:

- Revised the program based on review of all course syllabi to do curriculum mapping that collapsed our previous three-course clinical sequence to a two-course sequence because of significant overlap of content (see above).
- Eliminated a second course, Action Research Seminar, that did not contribute to our IRA/NCATE submitted assessment because action research is embedded in our Instructional Strategy Unit Action Research Project (Assessment #3) and other assessments.
- Replaced the two eliminated courses that did not impact our IRA/NCATE assessments to add two electives. This enables B-6 candidates program to complete a six-credit New York State Middle School Certification that will enable them to teach grades 6-8 in their undergraduate content specialization. Other options include taking graduate level special education courses or educational leadership courses.
- Beginning Fall, 2012, all of our courses have built in changes in content and assessments that focus on Common Core State Standards. This was the major focus for our 2012 Literacy Advisory Council and Graduate Reading Program Review Committee meetings. This Common Core focus is reflected in the submitted assessment descriptions we have adopted beginning Fall 2012, BUT this has not changed the Standards/Elements we address. We are committed to preparing candidates to teach students to achieve Common Core Standards because we strongly support the goals, but we are also committed to not allowing national policy to narrow our curriculum that prepares exemplary reading specialists/literacy coaches.
- Increased the uses of technology to support student learning and literacy coaching by adding podcasting to our summer literacy program, creating wikis of best practices as E-Handbooks that are sent to all faculty and administration in schools; and requiring candidates to include web-based learning for their various units of inquiry. We will continue to expand initiatives.
- Strengthened our focus on diversity (aligned with IRA Standards 4.1-4.3), including strengthening our focus on critical literacy.
- Strengthened our focus on advocacy, including creating a list of web sites in the wikis that support IRA policy and position statements (e.g., Save our Schools web site that has been endorsed by IRA) and requiring candidates to write a Letter to the Editor in response to an article on education in our foundational course.

We are proud of the high achievement of our candidates. We believe that multiple factors contribute to this high achievement.

- Admission requirements of a minimum 3.0 gpa from undergraduate study.
- Total alignment with IRA Standards at the Reading Specialist/Literacy Coach level.
- A totally field-based program that includes major assessments in all courses that plan, implement, and critically reflect on instruction, including coaching teachers through both internal and many external coaching initiatives that support and assist teachers based on the IRA three levels of coaching.
- Faculty who are knowledgeable, experienced, caring and committed who provide exemplary instruction as verified by course evaluations that includes modeling and demonstrating, rich classroom discussions, and detailed personalized positive feedback to improve candidate performance.
- Commitment to implementing a comprehensive, balanced literacy approach that is used by all of the districts we serve so that our instruction is reinforced within the schools.
- Commitment to a philosophy of assessment developed by Richard J. Stiggins (2006) that views assessment as a tool for increasing achievement as noted in the Context.
- Continually striving to improve the program and increase candidates performance by using feedback we receive from multiple sources. Our mantra is, "In nature, change is continuous. That which does not change withers on the vine and dies."

1. Content Knowledge

Overall data results show that candidates have a very high level of content knowledge. We had 97% of candidates who took the New York State Content Test in Literacy aligned with IRA Standards pass the test. This validates our teaching of content knowledge. Regarding assessments 2-8, the level of performance on the theory and research sections aligned with Standard One: Foundational Knowledge has increased since our previous submission in 2007 when a greater number of candidates did not achieve "Exceeds Standard." Based on the 2007 performances, we took the following steps to improve performance that resulted in stronger performances:

- Provided additional guidance to candidates by identifying major theories and seminal studies that must be included in their write-ups
- Introduced a time line of seminal research in the foundational literacy specialization course GED 3301/3601.
- Added the Bean, Heisey, Roller (editors) text, Preparing Reading Professionals: A Collection from the International Reading Association (2010) in GED 3301/3601(Language Development: Foundation for Literacy B-6/Expanding Literacy in Adolescence (5-12) that directly aligns with 2010 IRA Standards.
- Increased use of models of Exceeds Standard performances by using class discussion to analyze exemplary qualities.
- Increased individual conferences with candidates who needed support to strengthen performance.

2. Professional and Pedagogical Knowledge, Skill, and Dispositions

Even though we had very little data, results indicated that candidate performance of professional knowledge, skills, and dispositions was very high across all assessments with many candidates scoring "Exceeds Standard." We believe that this strong performance is due to the following primary factors:

- Our entire program is field-based so candidates receive much instruction in all aspects of professional knowledge, skills, and dispositions. They have multiple opportunities to plan, implement, and critically reflect on instruction. They then receive detailed, positive, constructive feedback from professors.
- We designed the program using a developmental and recursive approach in both instruction and literacy coaching that reinforces and expands knowledge, skills, and dispositions in our sequence of courses.
- Virtually all candidates in our program teach in schools that use a comprehensive, balanced literacy program so we are deepening, extending, and enriching what teachers are already doing in literacy instruction rather than teaching to create a paradigm shift of instruction.
- All faculty are experienced, passionate, caring, compassionate, empathetic, and nurturing who model all aspects of knowledge, skills, and dispositions. Creating positive dispositions is embedded in the St. Thomas Aquinas College Mission.

At the same time, we are continually striving to improve knowledge, skills, and dispositions. One change includes emphasizing new literacies for the digital age based on the research of Don Leu, Julie Coiro, and others. We are also expanding our focus on family involvement because the research is so strong that school/home connections is an important factor in increasing student achievement. We are also increasing our focus on teaching culturally responsive pedagogy and English language learners using the SIOP model. We are continuing to expand advocacy initiatives.

3. Student Learning

Again with little data, results indicate that candidate performance was very high across all assessments with the many candidates scoring Exceeds Target. In addition, parent evaluation of impact on student learning and motivation that is completed at the end of the summer literacy program shows that virtually 100% of parents "agreed" or "strongly agreed" with the statements. We also do a follow up survey in May following the summer program and again virtually 100% of parents who responded "agreed" or "strongly agreed" that students transferred what they learned in our program to have much more successful school experiences. Impact on student learning is measured on one level by quantitative performances on authentic assessments and state tests. But on another level impact is measured by the qualitative impact on student motivation, engagement, and commitment to learn and succeed. At the completion of our 2012 summer program one mother of a student classified as ADHD gave me a card saying, "Dear Dr. Michael, Once again, I sit to write and find a shortage of words to express how grateful we are as a family...This year seventeen students (B-6 and 5-12) were introduced to the world of literacy and experience that will stay with them forever. I know that Jesse has been truly blessed by his two summers with you. I know that Bruce and I have learned so much. You have given us tools to help Jesse blossom into all he can become. Having a child with a 'learning disability' is an intimidating adventure. Three years ago I had great fears that literally kept me awake at night...You and this program have been so very influential in not only easing those fears but smashing them like ants that were not invited to our picnic. Jesse will be fine, oh so much better than fine! He will excel at learning because together we have created a rock solid foundation for lifetime learning!"

We must remember that impact on student learning is more than a test score even as our test scores demonstrate significant increased student achievement.

Again, we are continually reflecting on our instruction and making changes that we think will strengthen candidates performance in making an impact on student learning. As a result, we have taken the following initiatives:

- As noted above, we are now aligning all instruction and assessments with Common Core Standards. We expect that this will make a major impact on student learning and achievement.
- We began embedding test-taking strategies into our capstone practicum and using using previously-administered practice tests available on the New York State Education Department web site for practice nonthreatening, supportive way. We focus on a research-based list of 25 BEST test taking strategies we created to guide candidate instruction. Candidates have told me that they saw light bulbs go off in student minds as they implemented test-taking strategies that gave them a new way to approach high-stakes tests.

We will continue to monitor impact on student learning and continue to brainstorm ways to make increases by making program revisions.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

2. For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

ST. THOMAS AQUINAS COLLEGE
DIVISION OF TEACHER EDUCATION
Master of Science in Education – Middle Childhood and Adolescence Literacy
(Grade 5-12)

All courses are 3 credits
Total Program: 36 credits
Degree Sheet

1/11

NAME _____ Degree Received From _____
Soc. Security No. _____ Degree(s) _____ Major _____
Phone No. _____ GPA _____ GRE _____
Advisor _____ GED 3101 Cognition and Instruction
Date _____ GED 3102 Research Methods in Literacy

Level I: Core (6 credits)

Level II: Literacy Specialization (18 credits)

GED 3601 Expanding Literacy: Language Development in Adolescence
GED 3602 Literacy Strategies: Grades 5-12
GED 3603 Diversity Themes in Adolescent Literature
GED 3604 Teaching of Writing: Grades 5-12
GED 3622 Reading and Writing in the Content Areas: Grades 5-12
GED 3625 Assessing and Evaluating Literacy: Grades 5-12

Level III: Capstone Experiences (6 credits)

*GED 6203 Literacy Practicum: Grades 5-12
*GED 6204 Organizing and Supervising the Literacy Program

Level IV: Electives (6 credits)

GESP 7100 Comprehensive Assessment (0cr)
Two courses in Special Education, Teacher Leadership, Middle School Extension, or by advisement

Note:

Apply for matriculation after 12 credits including GED 3101 Cognition and Instruction. Complete all coursework prior to capstone experiences. Complete CST –Literacy prior to the practicum

Catalog Course Descriptions 2011-2012: MEd. Literacy: 5-12

GED 3601 Expanding Literacy: Language Development in Adolescence

This course will focus on the language and literacy development of adolescents as they refine and deepen their knowledge, understanding, and experiences with reading, writing, listening, speaking, viewing, and representing. Emphasis will be on linguistic, cognitive, and sociocultural dimensions of literacy as they relate to constructing knowledge, creating a literate environment, expanding word knowledge, and developing a balanced literacy program for middle and high school students.

GED 3602 Literacy Strategies: Grades 5-12

This course examines research-based practices for teaching reading and writing strategies at the adolescent level. Focus is on development of skills and strategies needed for high level comprehension. Emphasis is on strategies that promote ownership and self-regulated reading and writing, development of critical thinking skills, reading/writing connections, and integration of curriculum.

GED 3603 Diversity Themes in Adolescent Literature

Course participants will explore literature for young adults to discover how diversity related themes are treated and to learn ways to integrate these themes into the curriculum. Themes include culture and ethnicity, discrimination, racism and bias, ethnocentrism, ethnorelativism, multicultural perspective, and cultural competence. In combination, the literature and the themes provide an opportunity for teachers and students to understand how these themes are prevalent in the contexts of school and the larger society.

GED 3604 Teaching of Writing: Grades 5-12

Understanding of writing at middle childhood and adolescence, and an emphasis on application of the writing process. Writing as thinking. Focus on expanding writing in multiple genres. Strategies for expanding understanding of English writing conventions, including word usage, sentence structure, grammar, and spelling. Reading/writing connections: Studying literary types. Evaluating, and self-evaluating writing. This course will be taught as a writing workshop where students will keep a writer's notebook and write for publication while making connections to the teaching of writing.

GED 3622 Reading and Writing in the Content Areas: Grades 5-12

This course focuses on the skills and strategies needed to read and write non-fiction and informational text at the middle childhood and adolescent levels. Topics include understanding text structures and organization; vocabulary development; non-fiction comprehension strategies; research skills, including technology; reading original documents; inquiry-based learning and integrative units.

GED 3625 Assessing and Evaluating Literacy: Grades 5-12

Examination of the multiple purposes and processes of assessment and evaluation in literacy instruction. Understanding principles for assessment, purposes and procedures. Determining appropriate uses of formal and informal assessment procedures. Identifying individual literacy strengths and weaknesses. Planning, implementing, and interpreting multiple assessment processes, including observation, surveys, running records, rubrics, portfolios, performances, reading conferences. Bias-free assessments. Supervised case-study is required.

GED 3626 Diagnosing and Teaching Students with Literacy Difficulties: Grades 5-12

This course focuses on the knowledge and skills needed to diagnose and instruct students in middle childhood and adolescence who are experiencing reading and writing difficulties. Focus will be on understanding nature and multiple causes of reading and writing difficulties, including current research on dyslexia; diagnostic methods; building motivation to read; matching students with texts; research-based intervention strategies; instructional adaptations; creating an individual reading intervention plan. Supervised case-study is required. Prerequisite: GED 3625.

St. Thomas Aquinas College Graduate Catalog 33

GED 6201 Research Seminar: Current Issues in Literacy

This capstone course synthesizes knowledge, skills, and dispositions developed from core and literacy specialization courses through the completion of an in-depth action-research project designed to replicate and/or extend a published study dealing with a current issue in literacy. Weekly discussions will focus on current issues in teaching literacy. Prerequisites: 18 credits in the program, approval of Director of Graduate Education.

GED 6203 Literacy Practicum: Grades 5-12

Supervised experience assessing literacy needs of adolescents, grades 5-12, and designing, implementing, and evaluating an effective program of literacy instruction at the middle childhood and adolescent levels who are experiencing reading and writing difficulties. Candidates will authentically assess students, plan a comprehensive

intervention program based on researched best practices, implement the program under the supervision of a full-time faculty member with a terminal degree in literacy, report progress to parents and involve them in the literacy development of their child, and participate in a professional seminar to examine critical issues. Minimum of 50 hours of college-supervised experience. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 6204 Organizing and Supervising the Literacy Program

In this capstone course, candidates will focus on the role of the literacy specialist as a school leader and staff developer. Emphasis will be on developing knowledge, understanding, and performance skill to organize and supervise effective school wide literacy programs, including evaluation of programs based on International Reading Association Standards for Exemplary Reading Programs; developing literacy curriculum; planning and implementing professional development; supervising paraprofessionals; and developing school/home/community relations. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 7100 Comprehensive Assessment (0 credit)

A summative portfolio evaluation through which degree candidates demonstrate mastery of the outcomes of the degree program. Prerequisites: All required courses; approval of faculty advisor.

Assessment #1

Title: Content Specialty Test (CST): Literacy (065)

1. A Brief Description of Assessment #1

Candidates in the Literacy Education Program who are seeking New York State Teaching Certification as a literacy specialist are required to take the Content Specialty Test (CST) in Literacy. Not all candidates choose to pay the fee to take this test because they teach in New Jersey where a licensure test is not required for a reading teacher. As a result, the number of program completers does not match the number of test takers. NCATE policy is that 80% of completers who take the state test must pass. Our faculty has now adopted a policy that all candidates must take the NY State Content Specialty Test prior to completing the capstone practicum. This data will be reflected in our next IRA/NCATE Program Report. Candidates take the test near the completion of the program. The test includes 80 multiple choice questions and a constructed (written) response that focuses on developing interventions for a struggling reader based on assessment and instruction information that is provided. The test was created to correspond to New York State's B-12 Learning Standards and generally aligns with IRA Standards. Our assessment system does not disaggregate data by years, so the data chart represents three years of data, 2009-2011 for the 29 candidates who took the test, B-6 and 5-12 because it is a single test. Thus, we cannot disaggregate data to identify the level of the one candidate out of 29 that did not pass. This candidate can retake the test in order to pass and get her/his literacy certification

2. **Alignment of Assessment #1 with IRA Standards:**The Content Specialty Test in Literacy is comprised of four sub-areas:

- **SUBAREA I – FOUNDATIONS OF LITERACY (1.1-1.3,4.1-4.3)**
- **SUBAREA II – READING INSTRUCTION AND ASSESSMENT (2.1-2.3, 3.1-3.3)**
- **SUBAREA III – THE ROLE OF THE LITERACY PROFESSIONAL (6.1-6.4)**
- **SUBAREA IV – READING INSTRUCTION AND ASSESSMENT:CONSTRUCTED-RESPONSE ASSIGNMENT (2.1-2.3, 3.1-3.3)**

3. A Brief Analysis of the Data Findings

Test results demonstrate that over the three years of data reported by the New York State Education Department, 97% of the 29 completers who took the test passed, with only one completer scoring Below Standard. This indicates that the vast majority of candidates strongly mastered the content identified by New York State to be a literacy specialist. This also indicates that we need to continue providing the high level of instruction that generated these results. Performance in all subareas was very strong. While a score of 220.00 is required for passing, the mean for total scores was 253.86. Even though all but one candidate passed the test, four candidates scored Below Standard in Instruction and Assessment. We are not sure why this is the case without having access to the test to be able to do an item analysis of the results. We have now built in test-preparation strategies using previous tests listed on the NY State Education Department web site.

4. An Interpretation of How the Data Provides Evidence for Meeting Standards

Test results demonstrate that over the three years of data reported by the New York State Education Department, all of our completers have strongly mastered the content identified by New York State to be a literacy specialist that generally aligns with IRA Standards. This indicates that we need to continue providing the high level of instruction that generated these results.

5 (a) Description of Assessment #1

The Assessment Tool: Content Specialty Test: Literacy

Type: New York State Teacher Certification Examination

Publisher: New York State Department of Education and National Evaluation Systems, Inc.
www.nystce.nesinc.com

As noted above the test consists of 80 multiple choice questions and a constructed (written) response that focuses on developing an intervention plan for a reader who is struggling.

Scoring System: Like all New York State teacher certification examinations, the Content Specialty Test in Literacy uses scaled scores. Each subsection is scored with a range from 100-300. The total test score is based on the total performance of all sections of the test. An examinee's multiple-choice score and scores on constructed-response assignments are combined to obtain the total test score. Candidates do not need to achieve a minimum score of 220 on each subsection; it is only the total score that determines pass or fail. A total score of 220 or above passes the test.

Each sub-area is developed around a set of objectives that matches the selected and constructed responses. The following represent the sub-areas and their corresponding objectives along with alignment with IRA Standards:

Alignment of Content Specialty Test in Literacy with the IRA Standards: Below is a table that demonstrates how the sub areas and test objectives are aligned with the IRA standards.

SUBAREAS and Test Objectives	Program and IRA Standards
SUBAREA I—Foundations of Literacy 01 Understand theories of Literacy acquisition and development 02 Understand the relationships among reading, writing, listening, and speaking 03 Understand individual differences in literacy development	1.1, 1.2, 1.3, 4.1, 4.2, 4.3
SUBAREA II-Reading Instruction and Assessment: 06 Understand the development of concepts of print 07 Understand the development and application of phonics skills 08 Understand a variety of word identification strategies 09 Understand the development of vocabulary knowledge and skills 10 Understand reading comprehension skills and strategies 11 Understand reading skills associated with content-area literacy 12 Understand the development of effective study skills 13 Understand the role of oral and written language in the development of reading proficiency 14 Understand strategies for promoting the reading development of students with reading difficulties.	2.1, 2.2 2.3, 3.1, 3.2, 3.3
SUBAREA IV—Reading Instruction and Assessment: Constructed	

Assignment Response Objectives: 06-15	
SUBAREA I—Foundations of Literacy 04 Understand formal and informal techniques for assessing literacy skills 05 Understand how to use and communicate the results of literacy assessments SUBAREA II-Reading Instruction and Assessment 15 Understand strategies for promoting the reading development of students with reading difficulties. SUBAREA IV—Reading Instruction and Assessment: Constructed Assignment Response	Standard 3: 3.1 3.2, 3.3 3.4
SUBAREA II—Reading Instruction and Assessment 11 Understand reading comprehension skills and strategies 12 Understand reading skills associated with content-area literacy 13 Understand the development of effective study skills 14 Understand the role of oral and written language in the development of reading proficiency. SUBAREA III The Role of the Literacy Professional 16 Understand how to organize effective literacy environments and to manage literacy programs 18 Understand how to select and use diverse instructional materials to promote literacy development SUBAREA IV—Reading Instruction and Assessment: Constructed Assignment Response	2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4
SUBAREA III The Role of the Literacy Professional 16 Understand how to organize effective literacy environments and to manage literacy programs 17 Understand curriculum development and instructional planning for literacy programs 18 Understand how to select and use diverse instructional materials to promote literacy development 19 Understand how to collaborate and communicate with colleagues, parents, caregivers, and members of the educational community to promote students’ literacy development 20 Understand professional responsibilities of literacy professionals	6.1, 6.2, 6.3, 6.4

5. Description of Assessment #1

The Assessment Tool: Content Specialty Test: Literacy

Type: New York State Teacher Certification Examination

Publisher: New York State Department of Education and National Evaluation Systems, Inc.

www.nystce.nesinc.com

As noted above the test consists of 80 multiple choice questions and a constructed (written) response that focuses on developing an intervention plan for a reader who is struggling.

Scoring System: Like all New York State teacher certification examinations, the Content Specialty Test in Literacy uses scaled scores. Each subsection is scored with a range from 100-300. The total test score is based on the total performance of all sections of the test. An examinee’s multiple-choice score and scores on constructed-response assignments are combined to obtain the total test score. Candidates do not need to achieve a minimum score of 220 on each subsection; it is only the total score that determines pass or fail. A total score of 220 or above passes the test.

The Framework of the Content Specialty Test (CST): Literacy)

SUBAREAS <i>Content Specialty Test: LITERACY (045)</i>	Approximate Percentage of the Test
SUBAREA I: FOUNDATIONS OF LITERACY (Objectives: 01-05)	23%
SUBAREA II: READING INSTRUCTION AND ASSESSMENT (Objectives: 06-15)	45%
SUBAREA III: THE ROLE OF THE LITERACY PROFESSIONAL (Objectives: 16-20)	22%
SUBAREA IV: READING INSTRUCTION AND ASSESSMENT—Constructed Response Assignment (Objectives: 06—15)	10%

5. (b) The Scoring Guide for the Assessment #1

As noted above, the Content Specialty Test for Literacy has four sub-areas. The first three sub-areas assess candidates’ content knowledge of the IRA Standards through an 80-question multiple-choice test. The second section of the test is a constructed (written) response that focuses on developing an intervention plan for a reader who struggles based on assessment and instruction information that is presented. The performance characteristics and the scoring guide for evaluating the responses are as follows:

PERFORMANCE CHARACTERISTICS AND SCORING SCALE*

Performance Characteristics

The following characteristics guide the scoring responses to the written assignment.

Purpose:	Fulfill the charges of the assignment
Application of Content:	Accurately and effectively apply the relevant knowledge and skills.
Support:	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Scoring Scale

Scores will be assigned to each response to the written assignment according to the following scale.

Score Point	Score Point Description
4	<p>The “4” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response completely fulfills the purpose of the assignment by responding fully to the given task. ○ The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. ○ The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The “3” response reflects a general command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response generally fulfills the purpose of the assignment by responding to the given task. ○ The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. ○ The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The “2” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.

	<ul style="list-style-type: none"> ○ The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. ○ The response provides support with some relevant examples and/or generally sound reasoning.
1	<p>The “1” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response fails to fulfill the purpose of the assignment. ○ The response demonstrates largely inaccurate and/or ineffective application of the relevant knowledge and skills. ○ The response provides little or no support with few, if any, relevant examples and/or seriously flawed reasoning.

Figure 1: Scoring Scale With Permission from National Evaluation Systems, Inc.

5. (c) Candidate Data Derived from Assessment #1: Content Specialty Test in Literacy: B-12

CST Literacy - Total Score	Subarea 1- Foundations of Literacy	Subarea 2 - Reading Instruction & Assessment	Subarea 3 - The Role of the Literacy Professional	Subarea 4 - Reading Instruction and Assessment
253.86	254.17	250.55	261.66	250.45
19.79	25.89	26.93	26.98	19.68
289.00	300.00	300.00	300.00	300.00
207.00	170.00	187.00	198.00	220.00
29	29	29	29	29
7	7	7	7	7
1	1	4	2	0
3%	3%	14%	7%	0%

1. Defining a Vision for Language and Literacy Development: Theory into Practice is a semester long project that takes place in our literacy specialization foundational course: GED 3301 Language Development: Foundation for Literacy B-6/GED 3601 Expanding Literacy: Language Development in Adolescence. It focuses on the content knowledge needed to be a reading specialist/literacy coach by having candidates critically examine the theory and research base for language development and learning to read and write. It also includes two language development lessons B-6: Vocabulary and either sight-word expansion, phonemic awareness/phonics, or grammar depending on grade level and assessed needs; 5-12: Vocabulary and either grammar or word structures depending on need) that use evidence-based instruction. Beginning in Fall 2012 we have linked these lessons to support Common Core Standards. Lessons include planning, implementation, and evaluation/reflection the research-base developed in class. Instruction must include differentiation. It also includes a Level One Coaching component, creating a wiki Teacher Handbook for Creating an Exemplary Literacy Program that is collaboratively developed by candidates in grade-appropriate groups and sent to all teachers and administrators in schools where candidates teach. Candidates are also required to have conversations with teachers to review Handbook to support *best schoolwide practices*. I include a Handbook Introduction (see assessment) to build coaching support.
2. This assignment aligns with IRA Standards 1.1-1.3, 2. 1-2.3, 4.1-4.3, 5.1- 5.4, 6.2, 6.4 . It aligns with IRA Standard One (Foundational Knowledge). Candidates focus on major theories in foundational areas, including interpretation of major theories of reading and writing development by taking a critical stance (1.1); interpret and summarize historically seminal reading studies and articulate how these studies have impacted reading instruction (1.2); and model fair-mindedness during vocabulary and sight word or phonemic awareness/phonics lesson implementation (1.3). It aligns with each element in IRA Standard Two (Curriculum and Instruction) through multiple sections of the Handbook. It also aligns through the two language development by demonstrating understanding of the research base that undergirds reading instruction (2.1) and using appropriate and varied instructional approaches (2.2). It aligns with IRA Standard Four (Diversity) through multiple sections of the Handbook to guide teachers to implement culturally responsive instruction (4.1), use a literacy curriculum in the two language development lessons that differentiates instruction and guide teachers to differentiate in the Handbook, and focus on advocating for equity in the Handbook(4.3). It aligns with Standard Five (Literate Environment) through section, "Creating an Exemplary Literate Classroom Environment," that focuses on creating an exemplary student-based, knowledge-based, and community-based environment that comes from out NCATE Conceptual Framework and includes the characteristics of an exemplary literate physical and social environment, creating a structure for implementing balanced literacy, and uses multiple classroom configurations in the section of the wiki Handbook, that (5.1-5.4). It aligns with IRA Standard Six (Professional Learning and Leadership) because

candidates display positive dispositions to reading and writing and model a positive attitude towards language and literacy learning in the two language development lessons (6.2) and demonstrate understanding of the influence of policy on instruction in the section of the literacy coaching wiki Handbook that focuses on advocacy (6.4).

3. While the numbers are very small, data analysis for the two years of data we collected using 2010 Standards demonstrates that virtually all candidates are meeting standards with a significant number exceeding standards. They are comprehensively communicating research and practice that address IRA Standards at the reading specialist/literacy coach level and are including detailed information to teachers and paraprofessional in the Teacher Handbook for Creating Exemplary Literacy Instruction. In each year of the two years of data presented there has been one candidate who did not meet Standard 1.2 or 1.3 for Foundational Knowledge. Professors have provided individual conferences to these candidates to advise them how to strengthen this section that they will incorporate when they complete their capstone Leadership Portfolio. We provided more extensive models of all sections of the Vision Statement for the 2011 submissions after reviewing 2010 data. This has led to an increase in the number of candidates achieving "Exceeds Standard," but we continue to strengthen instruction to continue to raise achievement at this highest level." The areas we are still working to strengthen are the Theory and Research submissions (1.1, 1.2), Diversity (4.1 and 4.2) and Advocacy (4.3 and 6.4). Now, in 2012 you will see the assessment adds a focus on Common Core Standards and strengthens a support for advocacy by requiring candidates to write a Letter to the Editor to support our profession in response to an education article of their choice.
4. As noted, data analysis for the Adolescent Literacy Program (5-12) is limited because of the small number of candidates. At the same time, the data mirrors the results in the B-6 program which demonstrate that most candidates are scoring "Exceed Standard" for the two years we have offered the course using 2010 Standards. They are comprehensively presenting research and practice that address IRA Standards at the reading specialist/literacy coach level and are including detailed information to teachers and paraprofessional in the Teacher Handbook for Creating Exemplary Literacy Instruction. We have provided more extensive models of all sections of the Vision Statement since our previous submission. This has led to an increase in the number of candidates achieving "Exceeds Standard," but we continue to strengthen instruction to continue to raise achievement at this highest level." The two areas we still need to strengthen Diversity (4.1 and 4.2) and Advocacy (4.3 and 6.4). In 2009 we had no models for the Diversity Standard or Advocacy elements because these are new standards/elements for the 2010 Standards. In 2010 and 2011 we added model responses and we have seen achievement levels rise. This is still a focus for improvement as we strengthen instruction in both areas to address Common Core Standards and expand advocacy initiatives to eliminate high-stakes testing and value-added teacher evaluation. We have already planned to expand these focuses in the Fall 2012 semester.

Defining a Vision for Language and Literacy Development: Theory and Research Into Practice
(2010 IRA Standards for Reading Professionals – Revised: 1.1 -1.3, 2.1-2.3, 4.1 - 4.3, 5.1 - 5.4, 6.2, 6.4)

This assignment enables you to demonstrate your content knowledge as a literacy specialist that will inform the implementation of your pedagogical/professional knowledge, skills, and dispositions in order to make a positive effect on student learning. It is expected that you will include extensive references to theory and research. It is also expected that you will write with a strong *personal voice* based on your knowledge and understanding as developed in this course and through other teaching and learning experiences.

1. **Language and Literacy Development:** Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Know foundational theories and are able to explain, compare, contrast, critique major theories of reading and writing processes. For each section, explain, compare, contrast, and explain the major theories.

Sections to include must include seminal research studies:

- What does it mean to read? What does it mean to write?
- Historical perspectives and interpretations of reading theory and research.
- Factors that characterize reading and writing processes:
 - ▶ Developmental Process (including references to New York State Early Literacy Profile continuum of reading and writing development)
 - ▶ Social Process (including references to sociopsycholinguistic theory and Vygotsky's concept of learning within the *zone of proximal development*)
 - ▶ Cultural Process (including references to schema theory, influences on prior knowledge, and importance of multiple perspectives).
 - ▶ Linguistic Process (including references to symbol systems and semantic, syntactic, and graphophonic cuing systems)
 - ▶ Cognitive/metacognitive Process (including references to constructing knowledge and self-monitoring for meaning)
 - ▶ Strategic Process (including references to what thoughtful readers and writers know and do before reading and writing, during reading and writing, and after reading and writing)
 - ▶ Authentic/Purposeful Process (including references to New York State Learning Standards in the English Language Arts).

2. **Common Core Standards:** Essential focuses for teaching thoughtful literacy in reading and writing that support Common Core Standards.
3. **Principles of New Language Acquisition:** Demonstrate knowledge of language development and reading acquisition, including attention to variations related to cultural and linguistic diversity, by identifying, explaining, comparing, and contrasting theories and research in language development and learning to read. **Sections to include must include important theory and seminal research studies:**
 - Perspectives on major theories of language development and reading acquisition from an historical perspective and including references to psycholinguistics, sociolinguistics and developmental language development,
 - Variations related to cultural and linguistic diversity, and implications for differentiating instruction to meet the needs of *all* students.
4. **Letter to the Editor:** To align with IRA Standard 6.4 that focuses on the reading specialist/literacy coach as a knowledgeable professional who is aware of local, state, and national policies and advocates for our profession, you will write a Letter to the Editor in a publication of your choice to respond to an article that focused on education. You will express your opinion and explain your thinking. Your letter may or may not get published, but you will be asserting your voice during this very important time for education.

5. **Instructional Effectiveness:** Include write-up of your two language development lessons (Two Literacy Instruction Lessons focused on language development (word study): (1) Vocabulary Acquisition and (2) Sight Word Development and/or Integrating the cuing systems that focus on meaning, graphophonics (phonemic awareness, phonics, decoding), and syntax . [Note: You can substitute a lesson on grammar, based on grade level and needs.]...Included in your Vision Statement. Use our planning, implementing, evaluating/reflecting model that centers on teacher modeling fair mindedness, empathy, ethical behavior to support all students and also uses the gradual release of responsibility (Pearson & Gallagher, 1983) to model application of explicit instruction which then moves to guided practice and independent application. Each lesson should be developed over 2-3 sessions to move students to independent achievement.

6. **Creating an Exemplary Literate Classroom Environment: (In Handbook)** Detailed identification of an exemplary classroom literacy environment for learning:
 - **Student-centered** (Use of space, texts [print, nonprint, technological], materials, supplies, classroom layout, groupings, instructional initiatives)
 - **Knowledge-centered** (Instructional approaches that focus on teaching to high standards, including emphasis on essential reading and writing skills and strategies, differentiated instruction (e.g., content, process, products), meaningful and authentic instruction.
 - **Community-centered** (Building a community of learners by responding to diversities in the classroom, building strong school/home/community connections, creating culturally responsive pedagogies, building curriculum on funds of knowledge all students bring to learning).
 - Creating the physical environment to optimize students' use of traditional and digital texts and resource by providing easy access and noting ways to modify the arrangements to accommodate multiple changing needs.
 - Creating the social environment that nurtures scaffolded support for all students, including

7. **Technology (In Handbook):** Demonstrate knowledge of principles and practices for using technology to support reading and writing development for *all* students. Sections to include:
 - Research-based evidence explaining principles for selecting and using technological instruction.
 - Annotated list of exemplary web sites for language and literacy development that support and enhance language and literacy development.

8. **Literacy Coaching: Supporting and Assisting Classroom Teachers and Paraprofessionals:** Demonstrate ability to effectively communicate guidelines for increasing instructional effectiveness by creating a *user-friendly* wiki based on the guidelines above. See details in course outline

Send link to wiki to all teachers and administrators in your school along with an email introduction that explains how the wiki will support language and literacy development. Include my cover letter to support your coaching initiative

9. **Conclusion**
 - Synthesize your report by critically reflecting on what you learned in this course as evidenced by your vision project.

- Identify specific changes or enhancements in your teaching that you are making as a result of your learning experiences.



**3301/3601 Teacher Handbook for Creating an Exemplary Literacy Program:
Creating a Web Site of Principles and Best Literacy Practices**

Guidelines: Create a *user friendly* guide that highlights the alignment between what we know about language and literacy development and exemplary practice. Candidates are required to engage in discussions with colleagues to support *best practices*.

Sections

What We Know from Theory and Research About Language and Literacy Development
1. Teacher-Friendly Introduction: Purposes for the Handbook
2. Conceptualization of reading Conceptualization of writing
Keys for Teaching Thoughtful Reading and Writing That Support Common Core Standards and Links to Common Core Standards.
3. Creating an Exemplary Literate Environment that Focuses on Being Student Centered, Knowledge Centered and Community Centered and Includes the Design of the Physical Environment, Social Environment, and Intellectual Environment
4. Organizing the Literacy Program by Creating an Organizational System Using a Comprehensive Balanced Literacy Program That Includes Structure and Routines and Differentiating Instruction
5. Essential Roles for the Teacher, Including Ways to Model, Differentiate Instruction, and Scaffold
6. Diversity: Keys for Implementing Culturally Responsive Instruction
7. Reaching out to Parents: Ways to Support Reading and writing Motivation, Engagement, and Achievement.
8. Annotated List of Exemplary Children’s or Adolescent Literature for Teaching Strategies. (Identify appropriate strategies that can be emphasized for each book by thinking aloud)
9. Annotated List of Exemplary Web Sites that Support Children’s or Adolescents’ Language and Literacy Development.
10. Ways That Teachers Can Advocate for Educational Policy That Eliminates High-Stakes Testing and Supports Equity for All Students
11. Reference Sources for Further Information.

Cover includes:

Title of Handbook

Teacher's Names

Course Title: Language Development: Foundation for Literacy: Early Childhood and Childhood or Expanding Literacy: Language Development in Adolescence

Graphic

Semester

Professor: [REDACTED]

Rubric is included for evaluating *vision* project. Candidates who do not achieve a rating of *at standard* or *exceeds standard* will meet with the professor for guidance and are required to revise.

Defining a Vision for Language and Literacy Development: Theory Into Practice

(2010 IRA Standards for Reading Professionals – Revised: 1.1,1.2 1.3, 2.1 2.2, 2.3.4.1, 4.2, 4,3, 5.1, 5.2, 5.3, 5.4, 6.2, 6.4

Categories	Below Standard (1-2)	Standard Met (3-4)	Exceeds Standards (5)	Score
Standard One: Foundational Knowledge: Major theories and Empirical Research (IRA 1.1)	<ul style="list-style-type: none">•Does not refer to major theories and empirical research in foundational areas or references are minimal.•Does not interpret major theories with in depth analysis or references are minimal.•Does not demonstrate a critical stance or references are minimal.•Does not communicate foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice or references are minimal.	<ul style="list-style-type: none">• Basically refers to major theories and empirical research in foundational areas.•Basically interprets major theories with in depth analysis•Basically demonstrates a critical stance•Basically communicates foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice	<ul style="list-style-type: none">•Comprehensively refers to major theories and empirical research in foundational areas.•Comprehensively interprets major theories with in depth analysis•Comprehensively demonstrates a critical stance•Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice	
Standard One: Foundational Knowledge: Shared Reading Research and Histories of Reading (IRA 1.2)	<ul style="list-style-type: none">•Does not adequately summarize historically seminal reading studies and articulates how	<ul style="list-style-type: none">•Basically summarizes historically seminal reading studies and articulates how these studies have	<ul style="list-style-type: none">•Comprehensively summarizes historically seminal reading studies and articulates how these studies have	

	<p>these studies have impacted reading instruction.</p> <ul style="list-style-type: none"> ●Does not effectively communicate this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<p>impacted reading instruction.</p> <ul style="list-style-type: none"> ●Basically communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<p>impacted reading instruction.</p> <ul style="list-style-type: none"> ●Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Standard One: Foundational Knowledge: Understand the Role of Professional Judgment and Practical knowledge to Improve Student Learning and Achievement (IRA 1.3)</p>	<ul style="list-style-type: none"> ●Does not adequately communicate methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Does not communicate this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Communicates basic methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Basically communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Communicates exemplary methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Standard Two: Curriculum and Instruction: Use Foundational Knowledge to Design and Implement an Integrated , Comprehensive, and Balanced Curriculum (IRA 2.1)</p>	<ul style="list-style-type: none"> ●Does not demonstrate understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via 	<ul style="list-style-type: none"> ●Demonstrates basic understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher 	<ul style="list-style-type: none"> ●Comprehensively demonstrates understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via 	

	wiki Teacher Handbook of Best Practice	Handbook of Best Practice	wiki Teacher Handbook of Best Practice	
Standard Two: Curriculum and Instruction: Use Appropriate and Varied Approaches That Develop Vocabulary, Word Recognition/Phonemic Awareness/Phonics IRA 2.2)	<ul style="list-style-type: none"> ●Does not demonstrate using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basically demonstrates using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensively demonstrates using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
Standard Two: Curriculum and Instruction: Use a Wide Range of Texts That Develop Vocabulary and Word Recognition/Phonemic Awareness/Phonics (2.3)	<ul style="list-style-type: none"> ●Does not demonstrate using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basically demonstrates using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensively demonstrates using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
Standard Four: Diversity: Recognize, Understand and Value Multiple Forms of Diversity and Their Importance in	<ul style="list-style-type: none"> ● Little, or no, understanding of ways diversity influence reading and writing development by 	<ul style="list-style-type: none"> ●Basic understanding of ways diversity influence reading and writing development by 	<ul style="list-style-type: none"> ●Comprehensive understanding of ways diversity influence reading and writing development by 	

<p>Learning to Read and Write (4.1)</p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ●Does not communicate understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ● Basically communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ●Comprehensively communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	
<p>Standard Four: Diversity: Use a literacy curriculum and instructional practices that positively impact student students' knowledge and beliefs with respect to diversities. (4.2)</p>	<ul style="list-style-type: none"> ●Little, or no, understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Does not communicate understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basic understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Basically communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensive understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Comprehensively communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Develop and implement strategies to advocate for equity (4.3)</p>	<ul style="list-style-type: none"> ●No steps, or minimal steps, teachers can take to advocate for equity in the wiki Teacher Handbook. 	<ul style="list-style-type: none"> ●A few steps teachers can take to advocate for equity in the wiki Teacher Handbook. 	<ul style="list-style-type: none"> ●Comprehensive strategies teachers can take to advocate for equity in the wiki Teacher Handbook. 	
<p>Standard Five: Literate Environment: Design the Physical Environment to Optimize Reading and Writing Instruction of Traditional Print and Online Resources (IRA 5.1)</p>	<ul style="list-style-type: none"> ●Does not effectively communicate features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically communicates features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively communicates features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	
<p>Standard Five: Literate Environment: Design the Social Environment to provide motivation, and scaffolded instruction. (IRA 5.2)</p>	<ul style="list-style-type: none"> ●Does not implement features of a nurturing, motivational, social that scaffolds instruction as demonstrated by balanced literacy word study lessons 	<ul style="list-style-type: none"> ●Implements basic features of an exemplary nurturing, motivational, social that scaffolds instruction as demonstrated by balanced literacy 	<ul style="list-style-type: none"> ●Implements comprehensive features of an exemplary nurturing, motivational, social that scaffolds instruction as demonstrated by 	

	and does not effectively communicate features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	word study lessons and communicates these features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	balanced literacy word study lessons and communicates these features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	
Standard Five: Literate Environment: Use Routines to Support Reading and Writing Instruction (IRA 5.3)	●Does not establish basic routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices, or create, or provides minimal guidance.	●Establishes basic routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	●Establishes comprehensive routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	
Standard Five: Literate Environment: Use a Variety of Classroom Configurations to Differentiate Instruction (IRA 5.4)	●Does not use a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons or create an exemplary classroom literate environment in the wiki Handbook of Best Practices, or provides minimal guidance.	● Basically uses a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons and creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	●Comprehensively uses a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons and creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	
Standard Six: Professional Learning and Leadership: Display Positive Dispositions and Pursue the Development of Individual	●Does not demonstrate positive dispositions as demonstrated by modeling word study lessons and does not	●Basically demonstrates positive dispositions as demonstrated by modeling word study lessons and effective coaching	●Comprehensively demonstrates positive dispositions as demonstrated by modeling word study lessons and effective coaching	

Professional Knowledge and Behaviors IRA 6.2)	demonstrate effective coaching interpersonal communication in the wiki Handbook of Best Practices.	interpersonal communication in the wiki Handbook of Best Practices.	interpersonal communication in the wiki Handbook of Best Practices.	
Standard Six: Professional Learning and Leadership: Understand and Influence Local, State, or National Policy Decisions (6.4)	<ul style="list-style-type: none"> Does not effectively advocate to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	<ul style="list-style-type: none"> Basically advocates to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	<ul style="list-style-type: none"> Comprehensively advocates to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	
Written Communication	<ul style="list-style-type: none"> Organization and/or presentation of ideas is limited; many spelling, grammatical, or mechanical errors; does not follow APA format. 	<ul style="list-style-type: none"> Cohesive, organization; professional presentation; no spelling, grammatical, or mechanical errors; correct APA format. 	<ul style="list-style-type: none"> Comprehensive, cohesive, organization; professional presentation; no spelling, grammatical, or mechanical errors; correct APA format. 	

Attachment C, Assessment Two Data Table

2010 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	█	█
1.2	0	█	█
1.3	0	█	█
2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
4.1	0	█	█
4.2	0	█	█

4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		
6.2	0		
6.4	0		

2011 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0		
1.2	0		
1.3	0		
2.1	0		
2.2	0		
2.3	0		
4.1	0		
4.2	0		
4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		
6.2	0		
6.4	0		

Introduction to Handbook

This handbook is designed to be a teacher-friendly tool that can be used to create literate environments in the classroom and to guide literacy instruction. Within the handbook, you will see the latest research and information on how to implement and effectively use a comprehensive balanced literacy program across the curriculum. The goal is to support developing passionate readers and writers who achieve at high standards.

You will find effective instructional strategies that can be used to meet the needs of each individually, diverse student in your classroom. You will also discover how to instruct

students on various skills they will need, while using excellent literature resources and resourceful writing experiences.

This handbook supports the Common Core Standards at multiple grade levels to teach lifelong reading and writing skills and strategies.



Instructional Strategy Unit Action Research Project

1. The Instructional Strategy Unit of Inquiry Action Research Project takes place in GED 3302 Literacy Strategies: B-6/ GED 3603 Literacy Strategies 5-12. This course takes place midway through the program. This is a semester-long assignment that includes planning, implementing, and evaluating a unit of study that focuses on explicitly teaching specific comprehension strategies using the gradual release of responsibility model that includes explicit demonstrations and modeling, shared and guided instruction, and independent practice. Candidates can implement this with a whole class or a guided reading group based on professional judgments. Coaching takes place through a culminating poster session that replicates a professional conference. Teachers and administrators in all districts we serve are invited via an email blast. Pre-service teachers, teacher education faculty, and other candidates in the program are also invited. Evaluation/feedback forms are provided (see below). While most strategy projects are completed individually, candidates work together in grade appropriate groups to develop their poster presentations. They compare and contrast findings and generate a hypothesis for any differences. (see Directions to Candidates). They also provide their email to provide a copy of their slides and helpful graphic organizers that were demonstrated. They also do internal coaching by presenting a professional development workshop on effective methods for teaching a specific strategy (e.g., inferring, questioning, determining importance) to peers in the class. As noted in assessment guidelines, we have now added a direct focus on aligning Strategy Instructional Unit of Inquiry with Common Core Standards. We have added the Calkins, Ehrenworth and Lehman text *Pathways to the Common Core: Accelerating Instruction* (2012).

This is a unit-wide assessment for both the graduate literacy program and the graduate special education programs. It is used as one component of the matriculation process based on the NCATE-required transition points. I also complete a second rubric for unit data based on the Essential Learning Outcomes of the Unit Conceptual Framework.

2. This assessment aligns with Standards 1.1-1.3 at the Standard level because it interprets major theories for development of reading processes for all readers, including readers from diverse backgrounds, interprets and summarizes historically shared knowledge, and focuses on modeling and demonstrating fair-mindedness, empathy, and ethical behavior. This assessment aligns with Standards 2.1-2.3 at the Standard level because all lessons use foundational knowledge and research related to authentic assessment and instruction within a comprehensive, balanced literacy program and use a variety of approaches, texts (including technology), and materials to meet the needs of all students, including struggling readers and students from diverse backgrounds. appropriate groupings; using a wide range of instructional practices, approaches, and methods; and using a wide range of curriculum materials. Coaching at this early stage of the program is an internal presentation of a professional workshop because we feel that candidates do not yet have

the knowledge and skills base to support and assist paraprofessionals and teachers in schools. This is consistent with our developmental approach based on IRA's three levels of literacy coaching. This assessment aligns with Standards 3.1, 3.2 and 3.3 because candidates demonstrate understanding of the literature to develop and implement an initial assessment to evaluate understanding and application of comprehension strategies and implement a final assessment to evaluate impact of the unit on student learning. This assessment addresses Standard 4.2 because candidates use multicultural texts and class discussion to develop awareness, understanding, respect, and a valuing of differences in our society. It addresses Standard 4.3 because we focus on cultural biases in standardized tests and they include a slide that advocates for authentic, equitable assessments. This assessment addresses Standards 5.1, 5.2 and 5.4 because all lessons take place in a physical and social environment that supports literacy learning for all students including struggling readers and students from diverse backgrounds. We emphasize teacher demonstrations and modeling, and the gradual release of responsibility. We also emphasize motivation and engagement by using Cambourne's Conditions for Learning (1995) that identify factors for engagement. This assessment addresses Standard 6.2 because we require candidates to include the theory and research on teacher dispositions in their report and demonstrate positive dispositions by modeling instruction and demonstrating interpersonal communication with peers during poster presentation. It addresses Standard 6.4 because candidates use their knowledge of culturally biased tests to include a slide in their poster presentation that advocates for authentic assessments. While we recognize that not all components of every element are addressed, we believe that our approach supports IRA policy to meet the preponderance of the evidence by focusing on essential components.

3. We have very few 5-12 candidates, but for the two years of data using 2010 Standards we did not have any candidate who did not meet all standard and elements and only a single candidates failed to achieve "Exceeds Standard." Even after individual conference, this candidate did not make sufficient revisions to earn the highest level of performance. Unlike the B-6 program we cannot really complete an analysis for each standard, but it is safe to assume that if the numbers were larger the data would parallel that from the B-6 program. As noted in the B-6 report, Theory and Research continue to be more complex components that challenge candidates to do more analytical thinking. We continue to take steps to strengthen performances in these areas by providing exemplary models and focusing on qualities that will earn Exceeds Standard. Even with the small numbers, we are pleased that candidate performances are higher than data submitted in our 2007 IRA/NCATE Report.
4. As noted above, even with very little data we are pleased with the overall strong performances of our candidates on this assessment that evaluates instructional planning, implementation, critical analysis of performance, and literacy coaching to colleagues in the class through the presentation of a professional development workshop. Also as noted, we continue to strengthen instruction related to the Foundational Knowledge base of important theories and research. While we have in the past provided a list of recommended theorists and research studies to read and analyze, we have now decided to

mandate specific texts on theories, seminal research, and historical documents along with continuing to use the highest levels of models. In our 2007 Program report we wrote, "Our candidates read a lot of original research and seminal studies, but we do not want to be prescriptive by mandating that they include specific referrals because we are teaching candidates to be *literacy specialists* and *educational leaders* who can make informed decisions." While we are still committed to this goal, we found that candidates need greater scaffolding at this point in their development. This finding resulted in mandating specific text references. Again, as noted above, our major instructional focus for 2012 is to create direct alignment with CCSS in a way that honors our theory and research base along with IRA Position Statements that empower reading specialists/literacy coaches to go beyond scripted approaches.

Strategy Action Research Project that Focuses on Developing Reading Comprehension and Writing Responses that Support Common Core Standards

GUIDELINES (IRA Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.2, 5.4, 6.2,)

I. INTRODUCTION

Personal statement of issue of concern regarding comprehension achievement and focus questions you will be researching that are aligned with the Common Core Standards that emphasize teaching *close reading* for higher level thinking and *thoughtful writing* of informational texts that are well organized and developed. Rationale for choosing to do this study, including goals and objectives will increase student motivation, engagement, and achievement and enrich your language and literacy instruction.

II. THEORY AND RESEARCH (Theory/Research Report)

Theory, research, and beliefs related to the process of reading development and strategy use that guide your personal project. Identify major theories and research from history along with seminal thinkers/researchers who have established the knowledge base that guide your strategy instructional unit. Interpret theories to meet the needs of all students, including students from diverse backgrounds. Interpret referrals to historically shared knowledge by focusing on implications for teaching strategies that address needs of all learners. **Make reference to the Common Core Standards. Include theory and research on teacher dispositions.** Use theory and research to identify 3-4 overarching principles that guide your strategy instruction. Include slides with this information in your poster presentation. **Include references on the impact of teacher dispositions on learning.**

III. CONTEXTUAL INFORMATION

Demographic data of school and class/group you will be researching: Focus on location (urban, suburban, rural), income levels, school/class achievement levels on state tests, diversities, special needs students, range of academic achievement, gender. Also focus on school literacy philosophy and approach, available support services for students, level of parent involvement, **new initiatives to support Common Core Standards.**

IV. METHODS AND PROCEDURES: INITIAL ASSESSMENT

- Use Developmental Reading Assessment or alternative to gain base line data of comprehension achievement. Disaggregate data by subgroups. Summarize findings.
- Explain the ways you collected and analyzed data to answer your research questions and achieve your goals. **Be sure to focus on text complexity.** Project will include a minimum of **ten** reading strategy lessons based on balanced literacy and the *gradual release of responsibility that follow guidelines below for required lessons*, but you will only submit **three** required lessons for formal review and evaluation (Initial

read aloud/think aloud lesson, shared or guided reading lesson, and lesson adapted from <www.readwritethink.org>). **All lessons must align with Common Core Standards. Use of technology to support strategy instruction is required.** Lessons must use a variety of groupings, instructional methods and approaches, and multiple texts and materials. Instruction must include understanding the role of professional judgment by modeling fair-mindedness, empathy, and ethical behavior You will document steps you took to model fair-mindedness. Lessons will be based on a comprehensive, balanced literacy approach that includes meeting the needs of struggling readers; using a variety of appropriate instructional approaches that provide in-depth comprehension instruction; using a wide range of texts to teach the strategy; implementing formative and summative assessments to guide instruction, including authentic, curriculum-based initial assessment, ongoing assessment and final assessment; providing differentiated instruction and instructional materials that respond to diverse backgrounds and individual needs; creating a literate environment that is socially interactive and engages all students ; using a variety of grouping practices to meet the needs of all students; and displaying positive dispositions that promote the value of reading and writing by modeling a positive attitude. Use student backgrounds, interests, and reading levels to motivate and engage students through choice of texts and instructional methods. It is required that you include a strong focus on student metacognition through oral and written reflections and/or self-monitoring checklists.

- **Use of technology to support literacy learning must be included as a component within the three submitted write-ups. Technology is not required for every lesson write-up.**

IV. FINDINGS AND DISCUSSION

Use the DRA or alternative for a Summative Assessment. Report the data...sharing what you discovered through your process of inquiry. Identify major patterns that emerged from your study. This section should include disaggregated results by sub-groups and in-depth analysis of final assessment with implications for future instruction. Include student work samples (i.e., artifacts), including written responses to readings. This section should include charts, and/or tables, and potentially could include transcriptions of instruction.

V. CONCLUSIONS AND CRITICAL REFLECTION

Evaluate your teaching practices. What did this project mean to you as an educator? What did you learn? What can you teach others who will see your poster session? What questions/issues emerged that need further research? What are the next steps in your on-going professional development.

VI. REFERENCES (Use APA style for all references)

VII. PROFESSIONAL CONFERENCE POSTER PRESENTATION TO COACH OTHER EDUCATORS

Candidates will team up in grade-appropriate groups to present a poster session that replicates a professional presentation at state and national conferences. You and I will invite teachers, administrators, district leaders, STAC teacher education faculty, and preservice teachers to attend. This presentation will take place during class time on the next-to-last class session. You will "dress rehearsal" your presentation in class using a power Point presentation in order to get feedback. Your posters will be your Power Point slides. Attendees will complete an evaluation form. **(See rubric for evaluation)**

GED 3302/3602 Power Point Guidelines for Poster Session

Slide Focuses (You can include more than one slide per focus)

- 1. Title: Reading Comprehension Strategy Action Research Report by Presenters' Names, Date**
- 2. Introduction/Rationale/ Alignment to Common Core Standards, Research Questions**
- 3. Contextual Factors**
- 4. Theory and Research**
- 5. Initial Assessment Findings**

6. **Methods and Procedures, including ongoing formative assessments**
7. **Findings and Discussion, including summative assessment and analysis of sub groups**
8. **Implications for teaching that align with Common Core Standards**
9. **Page with your email if people want copies of your Power Point**

10. GED 3302/GED 3602 STRATEGY ACTION RESEARCH PROJECT RUBRIC, INCLUDING PRESENTATION OF CONFERENCE-LIKE POSTER SESSION TO COACH TEACHERS, ADMINISTRATORS, AND PRESERVICE TEACHERS

11. **IRA Standards Addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.4, 6.2, 6.4**
12.

Rating Indicator	1-2 Standard Not Met	3-4 Standard Met	4-5 Exceeds Standards	Score
Assessment (3.1, 3.2, 3.3)	<ul style="list-style-type: none"> •There is no assessment, or assessment measures are inappropriate, inaccurately reported, and inaccurately analyzed. Assessments are not used to plan instruction or monitor progress. Students are not placed along a developmental continuum and instruction is not aligned with level of development. •Poster session does not communicate assessment information. 	<ul style="list-style-type: none"> •Assessment measures based on the research are mostly appropriate, accurately reported, and accurately analyzed to plan instruction and monitor progress. Students are generally placed along a developmental continuum and instruction is generally aligned with level of development. •Poster session communicates some assessment information. 	<ul style="list-style-type: none"> •Assessment measures based on the research are always appropriate; accurately reported; and accurately analyzed to plan instruction and monitor progress. Students are accurately placed along a developmental continuum and instruction is directly aligned with level of development. •Poster session comprehensively communicates all assessment information. 	
Instructional Design (2.1, 2.2, 2.3,)	<ul style="list-style-type: none"> •Lesson planning and activities are not linked to assessment data. Planning and learning activities do not use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to meet the different needs of all learners. Design is not grounded in foundational research for developing a comprehensive, integrated balanced literacy program. 	<ul style="list-style-type: none"> •Lesson planning and activities are sometimes linked to assessment data. Planning and learning activities generally use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners. Design is partially grounded in foundational research for developing a comprehensive, integrated balanced literacy program. 	<ul style="list-style-type: none"> •Lesson planning and learning activities are consistently linked to assessment data. Planning and learning activities specifically use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to specifically meet the different needs of all learners to plan instruction and monitor progress. Design is fully grounded in foundational research for developing a comprehensive, 	

	Poster session does not effectively communicate components of instructional planning.	Poster session communicates some components of instructional planning.	integrated balanced literacy program. ●Poster session comprehensively communicates all components of instructional planning.	
Implementation of Instruction (2.1, 2.2, 2.3, 4.2, 5.1, 5.2, 5.4)	<ul style="list-style-type: none"> ●Strategy instruction does not use multiple research-based approaches that are based on Methods and Procedures identified above. Instruction does not focus on modeling and demonstrating or using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners, including little or no positive response to diversities. Instruction does not take place within a physical and social environment that supports total involvement of all students, including readers who struggle. ●Poster session does not effectively communicate components of instruction. 	<ul style="list-style-type: none"> ●Strategy instruction sometimes uses multiple research-based approaches that are based on Methods and Procedures identified above. Instruction generally focuses on modeling and demonstrating and using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners, including positively responding to diversities. Instruction takes place within a physical and social environment that supports some involvement of all students, including readers who struggle. ●Poster session communicates some components of instruction. 	<ul style="list-style-type: none"> ●Strategy instruction consistently uses multiple research-based approaches that are based on Methods and Procedures identified above. Instruction specifically focuses on modeling and demonstrating and using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to specifically meet the different needs of all learners, including positively responding to diversities. Instruction takes place within a physical social environment that supports total involvement of all students, including readers who struggle. ●Poster session comprehensively communicates all components of instruction. 	
Evaluation of Instructional Effectiveness (3.2, 3.3)	<ul style="list-style-type: none"> ●Incomplete and/or inaccurate presentation of instructional results and analysis of impact on student learning based on final assessment . ●Poster session does not effectively communicate components of data analysis and evaluation. 	<ul style="list-style-type: none"> ●Mostly complete and accurate presentation of instructional results and analysis of impact on student learning based on final assessment. ●Poster session communicates some components of data analysis and evaluation. 	<ul style="list-style-type: none"> ●Complete, accurate presentation of instructional results and analysis of impact on student learning based on final assessment. ●Poster session comprehensively communicates all components of data analysis and evaluation. 	
Application of	●Few, or no,	● Some references to	●Substantial references	

<p>Theory and Research (1.1, 1.2, 6.2,)</p>	<p>references to theory and research that support instructional strategy practices, with no references to research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session does not communicate references to theory and research. 	<p>theory and research that identify studies which support instructional strategy practices, including some research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session comprehensively communicates some references to theory and research. 	<p>to theory and research that identify important studies which have influenced instructional strategy practices, including significant research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session comprehensively communicates substantial references to theory and research. 	
<p>Implications for Professional Growth (6.2, 6.4)</p>	<ul style="list-style-type: none"> •Little, or no, reflective analysis and little, or implications for professional growth. •Minimal professional presentation that includes a minimal research base supporting dispositions, modeling a positive attitude, advocacy and very effective interpersonal communication. •Minimal professional development presentation that provides little or no support for teachers, administrators, and preservice teachers. •Effective use of technology for supported student learning is not included in poster session. 	<ul style="list-style-type: none"> •Reflective analysis that provides some insight into the teaching and learning process, and identifies some implications for professional growth. •Competent professional presentation that includes a research base supporting dispositions, modeling a positive attitude, advocacy, and very effective interpersonal communication. •Competent professional development presentation that supports teachers, administrators, and preservice teachers. •Some effective use of technology for supported student learning is included in poster session. 	<ul style="list-style-type: none"> •Reflective analysis that provides thoughtful insight into the teaching and learning process, and identifies significant implications for professional growth. •Comprehensive professional presentation that includes substantial research base supporting dispositions, modeling a positive attitude, advocacy and very effective interpersonal communication. •Comprehensive professional development presentation that substantially supports teachers, administrators, and preservice teachers. •Very effective use of technology for supported student learning is included in poster session. 	
<p>Written Communication</p>	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness; professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	

Evaluation of Professional Poster Presentation

Name:

Title of Professional Poster Presentation:

Educational Position (teacher, administrator, preservice teacher, STAC faulty member):

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

1. Professional presentation included theory and research that supports student literacy learning and the impact of positive dispositions.

SA A N D SD

2. Presenter was an effective communicator who demonstrated knowledge and leadership skills.

SA A N D SD

3. The professional presentation effectively increased my knowledge and understanding, and strongly contributed to my professional development.

SA A N D SD

Comments:

2010 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	█	█
1.2	0	█	█
1.3	0	█	█

2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
3.1	0	█	█
3.2	0	█	█
3.3	0	█	█
4.2	0	█	█
5.2	0	█	█
5.4	0	█	█
6.2	0	█	█

2011 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	0	█
1.2	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
3.1	0	0	█
3.2	0	0	█
3.3	0	0	█
4.2	0	0	█
5.2	0	0	█
5.4	0	0	█
6.2	0	0	█

1. This assessment is the clinic report for the capstone practicum (GED 6202 (B-6)/GED 6203 (5-12)). It is completed during our summer literacy clinic that focuses on assessing and teaching students who have significant literacy difficulties, including guaranteed enrollment for students who come from diverse backgrounds in the high needs district we serve (25% of total program enrollment). We also enroll classified students who have significant reading needs because many of our completing candidates have dual certification in childhood education and special education. The report provides comprehensive information regarding implementation of multiple assessments and methods of instruction that directly align with multiple IRA Standards. Our approach uses brain research (Lyons, 2008) to develop a summer Literacy Camp based on accelerated instruction, enrichment, and an authentic, integrated approach that enables graduating candidates to work together to build an exemplary literacy program for struggling readers and writers while I supervise and facilitate exemplary instruction. As will be noted in the assessment Directions to Candidates, we include many enrichment activities that motivate and engage students. I have presented our program at the annual International reading Association Conference. Candidates provide a copy of the report to parents or caregivers at the completion of the practicum and review the report with them during a final conference with parent-friendly recommendations to continue progress. The coaching component is met by providing copies of the report to classroom teachers, reading teachers, consulting teachers, principal, and other allied professionals who work with the students that also include user-friendly recommendations for continued progress. Faculty review all recommendations to make sure candidates use collaborative language: "I found this to be effective and recommend this approach" rather than using directive language "You should use the approach I used."
2. This assessment aligns with Standard1 (1.1-1.3) because the report includes a theory and research section that comprehensively integrates the interpretation and critical evaluation of major theories of reading and writing and informs other educators (1.1), and the interpretation and summary of historically shared knowledge of reading and writing processes with multiple references to seminal studies (1.2). The report comprehensively explains in detail steps candidates took to use professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicating this to other professionals (1.3). This assessment aligns with Standard 2 (2.1-2.3) because candidates use foundational knowledge to develop and implement comprehensive balanced literacy instruction to meet specific needs of struggling readers (2.1), use varied and appropriate approaches to meet the specific needs of struggling readers based on assessments (2.2), and use a variety of texts and materials, including technological sources, to meet the needs of struggling readers (2.3). This assessment aligns with Standard 3 (3.1-3.4) because candidates demonstrate understanding of the multiple types and purposes of assessment, including strengths and weaknesses (3.1); administer and interpret multiple assessments (3.2) to establish learning goals and instructional approaches (3.3), and

communicate information to parents, teachers, specialists, principal, and other service providers. This assessment aligns with Standard 4 (4.1 and 4.2) because candidates understand the impact of diversity on learning to read and write and demonstrate this understanding by creating and implementing appropriate instruction (4.1) and use a literacy curriculum that engages students in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity by involving students in our project to collect money to support the Urifiki Center School in Tanzania School Project that introduces the impact of diversity on a global level (Note that I introduce the project on the first day of our program by reading Rehema's Journey: A Visit in Tanzania By Barbara A. Margolies used multiple texts and web sites to develop understanding of life in Tanzania (4.2). This assessment aligns with Standard 5 (5.1-5.4) because candidates create a physical environment in our library that provides easy access to all books and materials (including technology) and creates a print-rich literate environment by using fun-tack to post word walls, strategy charts and vocabulary charts to meet individual needs and optimize students' use of traditional print and online resources in reading and writing instruction (5.1); create a nurturing social environment that supports student learning by creating social interaction through our multiple group work, scaffolding for success by using the gradual release of responsibility (Pearson & Gallagher, 1983) that supports students to break the *cycle of failure* and build a *cycles of success* with a mantra that *every lesson must lead to student success*, and providing daily specific positive feedback to support learning (5.2); create routines that support student learning by completing a weekly planning sheet (see Directions to Candidates) (5.3); and use a variety of groupings in our multiple enrichment activities (e.g., musical reader's theater, podcasting) (5.4). This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences, This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences; they promote reading at home through our STAC At-Home Reading Club and through daily communication with parents; and demonstrate leadership qualities in creating a program that has been noted in our local newspaper.

3. As in other assessments, the small numbers preclude in-depth data analysis. At the same time, candidates performed strongly on all identified Standards and Elements. In the three years of data, only one candidate failed to achieve at the level of "Exceeds Standard. " This one candidate demonstrated basic proficiency throughout the program but did not achieve at the highest level. As noted in the B-6 report, Foundational Knowledge theory and research was copied and pasted from their Vision Statement (Assessment Two) that addressed Standards/Elements 1.1 and 1.2 at the reading specialist/literacy coach level. Standard 1.3, Understanding the Role of Professional Judgment and Professional

Knowledge for Improving Students' Reading Development and Achievement, was strongly achieved by modeling fair mindedness, empathy, and ethical behavior. Candidates also demonstrated very strong evidence of Displaying Positive Dispositions (6.2) by modeling positive attitudes towards reading and writing and demonstrating very effective interpersonal communication as they used a team-approach to create our literacy camp. Standards 2.1-2.3 are strongly met because our entire program is based on a research-based, integrated, comprehensive balanced literacy program to meet specific needs of struggling readers and writers (2.1) and all candidates use a wide variety of appropriate and varied approaches, including multiple groupings (5.4) to enrich the 1:1 instruction along with using a wide variety of texts, including digital texts (2.2, 2.3). Our entire summer literacy camp is guided by in-depth knowledge of multiple authentic assessments of reading and writing that enable implementation, interpretation, and analysis that is used to establish instructional goals and inform planning and ongoing evaluation in order to make ongoing decisions to meet the needs of students (3.1-3.3). Communication takes place on a daily basis with parents when they drop children off and pick them up, and also in a comprehensive, detailed assessment report that you will note in the Directions to Candidates. The report also includes user-friendly recommendations to parents, teachers, and specialists working with student. (Note: Faculty review all recommendations to make sure candidates use collaborative language ["I found this to be effective and recommend this approach."] rather than using directive language ["You should use the approach I used."]) (3.4). Diversity is addressed in multiple ways, including our Tanzania outreach project that introduces students to world diversity in order to recognize, understand, and value diversities and this importance in learning to read and write along with using a literacy curriculum to engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with features of diversity (4.1, 4.2), and develop strategies advocating for equity through our Tanzania cultural initiative and recommendations to teachers. A key to our program is establishing a Literate Environment. Candidates use our library setting to create exemplary physical literate environments that provide easy access to books, materials, and technological resources along with using fun-tack to create print-rich literate environments including word walls, strategy charts, vocabulary charts, and other charts that support goals. (5.1). Another key is creating a nurturing social environment that builds on the role of professional judgment (1.1) and professional dispositions (6.2) that centers on valuing all student effort and achievement, scaffolding for success, and modeling (5.2). As noted in the assessment Directions to Candidates, we require a weekly planning sheet of instruction based on balanced literacy that is adapted as needed in order to create established routines that support reading and writing instruction by helping students understand the daily sequence of literacy experiences that frees them to focus on learning and achieving their goals (5.3). Also as noted above, while our program centers on 1:1 instruction used by Reading Recovery (recognized by U.S. Department of Education as the most effective early intervention program), we have adapted this approach to focus on all grade levels (1-8) and have built in multiple instructional configurations to provide students with the richest

educational experience (5.4). Also as noted above, displaying positive dispositions based on research completed in other assessments is another key for our success and is achieved by modeling a positive attitude toward reading and writing and effective interpersonal communication that takes place when we build our summer literacy camp; actively promoting family reading at home; and creating a strong leadership team to create a program that has been externally recognized. (6.2).

4. As noted above, only one 5-12 candidate failed to achieve at the highest level. Data for this capstone assessment demonstrate very strong performances in virtually all components of the assessment that address IRA Standards and Elements. The data demonstrating very strong performances for all identified Standards/Elements are not surprising because this State required practicum is the culmination of the entire program. Completers can file for Literacy Certification as soon as they receive their final transcript. In our previous Nationally Recognized NCATE Report I had noted that candidate reflection had been a weakness and had hypothesized that they did not invest in this assignment because they knew they had completed the program. As a result, we revised the reflection to be a culminating parallel writing activity they complete with their tutee during the last week of the program rather than requiring an additional at-home writing assignment. This change built commitment and engagement that greatly strengthened responses. Also, as a result of teacher reflections, we have begun adopting changes recommended by many candidates to make some group activities and enrichment activities optional because they noted the time pressure they were feeling to provide the 1:1 and small group instruction that would enable them to achieve their goals. This feedback was very important because we had been continuing to add enrichment activities which cut additional time from individual and small group instruction. We will continue this parallel reflective writing and continue to use feedback as part of our self-improving process. Lastly, we have very strong positive parent evaluation data based on the survey and follow-up survey that we send to parents towards the end of the academic year. (see below). In surveys over the three years of data 99% of parents strongly agree or agree with each of the statements with a very occasional entry of "neutral. " in an occasional statement.

Capstone Practicum

The capstone practicum consists of a combination of individual tutorial practices (assessment and instruction); small group and large group instruction; supervised observations; and class discussion to demonstrate literacy specialist knowledge and skills in assessing and teaching struggling readers and writers. Accommodations will be provided for students who have special needs.

The guiding principle of the literacy practicum is that candidates will demonstrate the knowledge, understanding, performance skill, and dispositions to organize, implement, and evaluate an effective evidenced-based literacy intervention program **based on the new paradigm for teaching students with literacy difficulties, including students with cultural and linguistic diversities, that emphasizes accelerated, enriched, integrated instruction** In addition, candidates will demonstrate how they can use their knowledge, skill, and dispositions to coach classroom teachers and paraprofessionals along with coaching teachers on best practices as identified in the practicum report that will be disseminated to parents, classroom teacher, support teachers and specialists, and principal.

You will keep daily notes that will guide instruction, inform your practicum report and contribute to your final reflection.

ST. THOMAS AQUINAS COLLEGE
GRADUATE EDUCATION PROGRAM
LITERACY PROGRAM ACADEMIC TUTORING REPORT
(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2)

Student's Name:	Current Completed Grade:
Date of Birth:	Date of Report:
Age (Years. Months):	Instructor:
Director: Dr. Michael L. Shaw, Professor of Education	

INTRODUCTION/CONTEXT

Introduce child's background and reasons for referral. Note school referral report and/or personal knowledge and/or personal communication with family. Make sure you include who has reported the information to you (e.g., The mother stated...; The teacher reported...). Include all information from interview with parents. Note all demographic, culture, and linguistic information that research has shown impacts on reading, writing, and oral language development.

THEORY AND RESEARCH

Identify the theories, theorists, researchers, and seminal studies that create the evidence-based foundations of reading and writing processes, including language development and reading and writing acquisition, and variations related to cultural and linguistic diversity. Interpret and summarize, including taking a critical stance that expresses your knowledge and understanding. This should be a *user friendly* synthesis from your comprehensive leadership portfolio. (Include references.)

ASSESSMENTS ADMINISTERED, RESULTS, EVALUATION

Document the wide range of assessment tools and practices used, formal and informal, including technology-based tools and practices. Explain intended purpose for each assessment. Report results, analysis of findings, and evaluation that directly leads to instructional goals and an individual educational plan for achieving goals. (Note: Include both quantitative and qualitative findings. Make references to developmental reading and writing levels. **(Note: Highlighted sections must be included in your practicum report to explain each of these assessments for the multiple audiences who will receive this report.)** Assessments must include:

Student Survey or Interview (analyzing responses regarding attitude, experiences, confidence, interest, knowledge of reading strategies) [This assessment is intended to learn about a student's interests, background, attitude, and knowledge of reading. The information is used to plan instruction that will motivate the child and increase achievement].

Parent Survey or Interview (to get essential background information, including cultural and linguistic differences and history of school achievement) [This assessment is intended to learn essential background information that will guide instruction].

Sight Word Identification (analyzing miscues for phonics knowledge and reading behaviors using the form provided by professor) [This assessment is intended to learn level of sight word knowledge and ability to use phonics to decode unfamiliar words. This information identifies if the teacher must emphasize instruction that increases word knowledge and ability to decode. This assessment is also intended to identify an approximate level for doing a comprehensive reading assessment. These words are read in isolation and only give a snapshot of word knowledge. In many cases, words that are missed would be read correctly in the context of a sentence.]

Developmental Reading Assessment (DRA) (Elementary) or Qualitative Reading Inventory (QRI) (Middle School/High School). Note: Since the DRA and QRI do not emphasize thinking beyond the text and high level comprehension, you will need to go beyond their script to get a full picture of ability to comprehend. You will also use the information to place the child along the New York State Literacy Profile of Reading Development. [The developmental reading Assessment {DRA} consists of leveled books. It is intended to assess a reader's ability to read fluently and accurately, ability to figure out unfamiliar words and self-monitor for meaning, and, most importantly, ability to comprehend what is being read. This information is used to plan instruction and to choose books at the appropriate level.]

Include this statement with your DRA assessment section:

In order to focus on reading interventions that make an impact on reading motivation and achievement, we used the Developmental Reading Assessment (DRA) as a tool for teaching as well as a tool for assessing reading skills. As we collected assessment data, we intervened to teach skills and strategies. As a result, our DRA results might be different from the results of DRA assessments that have been administered in schools.

Dictation (analyzing spelling, phonemic awareness, punctuation and capitalization, and penmanship) [This assessment consists of dictating sentences for the student to write. It assesses spelling knowledge, ability to sound out unfamiliar words {phonemic awareness}, and punctuation and capitalization knowledge. This information is used to identify if spelling, phonemic awareness, penmanship, punctuation, and/or capitalization are instructional goals.]

Writing Sample (noting how a child organizes and develops an original composition). Note: You will use the information to place the child along the New York State Literacy Profile of Writing Development. [This assessment consists of analyzing an independent composition. It assesses a student's ability to plan, organize, and write a developmentally appropriate story. The ERB writing rubric will be used for writing analysis. The information is used to identify goals for writing instruction.]

Fluency assessment (Words-per-Minute Analysis with Retelling for Comprehension) (analyzing fluency and noting miscues as factors that impact comprehension) [This assessment is used to determine whether a child is reading fluently at the appropriate age level. Fluency data information is used to determine if reading fluency will be an instructional goal to increase comprehension.]

Other Assessments, As Needed

Woodcock Test of Reading Mastery or other norm referenced test, including subtests

mantra: Make every assessment experience a teaching experience! Discuss performance with student; model; implement applied practice. Use findings to paint as complete a literacy portrait of the child as possible. **Your assessment section must directly lead to your instructional goals.**

INSTRUCTIONAL GOALS

Based on assessments, identify specific performance-based instructional goals that will guide your teaching. Goals should focus on essential skills and strategies that promote *thoughtful* literacy, including language development and reading and writing development, and must be based on theory and research of new language acquisition. Goals must be developmentally appropriate and respond to cultural and linguistic differences. Goals should focus on the following areas, based on assessed needs:

Reading Comprehension [focusing on pre-reading, during reading, and post-reading strategies linked to your assessments]

Word Identification [focusing on strategies for expanding sight word identification based on assessed needs, including a focus on using context, spelling patterns, word structures, and the integration of cueing systems (syntax, semantic, graphophonemic)]

Vocabulary Expansion [focusing on strategies for using context, self-rating, semantic feature analysis, graphic organizers, word structures, research, using new words in writing, and oral discussion]

Fluency {focusing on automatic recognition of print and matching appropriate pace and expression to text.

Phonemic Awareness and Phonics [focusing on strategies for increasing knowledge of sound/symbol correspondence and using letter/sound correspondence to aid in constructing meaning]

Spelling [focusing on strategies for developmental spelling, and spelling strategies, including patterns]

Writing [focusing on strategies for planning, composing, organizing, and developing original writing, including using appropriate writing conventions]

Penmanship [focusing on strategies for representing written work, if needed]

Study Skills/ Test-taking Skills [focusing on strategies for students to organize and remember what you are teaching, including note-taking, rereading, using graphic organizers, outlining, writing responses to reading, adapting reading rate]

Confidence and Attitude [focusing on strategies for increasing self-esteem and empowerment] .

Instructional goals must have a direct link to assessed findings. Instructional goals will form the basis for planning and implementing daily instruction. Goals must focus on essential literacy knowledge and performance skill. Goals must be specific and achievable.

INSTRUCTIONAL PROGRAM

Your program must use evidence based foundational theory and research to implement a comprehensive balanced literacy program (IRA Standard One); implement curriculum and instruction that is varied and uses multiple texts (IRA Standard Two); uses multiple assessments to establish goal and guide instruction (IRA Standard Three); includes a strong focus on diversity by engaging students in literacy practices that develop awareness, understanding, respect, and a valuing of differences (IRA Standard Three); Creates a literate environment that establishes a nurturing, print-rich environment that centers on modeling and uses the gradual release of responsibility model (IRA Standard 5); and demonstrates your commitment to lifelong learning and leadership by demonstrating positive dispositions (IRA Standard Six).

While you have primary responsibility for one student, our program is a dynamic interaction of 1:1 instruction, small group, and large group instruction, including focus on incorporating culturally responsive instruction to value and respect diversities as well as expanding understanding and appreciation of diversities for all of our students.

Use your section in the library to create a print-rich environment that enriches instruction (e.g., word walls, vocabulary charts, strategy charts) and provides easy access to all texts and materials, including using the library's computers or your own notebook).

Develop and implement instruction that motivates, engages, and increases achievement for students by creating authentic, enriched, integrated instruction based on established goals; uses texts at the appropriate instructional level; provides opportunity for choice and independent reading; and develops meaningful writing instruction that is meaningful and purposeful for an intended audience and includes a collaboratively created check list for student to monitor personalized standards for writing a well-developed and organized text. Provide positive, detailed, constructive feedback that identifies strengths and teaches a

skill or strategy that is a need. Include emphasis on metacognition by having students reflect on their learning with respect to skills and strategies they are learning that is making them great readers and writers.

Document your wide range of individualized and group instructional approaches, learning activities, and curriculum materials, including technology, that you used to achieve your goals. Note how your instructional program uses student interests, reading abilities, and backgrounds as the foundation for your reading and writing program, including responding to students from different cultural and linguistic backgrounds. Note your rationale for choosing appropriate grouping (individual, partner, small group, large group). Instruction must indicate a wide range of texts and materials, practices, methods, and approaches to achieve goals. Instruction must include focus on understanding and valuing diversities, including a focus on our Tanzania project.

Use **sections** to identify each component of your instructional program. Explain how your instruction directly contributes to accomplishing your goals. **Your narrative should create a complete picture of the Practicum instructional experience for the child.**

Sections to include:

- Individualized reading instruction to achieve goals
- Individualized writing instruction to achieve goals
- Buddy-groups, small group and large group instruction
- Parent involvement and school/home connections
- Uses of technology to support literacy learning
- Focuses on diversity., [REDACTED] contributions (including demo lessons, conferences, family reading party, Tanzania project, adapting instruction)

- **Focus on English Language Arts Strategy Instruction to Increase Reading Achievement on State Tests. Copy and paste the following for all students who are entering grade four or older:**

Test Taking Strategies for English Language Arts Success

We focused on research-based best methods for preparing students to increase achievement on State tests. This instruction focused on adapting our essential reading and writing strategy instruction for timed tests that include both multiple choice questions and constructed responses. I have attached Dr. Shaw's handout of research-based best practices for increasing achievement on State tests.

- **Enrichment activities:**
 - ▶ **Musical readers' theater and podcasting with music professor Dr. Evan.**
 - ▶ **Reading to trained therapy dogs**
 - ▶ **Collecting fish from Sparkill Creek with biology professor Dr. John Rosko and study in the biology lab.**
 - ▶ **Social outreach to collect money, books, and school supplies for children who attend Urifiki Center School in Tanzania.**
 - ▶ **celebrating national Ice Cream Day**
 - ▶ **Family Reading Party**

CONCLUSIONS

Summarize the results of your instruction (quantitative and qualitative) with specific references to achieving your instructional goals. Focus on performance results that document how student learned to integrate major components of reading and writing. Include pre-program and post-program assessment results. Where appropriate, note instructional needs that continue to exist and next steps. Each conclusion must have a direct connection to specific instructional goals. Identify all ways you modeled fair mindedness, empathy, and ethical behavior.

RECOMMENDATIONS TO CLASSROOM TEACHERS, SPECIALISTS, CONSULTING TEACHERS, AND PARAPROFESSIONALS

Use your experiences to identify specific assessment and instructional advice to teachers and paraprofessionals that will increase the effectiveness of their classroom instruction. Specific sections should include:

- Approaches that use a wide range of assessment tools and practices to place students along a developmental continuum in order to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that use a variety of instructional grouping options for effective instruction to accomplish given purposes.
- Approaches that use a wide range of instructional approaches and methods, including technology-based practices, that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that use a wide range of curriculum materials in effective reading instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that motivate students through modeling and by developing instruction that responds to student interests, reading abilities, and background.

RECOMMENDATIONS TO PARENTS

In this section you are invited to express your personal feelings about teaching the child during the Practicum experience. Make **parent-friendly recommendations** to the family that will enable them to continue your work to help their child increase achievement. Where appropriate, make recommendations for the kinds of school experiences you believe will support the child's literacy growth. Inform parents of federal, state, and local programs that are designed to help students with reading and writing difficulties. Inform parents of Internet technology sites designed to increase literacy achievement.

REFERENCE PAGE (APA STYLE)

IMPORTANT: INCLUDE THIS STATEMENT AT THE END OF YOUR REPORT:

This report was provided by the St. Thomas Aquinas College Graduate Literacy Program. It cannot be used as an official report by any person or school agency.

(Note: All writing is in **past tense** since this report is presented at end of program)

In addition:

REFLECTIVE ESSAY: TO BE COMPLETED AS A PARALLEL WRITING ACTIVITY WHEN STUDENT COMPLETES FINAL REFLECTION

Look back at your experience and the impact on our capstone practicum on your development as a *master teacher* and *educational leader*. Identify specific implications that will inform your professional work as a literacy specialist/literacy coach. Make recommendations to improve our capstone practicum.

COMMUNICATION

Report will be distributed to parents/caregivers, teachers (previous teacher, new teacher, consulting teachers, specialists), paraprofessional or teacher aides, and administrators who work with child. Sign-off checklist will be provided.

INSTRUCTIONAL PLANNING SHEET:
A FRAMEWORK FOR COMPREHENSIVE LITERACY ENRICHMENT

STUDENT _____

DATE _____

Reading Aloud/Thinking Aloud to Student(s), and Response (Emphasis is on modeling what *good readers* do, including pre-reading, during reading, post-reading thinking and application, including creative and critical thinking response) Focus for instruction:

Repeated Reading (Emphasis is on practicing familiar texts to apply targeted skills/strategies. Teacher notes critical issues through running records and observations) Focus for instruction:

Shared/Interactive Reading, and Response (Emphasis is on learning and applying skills/strategies through an interactive reading experience, including critical thinking and creative response). Focus for instruction:

Guided Reading (Emphasis is on teaching skills, strategies, and comprehension through a mini-lesson and guided practice, including critical thinking and creative response). Focus for instruction:

Independent Reading, and Response (Emphasis is on independent practice of strategies and skills through reading, including critical thinking and creative response). Focus for instruction

Word Study (Emphasis is on building print knowledge, including sight words, decoding skill, vocabulary). Focus for instruction:

Writing and Reading/Writing Connections (Emphasis is on writing to learn and learning to write). Focus for instruction:

School/Home Connections (Emphasis is on involving parents and partners to reinforce and extend learning). Focus for instruction:

Technology (Emphasis is on selecting and effectively using technology to support literacy learning). Focus for instruction:

Study Strategies/Test-Taking Strategies (Emphasis is on time-management strategies, strategies for organizing and remembering information, strategies for adjusting reading rate, and test-taking strategies). Focus for instruction:

Inquiry (including technology) (Strategies/skills for research and authentic extended study that will lead to a publication or project). Focus for instruction:

Reflections (Critical analysis of what went well, was successful, and will extended; and what needs to be rethought) (All sessions must include opportunity for students to share and reflect on learning)

Capstone Practicum Formal Report Rubric

Categories	0Standard Not Met 1-2	Standard Met 3-4)	Exceeds Standard 5	Score
<p><u>IRA Standard 1: Foundational Knowledge</u> Standard 1: Foundational Knowledge Understand theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>●1.1 Does not adequately interpret major theories of reading and writing, demonstrates a critical stance, and does not inform other educators. 1.2 Does not interpret or summarize historically shared knowledge of reading and writing processes with minimal references to seminal studies over time. 1.3 Does not completely understand the role of professional judgment and does not always model fair-mindedness, empathy, and ethical behaviors. Communicates to other professionals is minimal.</p>	<p>1.1 Basically interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators, but lacks comprehensiveness. 1.2 Basically interprets and summarizes historically shared knowledge of reading and writing processes with some references to seminal studies over time. 1.3 Understands the role of professional judgment by most always modeling fair-mindedness, empathy, and ethical behaviors, and basically communicates this to other professionals.</p>	<p>1.1 Comprehensively interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators. 1.2 Comprehensively interprets and summarizes historically shared knowledge of reading and writing processes with multiple references to seminal studies over time. 1.3 Comprehensively understands the role of professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicates this to other professionals.</p>	
<p><u>IRA Standard Two: Curriculum and Instruction</u> Use instructional approaches, materials, and an integrated comprehensive balanced literacy curriculum to support student learning in reading and writing</p>	<p>2.1 Instruction does not demonstrate effective implementation of all components of a comprehensive balanced literacy program for struggling reader(s) and effective communication of recommendations for effective practice to other professional educators in schools is minimal. 2.2 Does not implement varied instructional approaches, including those that develop word recognition,</p>	<p>2.1 Basically implements all components of a comprehensive balanced literacy program for struggling reader(s), but report lacks comprehensive information. There are some helpful recommendations for teachers and other professional educators in schools. 2.2 Basically implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge,</p>	<p>2.1 Comprehensively implements all components of a comprehensive balanced literacy program for struggling reader(s), and effectively communicates multiple recommendations for effective balanced literacy instruction to other professional educators in schools. 2.2 Comprehensively implements varied instructional approaches, including those that develop word recognition, language</p>	

	<p>language comprehension, strategic knowledge and does not effectively communicate recommendations for teachers and other professional educators in schools.</p>	<p>but lacks comprehensiveness. There are some helpful recommendations for teachers and other professional educators in schools. 2.3 Basically uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources. There are some helpful recommendations for teachers and other professional educators in schools.</p>	<p>comprehension, strategic knowledge, and communicates multiple recommendations to teachers 2.3 Comprehensively uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources and communicates multiple recommendations to teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Three: Assessment and Evaluation</u> Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</p>	<p>3.1.Does not adequately demonstrate understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and does not communicate effectively recommendations to teachers and other professional educators in schools . 3.2 Does not effectively select, develop, administer, and interpret multiple assessments, for specific purposes, and does not effectively communicate recommendations to teachers and other</p>	<p>3.1 Basically demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates some recommendations to teachers and other professional educators in schools . 3.2 Basically selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates some recommendations to teachers and other professional educators in schools. 3.3 Basically uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s</p>	<p>3.1 Comprehensively demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates comprehensive recommendations to teachers and other professional educators in schools . 3.2 Comprehensively and thoughtfully selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.3 Comprehensively uses assessment information to plan and to evaluate</p>	

	<p>professional educators in schools.</p> <p>3.3 Does not effectively use assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention, and does not effectively communicate recommendations to teachers and other professional educators in schools.</p> <p>3.4 Does not communicate assessment results with implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>performance and to plan instruction and/or intervention, and communicates some recommendations to teachers and other professional educators in schools.</p> <p>3.4 Basically communicates assessment results with some implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>instruction by analyzing and using multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention, and communicates comprehensive recommendations to teachers and other professional educators in schools.</p> <p>3.4 Comprehensively communicates assessment results with multiple implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Four: Diveristy</u> Create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>	<p>4.1 Does not demonstrate understanding of the ways diversity influence struggling readers and writers, and does not effectively communicate recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Does not effectively use a literacy curriculum that makes a positive impact on students' knowledge and understanding of</p>	<p>4.1 Basically demonstrates understanding of the ways diversity influence struggling readers and writers, and basically communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Basically uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building some school/home and home/school literacy connections and</p>	<p>4.1 Comprehensively demonstrates understanding of the ways diversity influence struggling readers and writers, and effectively communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Comprehensively uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including</p>	

	<p>diversities, including building strong school/home and home/school literacy connections or effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3 Does not provide students with language, academic, and cultural experiences that link their communities with schools and does not participate in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>basically communicates evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3. Basically provides students with language, academic, and cultural experiences that link their communities with schools and basically participates in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>building strong school/home and home/school literacy connections and effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3 Comprehensively provides students with language, academic, and cultural experiences that link their learning with participating in social outreach initiatives to make a positive impact in both local communities and around the world.</p>	
<p><u>IRA Standard Five: Literate Environment</u> Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate uses of assessment.</p>	<p>5.1 Does not create a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers is all our classroom configurations, and does not make modifications to accommodate student needs.</p> <p>5. Does not create a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, or motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>5.1 Creates a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers is all our classroom configurations, and makes some modifications to accommodate student needs.</p> <p>5.2 Creates a basic social environment for struggling readers that includes some opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p> <p>5.3 Creates a basic schedule of learning experiences based on our instructional</p>	<p>5.1 Creates a comprehensive physical literate environment that provides easy access to books and instructional materials for struggling readers is all our classroom configurations, and effectively modifies arrangements to accommodate student needs.</p> <p>5.2 Creates a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive</p>	

	<p>5.3 Does not create an effective, comprehensive, consistent schedule of learning experiences based on our instructional planning sheet, and does not effectively communicate an effective schedule to teachers in schools.</p> <p>5.4 Does not effectively use flexible grouping to meet the needs of all our students and does not effectively make recommendations to teachers in schools to do the same.</p>	<p>planning sheet, and basically communicates an effective schedule to teachers in schools.</p> <p>5.4 Basically uses flexible grouping to meet the needs of all our students and makes basic recommendations to teachers in schools to do the same.</p>	<p>feedback.</p> <p>5.3 Creates an effective, comprehensive, consistent schedule of learning experiences based on our instructional planning sheet, and effectively communicates an effective schedule to teachers in schools.</p> <p>5.4 Effectively uses flexible grouping to meet the needs of all our students and effectively makes recommendations to teachers in schools to do the same.</p>	
<p><u>IRA Standard Six: Professional Learning and Leadership</u> Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>6.2 Display minimal positive dispositions related to one’s own reading and writing and the teaching of reading and writing and minimal amounts of modeling, motivating, and engaging students in authentic learning experiences. Does not support our at-home reading club.</p>	<p>6.2 Display at-standard positive dispositions related to one’s own reading and writing and the teaching of reading and writing by effectively modeling, motivating, and engaging students in some authentic learning experiences, promoting reading at home, and creating a program that has received external recognition.</p>	<p>6.2 Display exemplary positive dispositions related to one’s own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences, promoting reading at home, and creating a program that has received external recognition.</p>	
<p><u>Written Communication</u></p>	<ul style="list-style-type: none"> ●Organization and presentation of ideas is limited. ●Significant spelling, grammar, and/or mechanical errors. ●Inappropriate use of professional language. 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is effective; professional presentation. ●Few minor spelling, grammar, and/or mechanical errors. ●Mostly appropriate use of professional language 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is exemplary with great clarity and cohesiveness. ●Appropriate use of professional language. ●No spelling, grammar, and/or mechanical errors. 	

2010 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	0	█
1.2	0	0	
1.3	0	0	
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.2	0	0	

2011 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	█	█
1.2	0		
1.3	0		
2.1	0		
2.2	0		
2.3	0		
3.1	0		
3.2	0		
3.3	0		
3.4	0		
4.1	0		
4.2	0		
4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		

6.2	0		
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2012 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	0	
1.2	0	0	
1.3	0	0	
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.2	0	0	

PARENT EVALUATION

PARENT NAME _____

CHILD NAME _____

TEACHER NAME _____

St. Thomas Aquinas College
 Division of Teacher Education - Graduate Education Program
 Summer Literacy Program

SA= STRONGLY AGREE A= AGREE N= NEUTRAL
 D= DISAGREE SD= STRONGLY DISAGREE

Please circle the appropriate response

My child had a good learning experience.	SA	A	N	D	SD
My child was motivated to learn.	SA	A	N	D	SD
My child's reading improved.	SA	A	N	D	SD
My child's writing improved.	SA	A	N	D	SD
My child gained confidence.	SA	A	N	D	SD
My child's teacher effectively communicated with me.	SA	A	N	D	SD
My child's teacher was a knowledgeable, caring, dedicated professional.	SA	A	N	D	SD
This was a positive experience for my child and myself.	SA	A	N	D	SD

COMMENTS...Please express your thoughts, feelings, ideas, and suggestions on the back.

1. The Diagnostic and Instructional Case Study of a Struggling Reader and Writer is the semester-long major assessment for GED 3325 Assessing and Evaluating Literacy (B-6)/GED 3625 Assessing and Evaluating Literacy (5-12) that is implemented in candidates' classrooms (either through individual instruction or by targeting one student within a guided reading group) that focuses on making an impact on student learning by conducting multiple assessments of a student who is struggling with reading and writing, analyzing the findings to create an individual instructional educational plan for intervention that includes goals and methods to achieve goals. The goals are achieved by planning, implementing, and critically evaluating a minimum of ten lessons. Impact on student learning is evaluated by pre-program/post-program Developmental Reading Assessment (B-6) or Qualitative Reading Assessment (5-12). The case study is supervised by the professor through feedback to audiotaped lessons, videotaped lessons, individual conferences, response to ongoing report writing, and class discussion. This assessment takes place towards the end of the literacy specialization courses before candidates begin capstone courses to complete the program. The coaching initiative is the creation of an assessment/instruction wiki that is disseminated to all teachers in their school and then discussed with grade level colleagues and the reading specialist. This assessment creates the foundation for our capstone practicum assessment so we use an adapted version of assessment directions to candidates and the rubric that is aligned to IRA Standards at the reading specialist/literacy coach level.
2. This assessment aligns with Standard 1 (1.1-1.3) because the report includes a theory and research section that comprehensively integrates the interpretation and critical evaluation of major theories of reading and writing and informs other educators (1.1) and the interpretation and summary of historically shared knowledge of reading and writing processes with multiple references to seminal studies (1.2), and comprehensively reports in detail the comprehensive instructional program that provides evidence of using professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicating this to other professionals (1.3). This assessment aligns with Standard 2 (2.1-2.3) because candidates use foundational knowledge to develop and implement comprehensive balanced literacy instruction to meet specific needs of struggling readers (2.1), use varied and appropriate approaches to meet the specific needs of struggling readers based on assessments (2.2), and use a variety of texts and materials, including technological sources, to meet the needs of struggling readers (2.3). This assessment aligns with standard 3 (3.1-3.4) because candidates report on purposes, strengths, and weaknesses of multiple assessments (3.1), administer and interpret multiple assessments (3.2) to establish learning goals and instructional approaches (3.3), and communicate information to parents; teachers, specialists, principals, and other service providers (3.4). This assessment aligns with Standard 4 (4.1- 4.3) because candidates demonstrate understanding of the impact of diversity in the wiki Handbook that communicates ways to create culturally responsive pedagogy (4.1), use instruction that incorporates multicultural texts to teach skills and strategies,

(4.2), and advocates for equity via the wiki by including a section on the research that establishes cultural biases in standardized tests and advocates for equitable authentic assessments (4.3). This assessment aligns with Standard 5 (5.1, 5.2) because candidates create a classroom physical environment in their ongoing teaching that provides easy access to all books and materials (including technology) to support student learning (5.1) and create a nurturing social environment that motivates and engages students and uses the gradual release of responsibility (Pearson & Gallagher, 1983) that scaffolds students to break the *cycle of failure* and build a *cycles of success* with a mantra that *every lesson must lead to student success* and uses Cambourne's Conditions for Learning (1995) that creates the foundation to create instruction that motivates and engages learning and increase achievement (5.2). This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences. This assessment aligns with 6.4 because candidates include a page in their wiki Handbook that focuses on the research-based cultural biases of standardized tests and advocates for non-biased authentic assessments. Highlighted sections in Directions to Candidates identify an explanation of each assessment and how it informs instructional planning and teaching to help parents and educators understand our comprehensive approach.

3. Even though our 5-12 adolescence MSED. Literacy Program has a small number of candidates, we are pleased that all candidates met or exceeded standards at the reading specialist/literacy coach for the three years of data submitted. The 5-12 candidates as a group over the three years was a bit stronger than the Birth-Grade 6 candidates, so we did not see the same needs. We continue to support individual students who do not achieve at "Exceeds Standard" through individual conferences. As explained in the B-6 report, we noted that in 2010 the knowledge base regarding understanding major theories and empirical research and the historically shared knowledge of reading and writing processes needed strengthening to move more candidates from Standard Met to Exceeds Standard. Changing to the new 2010 Standards precluded us from being able to provide models for candidates. We then used models from 2010 candidates and used class time to analyze the qualities. This change contributed to the strong 5-12 performances. Also, as noted in the B-6 report, the focus on advocacy is new for many candidates and clearly reflects the current educational policy climate. We have already begun to increase a focus on advocacy. [REDACTED] is active in Save Our Schools, a national advocacy organization dedicated to eliminating high-stakes testing and value-added evaluation of teachers along with advocating for equitable education for students from diverse backgrounds. He is helping faculty embed the knowledge base for advocacy and non-threatening steps all candidates can take in their coaching initiatives to help teachers and principals reclaim their classrooms to be able to teach thoughtful literacy IRA created in our 2010 Standards.

4. Even with very small numbers, we are pleased with the high achievement of our candidates. At the same time, as noted above, for both B-6 and 5-12 candidates we are continually engaged in a self-improving process to strengthen those areas of performance that had a lower level of Exceeds Standard than other standards/elements. Our main focuses will continue to strengthen steps candidates should take to create adaptations of instruction to respond to the learning needs of diverse students and emphasizing the importance of advocacy and teaching non-threatening steps that all candidates can take to reach out to colleagues, parents, administrators, districts, community, media, and policy makers to help candidates develop confidence that they have a voice to effect change.

Assessment/Instruction Case Study Guidelines

(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2, 6.4)

Each candidate will complete a comprehensive supervised assessment/instruction case study of a struggling reader and writer. This will be an on-going process that will lead to a formal assessment report which will be shared with all interested parties, including student, parents, teachers, specialists, allied professionals, paraprofessionals, and administrators. See the rubric included in the course outline. You will also work in grade-appropriate groups to create an assessment and instruction web page that will be shared with teachers and administrators (see guidelines below).

The mantra for this project is that every assessment must lead to an instructional intervention.

Introduction/ Cotextual Information

Present an in-depth introduction of the student. Use your student interview, parent survey, and teachers survey (if you are not working with one of your own students). Include as much background information as possible (family information, school history, test scores, report card scores, IEP, medical information [if relevant], classroom experiences with student). Use the information you receive to identify initial strengths and needs of student.

[This assessment is intended to learn about a student's interests, background, attitude, and knowledge of reading. The information is used to plan instruction that will motivate the child and increase achievement].

Theory and Research: Assessment Beliefs and Principles

Use substantial research and theory to identify core beliefs and principles that will guide your assessment practices which inform instruction, monitor progress, and communicate information. You must focus on:

- Assessment theory and research
- Connectedness between teacher dispositions, motivation, and student learning.
- Responding to cultural and linguistic diversities.
- Assessment principles that guide instruction; monitor progress; and communicate information to students, parents, and administration.

[This information is used to provide research support for all reading assessments.]

Marie Clay's Observational Survey and Spelling Dictation (for candidates working with early childhood learners) or Kathy Ganske's Developmental Spelling Assessment (for candidates working with older students)

Complete an in-depth analysis of the developmentally appropriate assessment. Use guidelines from Clay or Ganske.

Based on analysis, plan and implement a lesson that focuses on a major need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This information is used to determine early reading knowledge and skills and spelling knowledge for all levels of learners. Dictation also assesses ability to sound out unfamiliar words {phonemic awareness}, and to use correct punctuation and capitalization. knowledge. This information is used to identify if spelling, phonemic awareness, penmanship, punctuation, and/or capitalization are instructional goals. Make sure to use information to teach a lesson.]

Qualitative Reading Inventory (QRI) Sight Word Assessment

Complete the QRI sight word assessment. Analyze miscues based on the analysis handout I will provide that focuses on initial sounds or blends, vowel sounds, final sounds, and segmentation for polysyllabic words.

Based on your analysis, plan and implement a lesson to increase automatic sight word knowledge.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This assessment is intended to learn level of sight word knowledge and ability to use phonics to decode unfamiliar words. This information identifies if the teacher must emphasize instruction that increases word knowledge and ability to decode. This assessment is also intended to identify an approximate level for doing a comprehensive reading assessment. Complete analysis and use information to teach a lesson]

Developmental Reading Assessment (DRA) for candidates in the B-6 program or the Qualitative Reading Assessment (QRI) for candidates in the 5-12 program.

Based on instructional level of sight word knowledge, complete the DRA or QRI assessment.

Conduct a running record as directed in the instructional materials.

Use guidelines for analyzing results for fluency, comprehension, ability to integrate the cueing systems, including doing a miscue analysis.

Based on your analysis, plan and conduct a reading conference to address one need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[The developmental DRA and QRI consist of leveled books and reading texts. They are intended to assess a reader's ability to read fluently and accurately, ability to figure out unfamiliar words and self-monitor for meaning, and, most importantly, ability to comprehend what is being read. This information is used to plan instruction and to choose books at the appropriate level. In order to focus on reading interventions that make an impact on reading motivation and achievement, we used the DRA or QRI as a tool for teaching as well as a tool for assessing reading skills. As we collected assessment data, we intervened to teach skills and strategies. As a result, our DRA or QRI results might be different from the results of DRA or QRI assessments that have been administered in schools.

Writing Assessment

Plan and implement a parallel unassisted writing sample.

We will review the 6+1 writing rubric at various levels for analysis.

Based on your analysis, plan and conduct a writing conference to address one need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This assessment consists of analyzing an independent composition. It assesses a student's ability to plan, organize, and write a developmentally appropriate story. The information is used to identify goals for writing instruction.]

Goals and Instruction

Goals must be based on analysis of all assessments. Instruction must be focused on achieving Common Core Standards, including close reading, higher level thinking, and thoughtful writing. You must also adapt instruction based on text complexity. We will focus on this during class.

You must complete a minimum of ten lessons, three of which must be submitted for review. One lesson must be videotaped or audiotaped. We will arrange for individualized conferences to review instruction as a tool for learning.

Recommendations to parents and teacher(s)

Based on each of your assessments and focuses for instruction, write recommendations in user-friendly language (e.g.. Based on my analysis of automatic sight word knowledge, I found it was effective to)

Portfolio of all assessments and student artifacts

Create a folder for parents that includes all assessment materials and student artifacts.

IMPORTANT: INCLUDE THIS STATEMENT AT THE END OF YOUR REPORT:

This report was provided by the St. Thomas Aquinas College Graduate Literacy Program. It cannot be used as an official report by any person or school agency.

Final reflection (Not Included with Case Study Report to Parents and Teacher[s])

Write a closing critical reflection that identifies what you learned from the assessment/instruction case study that will make a major impact on your teaching.

Literacy Coaching: Handbook of Assessment and Instruction Principles and Exemplary Practices: Sections to Include as Links on your Website

Handbook will be sent to all teachers. You will then share important information with grade colleagues.

1. **Home Page:** Brief overarching statement about the centrality of literacy assessment to guide instruction, monitor progress, and communicate information. Links to all other pages.
2. **Essential Assessment Definitions and conceptualization of Assessment.** This must include Dr. Michael's mantra that "Every assessment must be linked with instruction in order to make a positive impact on every student's literacy achievement.
3. **Assessment Principles:** List principles for assessing that should effective, authentic literacy instruction.
4. **Assessment Stakeholders and Purposes:** List all stakeholders who have a vested interest in literacy assessment and the reasons why these stakeholders have a vested interest.
5. **Best Assessment Methods/Instruments:** List the most important developmentally appropriate literacy assessments to develop a comprehensive profile of each student's strengths and needs. Provide guidelines for implementation based on principles.
6. **Best Instructional Methods to Achieve Common Core Standards:** Focus on close reading, higher level thinking, and thoughtful writing of organized and developed texts at the appropriate grade levels.
7. **Linguistic and Cultural Diversity:** Identify the impact of linguistic and cultural identity on assessment and instruction, including standardized tests. Provide guidelines for best assessment

- practices that support equity. Identify steps teachers can take to advocate for changes that promote equity.
8. **High-Stakes Testing:** Identify skills and strategies that best prepare students for high stakes testing based on analysis of test items.
 9. **Advocacy:** Identify research-based culturally biases in standardized tests and advocate for equitable, authentic literacy assessments.
 10. **Guidelines for Creating Strong School/Home Connections:** List recommendations for establishing positive school/home connections based on communication of ongoing assessments. Focus on how parents can use assessment information to help their child learn at home.
 11. **Web Sites to Support Assessment and Instruction:** List helpful web sites that support literacy assessment and instruction knowledge, understanding, and effective practices.
 12. **References:** List references that informed your assessment principles.

Diagnostic and Instructional Case Study of a Struggling Reader and Writer Rubric

(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, , 6.2, 6.4)

Categories	Standard Not Met 1-2	Standard Met 3-4	4-5 Exceeds Standard 5	Score
<p><u>IRA Standard 1:</u> <u>Foundational Knowledge</u> Standard 1: Foundational Knowledge Understand theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>•1.1 Does not adequately interpret major theories of reading and writing, demonstrates a critical stance, and does not inform other educators. 1.2 Does not interpret or summarize historically shared knowledge of reading and writing processes with minimal references to seminal studies over time. 1.3 Does not completely understand the role of professional judgment and does not always model fair-mindedness, empathy, and ethical behaviors. Communicates to other professionals is minimal.</p>	<p>1.1 Basically interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators, but lacks comprehensiveness. 1.2 Basically interprets and summarizes historically shared knowledge of reading and writing processes with some references to seminal studies over time. 1.3 Understands the role of professional judgment by most always modeling fair-mindedness, empathy, and ethical behaviors, and basically communicates this to other professionals.</p>	<p>1.1 Comprehensively interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators. 1.2 Comprehensively interprets and summarizes historically shared knowledge of reading and writing processes with multiple references to seminal studies over time. 1.3 Comprehensively understands the role of professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicates this to other professionals.</p>	

<p><u>IRA Standard Two: Curriculum and Instruction</u> Use instructional approaches, materials, and an integrated comprehensive balanced literacy curriculum to support student learning in reading and writing</p>	<p>2.1 Instruction does not demonstrate effective implementation of all components of a comprehensive balanced literacy program for struggling reader(s) and effective communication of recommendations for effective practice to other professional educators in schools is minimal. 2.2 Does not implement varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge and does not effectively communicate recommendations for teachers and other professional educators in schools.</p>	<p>2.1 Basically implements all components of a comprehensive balanced literacy program for struggling reader(s), but report lacks comprehensive information. There are some helpful recommendations for teachers and other professional educators in schools. 2.2 Basically implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, but lacks comprehensiveness. There are some helpful recommendations for teachers and other professional educators in schools. 2.3 Basically uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources. There are some helpful recommendations for teachers and other professional educators in schools.</p>	<p>2.1 Comprehensively implements all components of a comprehensive balanced literacy program for struggling reader(s), and effectively communicates multiple recommendations for effective balanced literacy instruction to other professional educators in schools. 2.2 Comprehensively implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and communicates multiple recommendations to teachers 2.3 Comprehensively uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources and communicates multiple recommendations to teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Three: Assessment and Evaluation</u> Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</p>	<p>3.1.Does not adequately demonstrate understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and does not</p>	<p>3.1 Basically demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates some recommendations to teachers and other</p>	<p>3.1 Comprehensively demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates comprehensive</p>	

	<p>communicate effectively communicate recommendations to teachers and other professional educators in schools . progress monitoring. 3.2 Does not effectively select, develop, administer, and interpret multiple assessments, for specific purposes, and does not effectively communicate recommendations to teachers and other professional educators in schools. 3.3Does not effectively use assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and does not effectively communicate recommendations to teachers and other professional educators in schools.</p> <p>3.4 Does not communicate assessment results with implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>professional educators in schools . 3.2 Basically selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates some recommendations to teachers and other professional educators in schools. 3.3 Basically uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and communicates some recommendations to teachers and other professional educators in schools. 3.4 Basically communicates assessment results with some implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>recommendations to teachers and other professional educators in schools . 3.2 Comprehensively and thoughtfully selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.3 Comprehensively uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.4 Comprehensively communicates assessment results with multiple implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Four: Diveristy</u> Create and engage students in literacy practices that develop awareness,</p>	<p>4.1 Does not demonstrate understanding of the ways diversity influence struggling readers and writers, and does not</p>	<p>4.1 Basically demonstrates understanding of the ways diversity influence struggling readers and writers, and basically communicates</p>	<p>4.1 Comprehensively demonstrates understanding of the ways diversity influence struggling readers and writers, and effectively</p>	

<p>understanding, respect, and a valuing of differences in our society.</p>	<p>effectively communicate recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Does not effectively use a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building strong school/home and home/school literacy connections or effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3 Does not provide students with language, academic, and cultural experiences that link their communities with schools and does not participate in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Basically uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building some school/home and home/school literacy connections and basically communicates evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3. Basically provides students with language, academic, and cultural experiences that link their communities with schools and basically participates in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Comprehensively uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building strong school/home and home/school literacy connections and effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3 Comprehensively provides students with language, academic, and cultural experiences that link their learning with participating in social outreach initiatives to make a positive impact in both local communities and around the world.</p>	
<p><u>IRA Standard Five: Literate Environment</u> Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum</p>	<p>5.1 Does not create a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers in all our classroom configurations, and does not make modifications to accommodate student needs.</p>	<p>5.1 Creates a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers in all our classroom configurations, and makes some modifications to accommodate student needs. 5.2 Creates a basic social environment for</p>	<p>5.1 Creates a comprehensive physical literate environment that provides easy access to books and instructional materials for struggling readers in all our classroom configurations, and effectively modifies arrangements to accommodate student needs.</p>	

<p>materials, and the appropriate uses of assessment.</p>	<p>5.2 .Does not create a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, or motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>struggling readers that includes some opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>5.2 Creates a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	
<p><u>IRA Standard Six: Professional Learning and Leadership</u> Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>6.2 Display minimal positive dispositions related to one’s own reading and writing and the teaching of reading and writing and minimal amounts of modeling, motivating, and engaging students in authentic learning experiences. 6.4 Does not provide -or provides minimal-research support in wiki Handbook to identify cultural biases in standardized tests and provides no ways -or minimal ways -to advocate for equitable, authentic assessments.</p>	<p>6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing by effectively modeling, motivating, and engaging students in some authentic learning experiences. 6.4 Provides basic research support in wiki Handbook to identify cultural biases in standardized tests and provides some ways to advocate for equitable, authentic assessments.</p>	<p>6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences. 6.4 Provides comprehensive research support in wiki Handbook to identify cultural biases in standardized tests and provides multiple ways to advocate for equitable, authentic assessments.</p>	
<p><u>Written Communication</u></p>	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Inappropriate use of professional language. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few minor spelling, grammar, and/or mechanical errors. •Mostly appropriate use of professional language 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness. •Appropriate use of professional language. •No spelling, grammar, and/or mechanical errors. 	

2010 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met 1-2	No. of Candidates Standard Met 3-4	No. of Candidates Exceeds Standard 5
1.1	0	█	0
1.2	0	█	0
1.3	0	█	0
2.1	0	█	0
2.2	0	█	0
2.3	0	█	0
3.1	0	█	0
3.2	0	█	0
3.3	0	█	0
3.4	0	█	0
4.1	0	█	0
4.2	0	█	0
4.3	0	█	0
5.1	0	█	0
5.2	0	█	0
6.2	0	█	0
6.4	0	█	0

2011 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Below Standard 1-2	No. of Candidates Standard Met 3-4	No. of Candidates Exceeds Standard 5
1.1	0	0	█
1.2	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
3.1	0	0	█
3.2	0	0	█
3.3	0	0	█
3.4	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	0	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█
6.4	0	0	█

2012 Number of Candidates: ■

IRA Standards Addressed in Assessment	No. of Candidates Below Standard	No. of Candidates at Standard	No. of Candidates Above Standard
1.1	0	1	■
1.2	0	1	■
1.3	0	1	■
2.1	0	1	■
2.2	0	1	■
2.3	0	1	■
2.4	0	1	■
3.1	0	1	■
3.2	0	1	■
3.3	0	1	■
3.4	0	1	■
4.1	0	1	■
4.2	0	1	■
4.3	0	1	■
5.1	0	1	■
5.2	0	1	■
6.2	0	1	■
6.4	0	1	■

1. The Reading Specialist/Literacy Coach assessment takes place during our capstone leadership course GED 6204 Organizing and Supervising the Literacy Program. This assessment includes five Level Three coaching initiatives that are intended to assist and support teachers to improve literacy instruction and to make a contribution towards increasing the effectiveness of the schoolwide literacy program (see below). Each initiative has a scoring rubric, but for this IRA/NCATE assessment that includes multiple initiatives, we have created a summative cluster rubric that aggregates the data to represent a comprehensive analysis of Level Three coaching initiatives. We made this decision because we believe that using an integrated approach is a more valid way to evaluate the multiple roles and responsibilities of the reading specialist/literacy coach than focusing only on each isolated initiative. We also send a letter to principals explain what we are asking candidates to do and how this supports them becoming a reading specialist/literacy coach. We also emphasize how these coaching initiatives will make a positive impact on the school's literacy program (see below). In addition, as a result of fabulous professional development presentations, we have added new presenters to our annual Literacy Extravaganza Professional Conference. Also, in the past three years we have had some candidates actually win grants that have funded the purchase of leveled libraries, Smartboards, playground equipment, musical instruments, and more.
2. This assessment aligns with IRA Standard Two through the Analysis of Schoolwide Literacy Program and Action Plan for Improvement because candidates focus on evaluating the level of implementation of a comprehensive balanced literacy program with a plan to increase effectiveness (2.1); evaluating the extent of implementing a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2); and evaluating the extent of wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness (2.3). This assessment aligns with IRA Standard Three because candidates evaluate the extent of a detailed, comprehensive analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3); extent of a school wide use of assessment data to place students along a developmental continuum and identify students' proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness (3.2, 3.3); and extent of communication of assessment data to all persons who are interested in each child's learning and planning an action plan to increase effectiveness (3.4). This assessment aligns with IRA Standard Four because candidates evaluate school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness (4.1); evaluate if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to increase effectiveness (4.2); evaluate the extent of the school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and plan an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity (4.3). This assessment aligns with IRA Standard Five because candidates evaluate extent of creating a school wide literate

environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, interests, achievement, and background to guide the literacy program and develop an action plan for improvement (5.1); extent of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and develop an action plan for improvement (5.2); extent of school wide role of teachers who enthusiastically model reading and writing and develop an action plan for improvement (5.3); and extent of school wide initiatives to motivate learners to read and write and develop an action plan for improvement (5.4). This assessment aligns with IRA Standard Six because candidates use knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement (6.1); use knowledge of the research on teacher dispositions to demonstrate effective interpersonal communication leadership skills in a variety of coaching initiatives (6.2); demonstrate knowledge and understanding of initiating, designing, and leading school wide professional development activities for teachers that include meaningful and effective conversations (6.3); and use understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change (6.4).

3. Although based on a very small data base, findings still indicate very strong performances implementing Level Three Coaching Initiatives within the cluster of specific assignments required for the course. This is not surprising since this is a capstone course at the end of the program after all the core courses and literacy specialization courses. In three years of data we only had one candidate who achieved below the level of "Exceeds Standard." As noted in the B-6 report, the Level Three cluster of assessments are all new experiences for candidates, so will continue to provide models and have individual conferences to support achievement.
4. As noted in the B-6 report, this assessment takes place in the capstone course just preceding the capstone practicum that completes the program, so candidates bring a very strong knowledge base to the Level Three coaching initiatives. Planning each assessment took place in class and candidate were provided with model submissions submitted by previous completers. Also as noted only one candidate failed to achieve at the level of "Exceeds Standard" because she lacked depth and detail in all of her write-ups even after she received feedback. Also as noted in the B-6 report, writing a grant proposal was a giant step forward. We provided much guidance but the one candidate who was lower than "Exceeds Standard" did not sufficiently develop the Evaluation section that is required for virtually all grants. This is something we need to spend more time developing for all candidates in both programs. The one candidate also did not provide comprehensive details in her Action Plan for Improvement after she had conducted her schoolwide analysis. As with all candidates, we will spend more time going over that a plan needs a very concrete sequence of steps to ensure success.

Organizing and Supervising the Literacy Program
Reading Specialist/ Literacy Coach Leadership Assessment
(2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4)

Analysis of School Wide Literacy Program and Action Plan for Improvement
Exemplary Reading Program Award

“The Exemplary Reading Program Award is sponsored by the International Reading association to recognize outstanding reading and language arts programs at all grade levels (elementary, middle, and high school). Its purpose is to call the public’s attention to outstanding programs in schools throughout North America. There will be one winning school from each participating state and province.

The program has five objectives: (1) to improve literacy in our society, (2) to recognize school staffs who demonstrate excellence in reading and literacy programs, (3) to encourage the development and refinement of exemplary reading/language arts programs, (4) to report to the public noteworthy efforts to improve reading/language arts, and (5) to disseminate specific information about high quality programs so that other professionals can use it to improve their own instructional efforts.”

ASSIGNMENT GUIDELINES

- Based on the 10 Standards established by the International Reading Association for IRA Exemplary Reading Programs (see below) and the specific criteria we develop in class to evaluate strengths and weaknesses for each Standard, conduct an in-depth analysis of your school’s literacy program. Make detailed notes regarding each standard and specific criteria based on observations and experiences.

- Focuses must include analyses of :
 - ▶ Schoolwide assessment system to plan and monitor instruction.
 - ▶ Schoolwide literate environment (knowledge-based, student-based, community-based)
 - ▶ Schoolwide curriculum mapping to create continuity of instruction
 - ▶ Parent/community involvement
 - ▶ Schoolwide culturally responsive pedagogy, valuing diversities, and using a multicultural approach to instruction
 - ▶ Using technology to teach 21st century literacy success.
 - ▶ Developing effective programs for supporting readers and writers who struggle.

- Your action plan must include steps school can take to increase effectiveness in each area.

- Interview the following persons to gain multiple perspectives regarding the strengths and weaknesses of your school’s literacy program based on the IRA Standards for Exemplary Reading Programs:
 - ▶ Principal
 - ▶ Reading Specialist(s)
 - ▶ Staff Developer and/or Mentor Teacher (if positions exist)
 - ▶ Experienced Classroom Teacher – or teachers
 - ▶ Active Parent – or parents (e.g., PTA President)

Discuss potential next steps for an action plan for improvement with each person you interview. Make notes regarding their perspectives.

Analyze your findings based on ecological observations and interviews. Analysis will focus on:

- Creating a print-rich, high standards literacy program that demonstrates:
- Creation of a high-standards literacy environment that engages all students and immerses them in authentic literacy experiences (physical, social, and intellectual)
- Respect and valuing diversity by creating culturally sensitive programs that respond to the needs of all students
- Aligning schoolwide goals with schoolwide assessment analysis that identifies instruction priorities and develops literacy curriculum.
- Substantial number of texts in a wide variety of genres, along with support materials, that are educationally and developmentally appropriate to meet the needs of all students, including an emphasis on multicultural literature.

- Implementation of a comprehensive, balanced literacy program to meet the needs of all students, including providing large blocks of time devoted to literacy learning, providing multiple opportunities for students to read authentic literature and creatively respond in a variety of multimodal and multisensory ways, and providing effective literacy instruction from knowledgeable and skilled teachers.
- Involving parents as partners in the literacy development of their children.
- Effective uses of technology to support literacy development.
- Integration of curriculum across the content areas.
- Commitment to professional development.
- **Present your findings:**
 For each Standard:
 - ▶ Create a chart/table of your analysis that identifies school’s literacy program **strengths** and **weaknesses** based on IRA Standards and the criteria we established for each Standard.
 - ▶ Write a narrative that synthesizes the findings presented in the table/chart, including multiple perspectives.
- **Create an Action Plan for Improvement** by identifying one initiative that you will lead that you believe will increase the effectiveness of the school’s literacy program. Provide specific details regarding your process for implementing your plan and following through on your initiative.
- Present copies of this report for all individuals you interviewed and explain your action plan. Begin taking steps to implement your plan.

International Reading Association Standards for Exemplary Reading Programs

10 GUIDELINES TO FOLLOW:

Your application should include evidence that

- 1. The reading program is consistent with sound theory, research, and practice.**
- 2. The reading program facilitates student learning.**
- 3. Students have access to a wide variety of reading materials.**
- 4. Students demonstrate success in reading.**
- 5. Comprehension strategies are taught and applied across the curriculum.**
- 6. Listening, speaking, viewing, and writing are integrated into and support the reading program.**
- 7. Administrators and teachers provide leadership and vision for the building**

and/or district reading program.

8. The school and/or district offers support services to the program.

9. Literacy activities occur outside of school.

10. The community, including parents, is involved in the reading program.

(We will develop specific indicators to evaluate in class.)

Analysis of School Wide Literacy Program and Action Plan for Improvement:
Sign-Off Sheet

(to be included with your report for your leadership project portfolio)

I have received a copy of the report: Analysis of School Wide Literacy program and Action Plan for Improvement:

Principal _____

Reading Specialist(s) _____

Classroom Teacher(s) _____

Parent(s) _____

Literacy Coaching

- Meet with classroom teacher or paraprofessional to identify focuses for literacy instruction and plan for co-teaching or mutual observations of literacy lessons..
- Collaboratively plan literacy instruction with the classroom teacher or paraprofessional, including the creation of a lesson plan. Introduce Reading Lesson Evaluation form as a protocol for observing.
- Conduct lesson as co-teachers or having your colleague observe you. Complete post-lesson conversation to evaluate effectiveness and provide feedback based on Reading Lesson Evaluation form.
- Repeat experience by collaboratively planning literacy instruction for a second co-teaching lesson or having you observe your colleague. . Complete post-lesson conversation to evaluate effectiveness and provide feedback based on Reading Lesson Evaluation form.
- Write a critical reflection on what you learned as a literacy specialist regarding the impact of being a literacy coach.

Your lesson plans and critical reflection will be included in your Professional Leadership Portfolio project.

Rubric for evaluating analysis and action plan will be provided.

Leading a Study Group

- Organize and facilitate a mini-study group of teachers based on an appropriate professional article that meets the needs of teachers and is aligned with IRA Standard Two: Instructional Strategies and Curriculum Materials
- Write a study group plan that includes rationale, goals, focus questions, and follow-up plans.
- Conduct your study group.
- Elicit response from group members using the evaluation form on the next page, or a similar form.
- Write a critical reflection of your experience.

Study Group Evaluation Form

Name of Group Facilitator:

Focus for Study Group:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

Circle your response.

1. This study group was helpful. SA A N D SD

2. The facilitator effectively
 organized this study group. SA A N D SD

3. I got good ideas. SA A N D SD

Comments and/or Suggestions:

Writing a Grant Proposal

1. Research procedures in your District for teachers and reading specialists/literacy coaches to write a grant to fund projects that enrich your school's literacy program. Communicate with principal and appropriate District personnel.
2. Based on analysis of school needs, write an abstract of a grant you will develop to enrich your school's literacy program. Show your grant proposal abstract to your principal for feedback.
3. Include your abstract in your portfolio with the understanding that you will follow through with a grant proposal to enrich your school's literacy program.

Conducting a Professional Workshop:

- Work individually or with a colleague to create a professional development workshop on a "hot" topic in literacy as identified by Jack Cassidy. We will create standards for effective workshops in class that will form the basis for an evaluation form attendees will complete to give you feedback.
- You will first present the workshop to our class (30-40 minutes) as a dress rehearsal. about a research-based current topic if interest in literacy education as a rehearsal for presentation at school and a professional conference.
- You will then present the workshop to colleagues on-site in your school.



Professional Development Workshop Evaluation

Presenter(s) Name(s):

Title:

SA=Strongly agree

A=Agree

N=Neutral

D=Disagree

SD=Strongly Disagree

1. The presenter(s) were enthusiastic and motivated me to want to learn.
SA A N D SD
2. The presenter(s) were effective communicators.
SA A N D SD
3. The presenter(s) communicated important information and/or strategies that I can use to enrich literacy learning with my class.
SA A N D SD
4. The presenter(s) provided handouts that I can use with my students.
SA A N D SD
5. The presenter(s) effectively explained and demonstrated what was being taught.
SA A N D SD
6. The presenter(s) personalized the workshop by sharing personal experiences, including student artifacts.
SA A N D SD
7. The presenter(s) engaged me by providing hands-on involvement.
SA A N D S
8. The presenter(s) engaged me in worthwhile discussion.
SA A N D SD
9. The presenter showed overheads/power point that helped me learn.
SA A N D SD
10. The presenter's handout provided a strong research base and provided helpful resources.
SA A N D SD
11. The professional development workshop was well organized.
SA A N D SD
12. This was an excellent professional development workshop.
SA A N D SD

Comments or suggestions to support learning (use back as needed):

January, 2012

Dear Principal,

In order to meet International Reading Association (IRA) Standards for Reading Professionals, candidates in our graduate literacy program must serve as literacy coaches to support school wide initiatives that will make a contribution to enriching and enhancing the literacy program. We have just been cited by IRA as an exemplary graduate reading/literacy program and these assignments are posted as national models on the IRA web site. In our current course, Organizing and Supervising the Literacy Program, teachers have four coaching initiatives to complete:

1. Analyzing a Schoolwide Literacy Program based on IRA's ten Standards to be considered for being awarded the IRA Exemplary Reading Program award. I will send you specific guidelines. this assignment centers on interviewing you, teachers, specialists, and parents to identify your many strengths and to identify a focus for improvement. Our candidate will develop details to take a leadership role in this initiative in consultation with you and your leadership team.
2. Conducting a Professional Development Workshop. Teachers are currently presenting fabulous workshops to classmates at STAC. If possible, it would be an enriching experience for teachers in your school to also have the opportunity to attend this workshop either during a grade conference, faculty meeting, or a superintendent's day. I hope that you will permit your teacher in our program to complete this coaching assignment.
3. Facilitating a Mini-Study Group. I have asked teachers to facilitate a study group with supportive colleagues. The group will decide a focus. Then, our teachers will find a teacher-friendly professional article that addresses the identified focus. After everyone has had a chance to read the article, the teachers will lead a discussion that will lead to "next steps" for improving instruction. Again, I hope that you will permit your teacher in our program to complete this coaching assignment.
4. Literacy Coaching. I have asked teachers to pair up with a supportive colleague. Then, they will co-plan and co-teach two literacy lessons. They will conduct a post-observation conference to review the strengths of the lesson and brainstorm additional steps that might be taken in future lessons. Once more, I hope that you will permit your teacher in our program to complete this coaching assignment.
5. Writing and submitting a grant proposal. I have asked teachers to identify a need and write a grant proposal to seek funding that would enrich their instructional program. I have showed them model grant proposals and have provided potential sources of funding. I have asked teachers to discuss their idea with you. Again, I trust that you will support this initiative and provide helpful guidance.

I hope you agree with me that these are constructive initiatives to build a professional learning community. I truly appreciate your support.

Please feel free to contact me for further information at 845-398-4079 or

██████████

Sincerely, ██████████ Professor of Literacy Education

GED 6204 Reading Specialist/ Literacy Coach Leadership Assessment (Analysis of Schoolwide Literacy program and Action Plan for Improvement, Literacy Coaching, Conducting a Study Group, Writing a Grant Proposal, Presenting a Professional Development Workshop)

IRA 2010 Standards Addressed: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4)

Rating Indicator	BELOW STANDARD 1-2	AT STANDARD 3-4	EXCEEDS STANDARD 5	Score
<p>STANDARD TWO: CURRICULUM AND INSTRUCTION Candidates understand the theoretical and evidenced-based foundations of reading and writing processes and instruction. (2.1, 2.2, 2.3)</p>	<ul style="list-style-type: none"> ● Minimal analysis of school wide analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● Minimal analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● Minimal analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	<ul style="list-style-type: none"> ● General analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● General analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● General analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	<ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● Detailed, comprehensive analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● Detailed, comprehensive analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	

<p>STANDARD THREE: ASSESSMENT AND EVALUATION</p> <p>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. (3.1, 3.2, 3.3, 3.4)</p>	<ul style="list-style-type: none"> ●Minimal analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●Minimal analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●Minimal analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	<ul style="list-style-type: none"> ●General analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●General analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●General analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	<ul style="list-style-type: none"> ●Detailed, comprehensive analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●Detailed, comprehensive analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●Detailed, comprehensive analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	
<p>STANDARD 4 DIVERSITY</p> <p>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society (4.1, 4.2, 4.3)</p>		<ul style="list-style-type: none"> ●General analysis of school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness. (4.1) ●General analysis of school wide implementation of a literacy program to determine if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to 	<ul style="list-style-type: none"> ●Detailed, comprehensive analysis of school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness. (4.1) ●Detailed, comprehensive analysis of school wide implementation of a literacy program to determine if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to 	

		<p>increase effectiveness. (4.2)</p> <ul style="list-style-type: none"> ● General analysis of school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and planning an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity. (4.3) 	<p>increase effectiveness. (4.2)</p> <ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and planning an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity. (4.3) 	
<p>STANDARD FIVE: LITERATE ENVIRONMENT Candidates will create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (5.1, 5.2, 5.3, 5.4)</p>	<ul style="list-style-type: none"> ● Minimal analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, , interests, achievement, and background to guide the literacy program and developing a minimum action plan for improvement or not including an action plan. (5.1) ● Minimal analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a minimum action plan for improvement or not including an action plan. (5.2) ● Minimal analysis of school wide role of teachers who enthusiastically model reading and writing and developing a minimum action plan for improvement or not including an action plan. (5.3) ● Minimal analysis of school wide initiatives to motivate learners to read and write and developing a minimum action plan for improvement or not including an 	<ul style="list-style-type: none"> ● General analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, , interests, achievement, and background to guide the literacy program and developing a basic action plan for improvement. (5.1) ● General analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a basic action plan for improvement. (5.2) ● General analysis of school wide role of teachers who enthusiastically model reading and writing and developing a basic action plan for improvement. (5.3) ● General analysis of school wide initiatives to motivate learners to read and write and developing a basic action plan for improvement. (5.4) 	<ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, interests, achievement, and background to guide the literacy program and developing a comprehensive, detailed action plan for improvement . (5.1) ● Detailed, comprehensive analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a comprehensive, detailed action plan for improvement . (5.2) ● Detailed, comprehensive analysis of school wide role of teachers who enthusiastically model reading and writing and developing a comprehensive, detailed action plan for improvement. (5.3) ● Detailed, comprehensive analysis of school wide initiatives to motivate learners to read and write and developing a comprehensive, detailed action plan for 	

	action plan . (5.4)		improvement. (5.4)	
<p>STANDARD 6 PROFESSIONAL LEARNING AND LEADERSHIP Candidates view professional learning and leadership as a career-long effort and responsibility</p> <p>(6.1, 6.2, 6.3, 6.4)</p>	<ul style="list-style-type: none"> ●Minimal knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●Minimal knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● Minimal knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) <ul style="list-style-type: none"> ●Minimal knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	<ul style="list-style-type: none"> ●General knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●General knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● General knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) ●General knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	<ul style="list-style-type: none"> ●Detailed, comprehensive knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●Detailed, comprehensive knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● Detailed, comprehensive knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) ●Detailed, comprehensive knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	
Written Communication	●Organization and presentation of	●Organization and presentation of	●Organization and presentation of	

	<p>ideas is limited.</p> <ul style="list-style-type: none"> •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format. 	<p>ideas is effective; professional presentation.</p> <ul style="list-style-type: none"> •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<p>ideas is exemplary with great clarity and cohesiveness; professional presentation.</p> <ul style="list-style-type: none"> •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	
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2010 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
3.1	0	0	█
3.2	0	0	█
3.3	0	0	█
3.4	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	0	█
4.4	0	0	█
5.1	0	0	█
5.2	0	0	█
5.3	0	0	█
5.4	0	0	█
6.1	0	0	█
6.2	0	0	█
6.3	0	0	█
6.4	0	0	█

2011 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
3.1	0	█	█
3.2	0	█	█
3.3	0	█	█
3.4	0	█	█
4.1	0	█	█
4.2	0	█	█
4.3	0	█	█
4.4	0	█	█
5.1	0	█	█
5.2	0	█	█

5.3	0		
5.4	0		
6.1	0		
6.2	0		
6.3	0		
6.4	0		

2012 Number of Candidates

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
4.4	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.1	0	0	
6.2	0	0	
6.3	0	0	
6.4	0	0	

1. The Content-Area Unit of Inquiry takes place in our GED 3322/3622 Course Teaching Reading and Writing in the Content Areas (B-6, 5-12). This is a course that is taken early -midway through the program after candidates have developed foundational knowledge and are now refining skills for creating effective literacy instruction. We strongly believe that teaching reading and writing strategies in the content areas, including teaching strategies for test taking and using technology is a high priority to achieve literacy success for students in the twenty first century. We have now strongly linked this course to Common Core Standards for 2013, but the attached Directions to Candidates and rubric reflect what we used in 2010-2013. At the same time, during those years we taught many of the skills and strategies embedded in Common Core because they represent best practices. Our coaching component focuses on candidates creating a Digital wiki **Teacher Handbook for Teaching Reading and Writing in the Content Areas**. This Handbook is a non-threatening coaching initiative that informs teachers of research-based best practices for teaching content-area literacy aligned with IRA Standards. Candidates also follow up with discussions with grade level colleagues.
2. This assessment aligns with IRA Standard One at the reading specialist/literacy level. Candidates identify and interpret major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and inform other educators via the Nonfiction Handbook of Best Practices (1.1) and model fair-mindedness, empathy, and ethical behaviors in working with students and communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices (1.3). This assessment aligns with IRA Standard Two. Candidates create, implement, and evaluate a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and support teachers to do the same via the Nonfiction Handbook of Best Practices (2.1) and create, implement, and evaluate multiple lessons that use a wide range of instructional texts and materials and support teachers to do the same via the Nonfiction Handbook of Best Practices that includes an annotated list of exemplary children's and adolescent literature and exemplary web sites for teaching nonfiction reading and writing strategies at the appropriate developmental level (2.3). This assessment align with IRA Standard 4.2 because candidates use curriculum materials and instructional practices that are sensitive to the needs of all students and represent multiple diversities and by differentiating instruction, and support classroom teachers to do the same via the Nonfiction Handbook of Best Practices. This assessment aligns with IRA Standard Five because candidates complete the project in their classrooms which have a physical environment that supports student learning (5.1), create a nurturing, supportive social environment for all learners to learn including struggling readers and English language learners, and support classroom teachers in ways to do the same via the Nonfiction Handbook of Best Practices (5.2), and differentiate instruction, including grouping practices, to meet the needs of all students including struggling readers and writers and English language learners, and support classroom teachers in ways to do the same via the Nonfiction Handbook of Best Practices (5.4). This assessment supports IRA Standard 6.2 because candidates demonstrate positive dispositions, model positive attitudes, and demonstrate effective interpersonal communication via the teacher-friendly E-Handbook of Best Practices for teaching

nonfiction reading and writing. This assessment aligns with IRA Standard 6.3 because the E-Nonfiction Handbook of Best Practices for teaching content area reading and writing provides professional development to increase teacher effectiveness that will raise student achievement.

3. Even with very small numbers, data findings indicate very strong performance for all three years of data. The only standard where a single candidate did not achieve “Exceeds Standard” was IRA Standard 1.1. She presented theories and research in foundational areas but her presentation was not sufficiently comprehensive and she did not include the analysis and interpretation required at the reading specialist/literacy coach level. With respect to instruction, all candidates comprehensively used appropriate and varied instructional approaches to teach content-area strategic knowledge and skills (IRA Standard 2.2 and also used a wide range of texts that included informational texts, persuasive texts (e.g. op-ed pieces and editorials), informational graphic novels, picture books, and a strong variety of web-based sources (IRA Standard 2.3). All candidates thoughtfully differentiated instruction and included a wide range of multicultural texts that were used to inform and value diversities (IRA Standard 4.2). All candidates created a very strong nurturing, supportive environment that optimized student learning that centered on easy access to all books and materials, modeling, and the *gradual release of responsibility* through guided practice and independent application (IRA Standards 5.1 and 5.2) that also included supportive scaffolding for struggling readers and writers (IRA Standard 5.4). All candidates displayed positive dispositions, strongly modeled positive attitudes, and supported professional development of teachers by effectively communicated best practices for teaching nonfiction reading and writing strategies and skills via the E-Handbook of Best Practices (IRA Standards 6.2 and 6.3)
4. The data show that even with a small number of 5-12 candidates, they are mastering the content, performance skills, and professional development at a very high level. This course takes place midway through the program so they had already completed an initial Teacher Handbook in our foundational course GED 330/3601. This foundation enables them to complete very high level E-Handbook in this course. Also, we show models of previous units and Handbooks to establish standards. Regarding the few candidates who need to upgrade their theory and research sections, we have begun using the models for individual conferences to focus on our expectations.
5. The data show that candidates are mastering the content, performance skills, and professional development at a very high level. This course takes place early-midway through the program so they had already completed an initial Teacher Handbook in our foundational course GED 3301/3601. This foundation enabled them to complete very high level E-Handbooks in this course. Also, we show models of previous units and Handbooks to establish the Exceeds Standard qualities. Regarding the few candidates who need to upgrade their theory and research sections, we have begun using the models for individual conferences to focus on our expectations. We believe that this coaching initiative is effective because candidates work in grade-appropriate groups and provide feedback to each other in order to create the highest standard of E-Handbook.

GED 3322 Teaching Reading and Writing in the Content Areas
Content-Area Unit of Inquiry (Individual or Collaborative): Planning, Implementing, and Reflecting
IRA Standards 1.1, 1.3, 2.2, 2.3, 4.2, 5.1, 5.2, 5.4, 6.2, 6.3)

UNIT GOALS AND OBJECTIVES

IRA Standard One: Candidates will understand and articulate foundations of reading and writing process of instruction by:

- Demonstrating understanding of major theories and empirical research that describe the cognitive, linguistic, motivation and socio-cultural foundations of reading and writing processes, components and development. (1.1)
- Demonstrating understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (1.3)

IRA Standard Two: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction by:

- Use foundational research to guide nonfiction instruction and support classroom teachers to do the same (2.1)
- Use of a wide range of instructional practices, approaches, and methods, including technology-based practices and support teachers to do the same. (2.2)
- Use of a wide range of curriculum materials and support teachers to do the same. (2.3)

IRA Standard Four: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by:

- Use curriculum materials and instructional practices that are sensitive to the needs of all students and that represent an array of diversity and support teachers to use curriculum materials and instruction that does the same through differentiated instruction. (4.2)

IRA Standard Five: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate uses of assessments by:

- Creating a supportive social environment for all learners, including struggling learners, and English language learners. (5.2)
- Using the most effective grouping practices to differentiate instruction and meet the needs of struggling readers and writers (5.4)

IRA Standard Six: Candidates view professional learning and leadership as a career-long effort and responsibility by:

- Displaying positive dispositions towards reading and writing, modeling these dispositions, and effectively communicating with teachers via the Nonfiction E-Handbook of Best Practices (6.2).
- Collaborating in planning, implementing, and evaluating professional development activities by disseminating the Nonfiction E-Handbook of Best Practices. (6.3)

This unit will include initial context information and assessment that informs goals and instructional planning of strategy instruction lessons. The unit will lead to authentic student non-fiction publishing of original writing, projects, and presentations. Components include:

- **Introduction:** Identify grade and rationale based on context information and initial classroom-based assessment for deciding to complete this unit of inquiry.
- **Theory and Research:** Theory and research support for using an inquiry approach to reading and writing in non-fiction. By comparing and contrasting different theories and research.

- **Goals:** Identifying goals that you collaboratively develop with your students to identify what is important to know and be able to do as a result of the student’s immersion in your unit of inquiry.
- **Implementation:** Organization and major learning experiences, including primary and secondary research, that you used to help you achieve your goals by integrating reading/writing/ listening/ speaking/viewing/ across the curriculum. Walk the reader through your approach with your class. Include the uses of technology. Include authentic reading experiences in a wide variety of texts for personal and social growth, and multiple opportunities for students to respond to text through multimodal and multisensory experiences, including storytelling.
 - Identify strategies you used for increasing comprehension of non-fiction texts.
 - Identify strategies you used for differentiating instruction to respect diversity and to respond to individual differences.
 - Identify strategies for increasing word knowledge, spelling knowledge, and vocabulary.
 - Identify study strategies you used to help students organize and remember information, and prepare to take tests.
 - Identify rubrics, check lists, performances, portfolios, or other authentic assessments you developed with students to monitor student progress, inform instruction, and determined effectiveness of your curriculum and instruction.
 - Identify culminating publishing, projects, and performances. (Include artifacts with your report)
 - Identify school/home connections you implemented to involve parents in the literacy development of their child.
 - Identify authentic, performance-based assessments you developed with students to monitor student progress and inform instruction, including rubrics, check lists, performances, and portfolios.
- **Annotated Bibliography:** Provide an annotated bibliography that includes (1) Developmentally and educationally appropriate books that support your inquiry unit, including books that value, respect, and honor diversity; and (2) A list of developmentally and educationally appropriate web sites that support your unit of inquiry. (Annotated bibliographies will be photocopied for all candidates as a resource for teaching.)
- Collaboratively creating a **Teacher Handbook for Teaching Reading and Writing in the Content Areas web page** that you will send to colleagues and your principal and/or department chair. You will follow up with discussions with grade/department colleagues to strengthen teaching of nonfiction.
- **Critical Reflection:** Critically analyze and evaluate the effectiveness of your content unit of inquiry. Identify strengths. Identify weaknesses. **Focus on what you learned as a literacy specialist that contributes to your on-going learning and professional development, and next steps.**

GED 3322 Digital Teacher Handbook (Wiki) for Teaching Reading and Writing in the Content Areas

Guidelines: Create a *user friendly* guide that highlights the alignment between what we know about theory and research and exemplary practices for teaching reading and writing in the content areas.

Sections

<p>Home Page: Teaching Reading and Writing in the Content Areas: Include names, positions, grade levels, St. Thomas Aquinas MEd. in Literacy and Post-Master's Certification Program, Professor's Name, semester, Year</p>	<p><u>Exemplary Practices</u></p>
<p>Introduction: Purposes for the Nonfiction Handbook (Teacher Friendly Language)</p>	
<p>Theory and Research that Guide Teaching</p>	

Reading and Writing in the Content Areas	
Essential Strategies for Teaching Reading in the Content Areas and Instructional Approaches that Effectively Teach Strategies	
Essential Roles for the Teacher (Including Motivating and Engaging Students, Modeling and Demonstrating, Using Ongoing Assessment to Plan Instruction and Monitor Progress Differentiating Instruction, and Addressing Common –Core Standards for Close, Text-Based Reading and Thoughtful Writing)	
Using Nonfiction to Support Understanding of Multiple Perspectives, Diversities, and a Critical Stance	
Reaching Out to Parents...Building School/Home/Community Partnerships	
Exemplary Children's an YA literature for Teaching Reading and Writing Across the Curriculum	
Exemplary Web Sites for Teachers and Students for Teaching Reading and Writing Across the Curriculum	
References	

GED 3322/3622 Scoring Rubric at the Reading Specialist/Literacy Coach Level (IRA Standards 1.1, 1.3, 2.2, 2.3, 4.2, 5.2, 5.4, 6.2, 6.3)

Rating Indicator	Standard Not Met 1-2	STANDARD Met 3-4	EXCEEDS STANDARD 5	Score
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation and socio-cultural foundations of reading and writing processes, components and development.	<ul style="list-style-type: none"> ● Did not accurately identify and interpret major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and did not inform other educators via the Nonfiction Handbook of Best Practices 	<ul style="list-style-type: none"> ● Accurately identified and interpreted major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and informed other educators via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ● Comprehensively identified and interpreted major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and informed other educators via the Nonfiction Handbook of Best Practices. 	
1.3. Understand the role of professional judgment and practical knowledge for	<ul style="list-style-type: none"> ● Did not model fair-mindedness, empathy, and ethical behaviors in working with students and communicated the importance of fair- 	<ul style="list-style-type: none"> ● Basically modeled fair-mindedness, empathy, and ethical behaviors in working with students and communicated the importance of fair- 	<ul style="list-style-type: none"> ● Comprehensively modeled fair-mindedness, empathy, and ethical behaviors in working with students and communicated the 	

<p>improving all students' reading development and achievement.</p>	<p>mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	<p>mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	<p>importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	
<p>2.1 Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum.</p>	<p>●Did not demonstrate use of foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and did not effectively communicate practices via the Nonfiction Handbook of Best Practices.</p>	<p>●Basically used foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and basically communicated effective practices via the Nonfiction Handbook of Best Practices.</p>	<p>●Comprehensively used foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and comprehensively communicated effective practices via the Nonfiction Handbook of Best Practices.</p>	
<p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.</p>	<p>●Did not create, implement, and evaluate wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	<p>●Basically created, implemented, and evaluated a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	<p>●Comprehensively created, implemented, and evaluated a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	
<p>2.3 Use a wide range of instructional texts and materials, both traditional print and online resources to create effective reading instruction for all students</p>	<p>●Did not create, implement, and evaluate multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in</p>	<p>●Basically created, implemented, and evaluated multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in the</p>	<p>●Comprehensively created, implemented, and evaluated multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in the Nonfiction handbook of Best</p>	

	the Nonfiction handbook	Nonfiction handbook	Practices..	
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<ul style="list-style-type: none"> ●Did not use curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically used curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively used curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	
5.2 Design the social environment to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> ●Did not create a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically created a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively created a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	
6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	<ul style="list-style-type: none"> ●Does not sufficiently demonstrate positive dispositions in all interactions with students, does not sufficiently demonstrate modeling and the value of reading and writing in and out of school, and interpersonal communication via the E-Handbook of Best Practices is not teacher-friendly. 	<ul style="list-style-type: none"> ●Basically demonstrates positive dispositions in all interactions with students, promotes modeling and the value of reading and writing in and out of school, and demonstrates effective interpersonal communication via the E-Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively demonstrates positive dispositions in all interactions with students, strongly promote modeling and the value of reading and writing in and out of school, and demonstrate very strong interpersonal communication via the E-Handbook of Best Practices. 	
6.3 Initiate, design, participate in, facilitate and evaluate effective and differentiated school-based professional development programs.	<ul style="list-style-type: none"> ●Did not plan, implement, and evaluate professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	<ul style="list-style-type: none"> ●Basically implemented, and evaluated professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	<ul style="list-style-type: none"> ●Comprehensively planned, implemented, and evaluated professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	
Written Communication	<ul style="list-style-type: none"> ●Organization and presentation of ideas is limited. ●Significant spelling, 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is effective; professional presentation. 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is exemplary with great clarity and cohesiveness; 	

	grammar, and/or mechanical errors. •Does not follow APA format.	•Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format.	professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format.	
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2010 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceed Standard (5)
1.1	0	█	█
1.3	0	█	█
2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
4.2	0	█	█
5.1	0	█	█
5.2	0	█	█
5.4	0	█	█
6.2	0	█	█
6.3	0	█	█

2011 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.2	0	0	█
5.1	0	0	█
5.2	0	0	█
5.4	0	0	█
6.2	0	0	█
6.3	0	0	█

2012 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	█	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█

4.2	0	0	█
5.1	0	0	█
5.2	0	0	█
5.4	0	0	█
6.2	0	0	█
6.3	0	0	█

1. This assessment, Multi-media Culturally Responsive Unit of Study takes place in the course GED 3303 Diversity Themes in Children's Literature/GED 3603 Diversity Themes in Adolescent Literature. This assessment takes place early to middle in the program after the foundational literacy course. It focuses on developing understanding and valuing diversities and engaging students in a literacy curriculum that positively impacts their knowledge and beliefs by implementing teaching culturally responsive pedagogy using multicultural literature. It also focuses on using the acclaimed SIOP (Sheltered Instruction Observation Protocol) model to teach English language learners. The assessment also embeds critical literacy to teach reading and writing as socially responsive processes because of its alignment with valuing diversity. The major coaching initiative is a grade-appropriate, collaboratively-created web site supporting culturally responsive pedagogy and then meeting with teachers to share ideas. There is also internal coaching through a professional workshop that candidates conduct. We believe that candidates are not yet ready to do an on-site workshop for teachers. This course is taught by an adjunct professor who is a certified ESL teacher.
2. This assessment aligns at the reading specialist/literacy coach level for Standard (1.1, 1.3) because candidates interpret major theories of reading and writing processes and development with focus on understanding the needs of diverse learners, analyzing a classroom culture/environment for fostering individual motivation to read and write with respect to responding to diversities, demonstrating a critical stance to theory and research, and informing teachers and other educational professionals about major theories and research via sharing the required multicultural web page. They also model fair-mindedness, empathy, and ethical behavior in their instruction. This assessment aligns with IRA Standard Two (2.1 2.2, 2.3) because candidates use foundational knowledge apply principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study (2.1), use multiple methods (2.2) and multiple print and online texts (2.3) to create pedagogy that understands, respects, and values diversities. Classroom teachers are strongly supported via your web-based project. This assessment aligns with IRA Standard 4 because candidates recognize, understand, and value the forms of diversity in society and their impact on learning to read and write in order to create effective pedagogy (4.1), implement a literacy curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities(4.2), and advocate for culturally responsive pedagogy via the literacy coaching web site and follow up discussions with grade-level/department colleagues (4.3). This assessment aligns with IRA Standard Five because candidates use their classrooms that provide a physical environment which optimizes student learning (5.1) and create a nurturing social environment that supports student learning (5.2). This assessment aligns with IRA Standard 6.2 because candidates display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing

professional knowledge and behaviors and support teachers by identifying ways they can display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study web site .

3. Even with very small numbers, the data show that candidates are performing at a very high level. All candidates achieved at "Standard Met" or "Exceeds Standard." For Standards/Elements there was zero or one candidate in each of the three years that did not achieve "Exceed Standard." As noted previously, this is due to providing Grade A using models to identify our expectations and our assessment policy of providing detailed feedback and permitting resubmission of the sections of the report as they are sent. All candidates choose to resubmit because they are committed to achieving at the highest standards. Regarding the very few candidates who need to upgrade their theory and research section (1.1), we believe we are addressing this need by meeting individually with those candidates to provide detailed feedback. Regarding the Advocacy Standard (4.3), we have made improvement over the three years of data submitted. In 2010 this was a new focus for both our professor and candidates in our web site. Since then, we have taken steps to identify steps teachers can take to advocate for equity and have provided models. In 2012, advocacy took on a greater focus because of policies related to Common Core Standards and Race to the Top that threaten to minimize the importance of background knowledge and making personal connections to text.
4. Again, with small numbers, data findings indicate overall strong performance in IRA Standards strong performance for IRA Standards 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, and 6.2. One Standard where a very small number of candidates did not achieve "Exceeds Standard" was 1.1. These candidates presented theories and research in foundational areas and language development, but their presentations were not sufficiently substantial and they did not include the analysis required at the reading specialist/literacy coach level. As noted, we now meet individually with candidates not meeting the "Exceeds Standard" level to provide detailed feedback to improve performance. The other Standard where a few candidates did not score "Exceeds Standard" was 4.2. Advocacy reaches out of candidates' comfort zones because their focus is on teaching. We have strengthened our emphasis on the importance of advocacy in all literacy specialization courses and we have seen candidate performance increase. This will continue to be a major focus.

Final Project: Multi-media Culturally Responsive Unit of Study (IRA Standards 1.1, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3 5.1, 5.2, 6.2)

Goal: To develop a unit of study that accurately reflects, addresses and pays homage to the cultural diversity represented by the students in your current classroom. Diversity themes (including ethnocentrism, ethno relativism, multicultural perspective, cultural competence, acculturation, assimilation, social responsibility and social action)

should be addressed on an age-appropriate level. The content of this unit must be informed by professional theory and research.

The content of this unit will include: (see Rubric for details regarding criteria)

- Theory and research section that focuses on elements of culturally responsive instruction, teaching English language learners, and critical literacy with interpretation of the perspectives. This will be included in your Internet web page and shared with teachers.
- Submission of three lessons (the SIOP lesson will count as one of these) you conduct with students that includes a lesson plan, description of implementation, and evaluation (including critical reflection on what students learned and implications for professional development that identifies specific steps you will take to improve instruction. Include a section on ways that you model fair-mindedness. One lesson must be an Internet-based lesson.
- An oral presentation to coach other candidates in the course through which you will demonstrate your knowledge of the cultural identities present in your classroom, those currently served and/or neglected under your curriculum guidelines, and the diversity themes you plan to address through implementation of the designed unit. A bibliography of articles informing your unit, as well as a separate roster of multicultural literary selections. The roster should include bibliographic information and your rationale for selecting these works for inclusion in the diversity themes unit. Each literary selection should represent authentic issues, multiple levels and reflect the cultural and linguistic backgrounds of the learners.
- A functional internet web page that incorporates authentic literature of varying levels (allowing for differentiated instruction), and reflects the culture(s) represented in your classroom. Students may be referred to print resources of varying genre as part of the internet lesson plan. You will post this web site on the class web page as well as share it with your colleagues at school to share a coaching initiative that can enrich instruction. A culturally sensitive learning activity that engages students in readings and invites a connection with their families or local communities. You must be able to articulate how these learning activities motivate students to use literacy and language to enhance their personal skills and development.

Multi-media Culturally Responsive Web Site

1. **Home Page: Introduce the importance of incorporating culturally responsive pedagogy**
2. **Theory and Research: Provide support in teacher-friendly language for teaching culturally responsive pedagogy**
3. **Culturally Responsive Pedagogy best practices**
4. **Keys for SIOP model instruction to teach English Language Learners**
5. **Recommended Literature to support understanding and knowledge of diversities at appropriate grade levels**
6. **Recommended web sites that provide guidance for culturally responsive instruction and teaching English language learners**
7. **References**

GED 3303/GED 3603 DIVERSITY THEMES FINAL PROJECT RUBRIC

INDICATORS	STANDARD NOT MET (1-2)	STANDARD MET (3-4)	EXCEEDS STANDARD (5)	SCORE
Foundational Knowledge	• Minimally –or does not - interprets major theories of reading and	• Basically interprets major theories of reading and writing processes and	• Comprehensively interprets major theories of reading and writing	

(IRA 1.1, 1.3)	<p>writing processes and development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Minimally –or does not - analyze classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Minimally –or does not - inform teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Minimally - or does not - demonstrate basic ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	<p>development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Basically analyzes classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Basically informs teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Demonstrates basic ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	<p>processes and development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Comprehensively analyzes classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Comprehensively informs teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Demonstrates exemplary ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	
Curriculum and Instruction (IRA Standards 2.1, 2.2, 2.3)	<p>Culturally sensitive pedagogy is not apparent through implementation of principles of culturally responsive pedagogy throughout the web-enabled activity by using multiple methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are not supported via your web-site project and there is no sharing.</p>	<p>Some implementation of principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study Web Site by using some methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are basically supported via your web-site project and sharing.</p>	<p>Comprehensive implementation of principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study Web Site by using multiple methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are strongly supported via your web-site project and sharing.</p>	
Diversity (IRA 4.1, 4.2, 4.3)	<ul style="list-style-type: none"> ● Minimal – or no - recognition, understanding, and valuing the forms of diversity in society and their impact on learning to read and write. ● Minimal – or no implementation of a 	<ul style="list-style-type: none"> ● Basically recognize, understand, and value the forms of diversity in society and their impact on learning to read and write. ● Basically implement a literacy curriculum and engage in instructional 	<ul style="list-style-type: none"> ● Comprehensively recognize, understand, and value the forms of diversity in society and their impact on learning to read and write. ● Comprehensively implement a literacy curriculum and engage in 	

	<p>literacy curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Does not use the Multi-media Culturally Responsive Unit of Study Web Site to comprehensively support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Does not identify ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues - or identification is minimal. 	<p>practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Use the Multi-media Culturally Responsive Unit of Study Web Site to basically support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Identify basic ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues. 	<p>instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Use the Multi-media Culturally Responsive Unit of Study Web Site to comprehensively support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Identify comprehensive ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues. 	
Literate Environment (IRA 5.1, 5.2)	<ul style="list-style-type: none"> ●Minimally – or does not - design the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	<ul style="list-style-type: none"> ●Basically designs the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	<ul style="list-style-type: none"> ●Comprehensively designs the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	
Professional Learning and Leadership (IRA 6.2)	<ul style="list-style-type: none"> ●Displays minimal – or no -positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Minimally –or does 	<ul style="list-style-type: none"> ●Basically displays positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Basically supports teachers by identifying ways they can display 	<ul style="list-style-type: none"> ●Comprehensively displays positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Comprehensively supports teachers by identifying ways they can display positive 	

	not - support teachers by identifying ways they can display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	
Self-reflective Evaluation of Instructional Effectiveness	Little or no evidence is provided to demonstrate how the experiences have impacted students' learning	Some evidence of the impact on student learning is presented through discussion	The impact on student learning is comprehensively demonstrated through artifacts, work samples, professional reflection and/or feedback	
Quality of Multi-media Culturally Responsive Unit of Study Web Site	Multi-media Culturally Responsive Unit of Study Web Site is poorly communicated and/or unable to be utilized as planned	Multi-media Culturally Responsive Unit of Study Web Site is communicated, age-appropriate, and able to be utilized as planned	Multi-media Culturally Responsive Unit of Study Web Site is comprehensively engaging, culturally sensitive, and inspires students' personal growth	
Written Communication	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness; professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	

2010 N = █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	█	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	█	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█

2011 N = █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	█	█
1.3	0	█	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	█	█
4.2	0	█	█
4.3	0	█	█
5.1	0	0	█
5.2	0	0	█
6.2	0	█	█

2012 N= █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	0	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█

ST. THOMAS AQUINAS COLLEGE
DIVISION OF TEACHER EDUCATION
Master of Science in Education – Middle Childhood and Adolescence Literacy
(Grade 5-12)

All courses are 3 credits
Total Program: 36 credits
Degree Sheet

1/11

NAME _____ Degree Received From _____
Soc. Security No. _____ Degree(s) _____ Major _____
Phone No. _____ GPA _____ GRE _____
Advisor _____ GED 3101 Cognition and Instruction
Date _____ GED 3102 Research Methods in Literacy

Level I: Core (6 credits)

Level II: Literacy Specialization (18 credits)

GED 3601 Expanding Literacy: Language Development in Adolescence
GED 3602 Literacy Strategies: Grades 5-12
GED 3603 Diversity Themes in Adolescent Literature
GED 3604 Teaching of Writing: Grades 5-12
GED 3622 Reading and Writing in the Content Areas: Grades 5-12
GED 3625 Assessing and Evaluating Literacy: Grades 5-12

Level III: Capstone Experiences (6 credits)

*GED 6203 Literacy Practicum: Grades 5-12
*GED 6204 Organizing and Supervising the Literacy Program

Level IV: Electives (6 credits)

GESP 7100 Comprehensive Assessment (0cr)
Two courses in Special Education, Teacher Leadership, Middle School Extension, or by advisement

Note:

Apply for matriculation after 12 credits including GED 3101 Cognition and Instruction. Complete all coursework prior to capstone experiences. Complete CST –Literacy prior to the practicum

Catalog Course Descriptions 2011-2012: MEd. Literacy: 5-12

GED 3601 Expanding Literacy: Language Development in Adolescence

This course will focus on the language and literacy development of adolescents as they refine and deepen their knowledge, understanding, and experiences with reading, writing, listening, speaking, viewing, and representing. Emphasis will be on linguistic, cognitive, and sociocultural dimensions of literacy as they relate to constructing knowledge, creating a literate environment, expanding word knowledge, and developing a balanced literacy program for middle and high school students.

GED 3602 Literacy Strategies: Grades 5-12

This course examines research-based practices for teaching reading and writing strategies at the adolescent level. Focus is on development of skills and strategies needed for high level comprehension. Emphasis is on strategies that promote ownership and self-regulated reading and writing, development of critical thinking skills, reading/writing connections, and integration of curriculum.

GED 3603 Diversity Themes in Adolescent Literature

Course participants will explore literature for young adults to discover how diversity related themes are treated and to learn ways to integrate these themes into the curriculum. Themes include culture and ethnicity, discrimination, racism and bias, ethnocentrism, ethnorelativism, multicultural perspective, and cultural competence. In combination, the literature and the themes provide an opportunity for teachers and students to understand how these themes are prevalent in the contexts of school and the larger society.

GED 3604 Teaching of Writing: Grades 5-12

Understanding of writing at middle childhood and adolescence, and an emphasis on application of the writing process. Writing as thinking. Focus on expanding writing in multiple genres. Strategies for expanding understanding of English writing conventions, including word usage, sentence structure, grammar, and spelling. Reading/writing connections: Studying literary types. Evaluating, and self-evaluating writing. This course will be taught as a writing workshop where students will keep a writer's notebook and write for publication while making connections to the teaching of writing.

GED 3622 Reading and Writing in the Content Areas: Grades 5-12

This course focuses on the skills and strategies needed to read and write non-fiction and informational text at the middle childhood and adolescent levels. Topics include understanding text structures and organization; vocabulary development; non-fiction comprehension strategies; research skills, including technology; reading original documents; inquiry-based learning and integrative units.

GED 3625 Assessing and Evaluating Literacy: Grades 5-12

Examination of the multiple purposes and processes of assessment and evaluation in literacy instruction. Understanding principles for assessment, purposes and procedures. Determining appropriate uses of formal and informal assessment procedures. Identifying individual literacy strengths and weaknesses. Planning, implementing, and interpreting multiple assessment processes, including observation, surveys, running records, rubrics, portfolios, performances, reading conferences. Bias-free assessments. Supervised case-study is required.

GED 3626 Diagnosing and Teaching Students with Literacy Difficulties: Grades 5-12

This course focuses on the knowledge and skills needed to diagnose and instruct students in middle childhood and adolescence who are experiencing reading and writing difficulties. Focus will be on understanding nature and multiple causes of reading and writing difficulties, including current research on dyslexia; diagnostic methods; building motivation to read; matching students with texts; research-based intervention strategies; instructional adaptations; creating an individual reading intervention plan. Supervised case-study is required. Prerequisite: GED 3625.

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GED 6201 Research Seminar: Current Issues in Literacy

This capstone course synthesizes knowledge, skills, and dispositions developed from core and literacy specialization courses through the completion of an in-depth action-research project designed to replicate and/or extend a published study dealing with a current issue in literacy. Weekly discussions will focus on current issues in teaching literacy. Prerequisites: 18 credits in the program, approval of Director of Graduate Education.

GED 6203 Literacy Practicum: Grades 5-12

Supervised experience assessing literacy needs of adolescents, grades 5-12, and designing, implementing, and evaluating an effective program of literacy instruction at the middle childhood and adolescent levels who are experiencing reading and writing difficulties. Candidates will authentically assess students, plan a comprehensive

intervention program based on researched best practices, implement the program under the supervision of a full-time faculty member with a terminal degree in literacy, report progress to parents and involve them in the literacy development of their child, and participate in a professional seminar to examine critical issues. Minimum of 50 hours of college-supervised experience. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 6204 Organizing and Supervising the Literacy Program

In this capstone course, candidates will focus on the role of the literacy specialist as a school leader and staff developer. Emphasis will be on developing knowledge, understanding, and performance skill to organize and supervise effective school wide literacy programs, including evaluation of programs based on International Reading Association Standards for Exemplary Reading Programs; developing literacy curriculum; planning and implementing professional development; supervising paraprofessionals; and developing school/home/community relations. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 7100 Comprehensive Assessment (0 credit)

A summative portfolio evaluation through which degree candidates demonstrate mastery of the outcomes of the degree program. Prerequisites: All required courses; approval of faculty advisor.

Assessment #1

Title: Content Specialty Test (CST): Literacy (065)

1. A Brief Description of Assessment #1

Candidates in the Literacy Education Program who are seeking New York State Teaching Certification as a literacy specialist are required to take the Content Specialty Test (CST) in Literacy. Not all candidates choose to pay the fee to take this test because they teach in New Jersey where a licensure test is not required for a reading teacher. As a result, the number of program completers does not match the number of test takers. NCATE policy is that 80% of completers who take the state test must pass. Our faculty has now adopted a policy that all candidates must take the NY State Content Specialty Test prior to completing the capstone practicum. This data will be reflected in our next IRA/NCATE Program Report. Candidates take the test near the completion of the program. The test includes 80 multiple choice questions and a constructed (written) response that focuses on developing interventions for a struggling reader based on assessment and instruction information that is provided. The test was created to correspond to New York State's B-12 Learning Standards and generally aligns with IRA Standards. Our assessment system does not disaggregate data by years, so the data chart represents three years of data, 2009-2011 for the 29 candidates who took the test, B-6 and 5-12 because it is a single test. Thus, we cannot disaggregate data to identify the level of the one candidate out of 29 that did not pass. This candidate can retake the test in order to pass and get her/his literacy certification

2. **Alignment of Assessment #1 with IRA Standards:**The Content Specialty Test in Literacy is comprised of four sub-areas:

- **SUBAREA I – FOUNDATIONS OF LITERACY (1.1-1.3,4.1-4.3)**
- **SUBAREA II – READING INSTRUCTION AND ASSESSMENT (2.1-2.3, 3.1-3.3)**
- **SUBAREA III – THE ROLE OF THE LITERACY PROFESSIONAL (6.1-6.4)**
- **SUBAREA IV – READING INSTRUCTION AND ASSESSMENT:CONSTRUCTED-RESPONSE ASSIGNMENT (2.1-2.3, 3.1-3.3)**

3. A Brief Analysis of the Data Findings

Test results demonstrate that over the three years of data reported by the New York State Education Department, 97% of the 29 completers who took the test passed, with only one completer scoring Below Standard. This indicates that the vast majority of candidates strongly mastered the content identified by New York State to be a literacy specialist. This also indicates that we need to continue providing the high level of instruction that generated these results. Performance in all subareas was very strong. While a score of 220.00 is required for passing, the mean for total scores was 253.86. Even though all but one candidate passed the test, four candidates scored Below Standard in Instruction and Assessment. We are not sure why this is the case without having access to the test to be able to do an item analysis of the results. We have now built in test-preparation strategies using previous tests listed on the NY State Education Department web site.

4. An Interpretation of How the Data Provides Evidence for Meeting Standards

Test results demonstrate that over the three years of data reported by the New York State Education Department, all of our completers have strongly mastered the content identified by New York State to be a literacy specialist that generally aligns with IRA Standards. This indicates that we need to continue providing the high level of instruction that generated these results.

5 (a) Description of Assessment #1

The Assessment Tool: Content Specialty Test: Literacy

Type: New York State Teacher Certification Examination

Publisher: New York State Department of Education and National Evaluation Systems, Inc.
www.nystce.nesinc.com

As noted above the test consists of 80 multiple choice questions and a constructed (written) response that focuses on developing an intervention plan for a reader who is struggling.

Scoring System: Like all New York State teacher certification examinations, the Content Specialty Test in Literacy uses scaled scores. Each subsection is scored with a range from 100-300. The total test score is based on the total performance of all sections of the test. An examinee's multiple-choice score and scores on constructed-response assignments are combined to obtain the total test score. Candidates do not need to achieve a minimum score of 220 on each subsection; it is only the total score that determines pass or fail. A total score of 220 or above passes the test.

Each sub-area is developed around a set of objectives that matches the selected and constructed responses. The following represent the sub-areas and their corresponding objectives along with alignment with IRA Standards:

Alignment of Content Specialty Test in Literacy with the IRA Standards: Below is a table that demonstrates how the sub areas and test objectives are aligned with the IRA standards.

SUBAREAS and Test Objectives	Program and IRA Standards
SUBAREA I—Foundations of Literacy 01 Understand theories of Literacy acquisition and development 02 Understand the relationships among reading, writing, listening, and speaking 03 Understand individual differences in literacy development	1.1, 1.2, 1.3, 4.1, 4.2, 4.3
SUBAREA II-Reading Instruction and Assessment: 06 Understand the development of concepts of print 07 Understand the development and application of phonics skills 08 Understand a variety of word identification strategies 09 Understand the development of vocabulary knowledge and skills 10 Understand reading comprehension skills and strategies 11 Understand reading skills associated with content-area literacy 12 Understand the development of effective study skills 13 Understand the role of oral and written language in the development of reading proficiency 14 Understand strategies for promoting the reading development of students with reading difficulties.	2.1, 2.2 2.3, 3.1, 3.2, 3.3
SUBAREA IV—Reading Instruction and Assessment: Constructed	

Assignment Response Objectives: 06-15	
SUBAREA I—Foundations of Literacy 04 Understand formal and informal techniques for assessing literacy skills 05 Understand how to use and communicate the results of literacy assessments SUBAREA II—Reading Instruction and Assessment 15 Understand strategies for promoting the reading development of students with reading difficulties. SUBAREA IV—Reading Instruction and Assessment: Constructed Assignment Response	Standard 3: 3.1 3.2, 3.3 3.4
SUBAREA II—Reading Instruction and Assessment 11 Understand reading comprehension skills and strategies 12 Understand reading skills associated with content-area literacy 13 Understand the development of effective study skills 14 Understand the role of oral and written language in the development of reading proficiency. SUBAREA III The Role of the Literacy Professional 16 Understand how to organize effective literacy environments and to manage literacy programs 18 Understand how to select and use diverse instructional materials to promote literacy development SUBAREA IV—Reading Instruction and Assessment: Constructed Assignment Response	2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4
SUBAREA III The Role of the Literacy Professional 16 Understand how to organize effective literacy environments and to manage literacy programs 17 Understand curriculum development and instructional planning for literacy programs 18 Understand how to select and use diverse instructional materials to promote literacy development 19 Understand how to collaborate and communicate with colleagues, parents, caregivers, and members of the educational community to promote students’ literacy development 20 Understand professional responsibilities of literacy professionals	6.1, 6.2, 6.3, 6.4

5. Description of Assessment #1

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Type: New York State Teacher Certification Examination

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Scoring System: Like all New York State teacher certification examinations, the Content Specialty Test in Literacy uses scaled scores. Each subsection is scored with a range from 100-300. The total test score is based on the total performance of all sections of the test. An examinee’s multiple-choice score and scores on constructed-response assignments are combined to obtain the total test score. Candidates do not need to achieve a minimum score of 220 on each subsection; it is only the total score that determines pass or fail. A total score of 220 or above passes the test.

The Framework of the Content Specialty Test (CST): Literacy)

SUBAREAS <i>Content Specialty Test: LITERACY (045)</i>	Approximate Percentage of the Test
SUBAREA I: FOUNDATIONS OF LITERACY (Objectives: 01-05)	23%
SUBAREA II: READING INSTRUCTION AND ASSESSMENT (Objectives: 06-15)	45%
SUBAREA III: THE ROLE OF THE LITERACY PROFESSIONAL (Objectives: 16-20)	22%
SUBAREA IV: READING INSTRUCTION AND ASSESSMENT—Constructed Response Assignment (Objectives: 06—15)	10%

5. (b) The Scoring Guide for the Assessment #1

As noted above, the Content Specialty Test for Literacy has four sub-areas. The first three sub-areas assess candidates' content knowledge of the IRA Standards through an 80-question multiple-choice test. The second section of the test is a constructed (written) response that focuses on developing an intervention plan for a reader who struggles based on assessment and instruction information that is presented. The performance characteristics and the scoring guide for evaluating the responses are as follows:

PERFORMANCE CHARACTERISTICS AND SCORING SCALE*

Performance Characteristics

The following characteristics guide the scoring responses to the written assignment.

Purpose:	Fulfill the charges of the assignment
Application of Content:	Accurately and effectively apply the relevant knowledge and skills.
Support:	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Scoring Scale

Scores will be assigned to each response to the written assignment according to the following scale.

Score Point	Score Point Description
4	<p>The “4” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response completely fulfills the purpose of the assignment by responding fully to the given task. ○ The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. ○ The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The “3” response reflects a general command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response generally fulfills the purpose of the assignment by responding to the given task. ○ The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. ○ The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The “2” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.

	<ul style="list-style-type: none"> ○ The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. ○ The response provides support with some relevant examples and/or generally sound reasoning.
1	<p>The “1” response reflects a thorough command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> ○ The response fails to fulfill the purpose of the assignment. ○ The response demonstrates largely inaccurate and/or ineffective application of the relevant knowledge and skills. ○ The response provides little or no support with few, if any, relevant examples and/or seriously flawed reasoning.

Figure 1: Scoring Scale With Permission from National Evaluation Systems, Inc.

5. (c) Candidate Data Derived from Assessment #1: Content Specialty Test in Literacy: B-12

CST Literacy - Total Score	Subarea 1- Foundations of Literacy	Subarea 2 - Reading Instruction & Assessment	Subarea 3 - The Role of the Literacy Professional	Subarea 4 - Reading Instruction and Assessment
253.86	254.17	250.55	261.66	250.45
19.79	25.89	26.93	26.98	19.68
289.00	300.00	300.00	300.00	300.00
207.00	170.00	187.00	198.00	220.00
29	29	29	29	29
7	7	7	7	7
1	1	4	2	0
3%	3%	14%	7%	0%

1. Defining a Vision for Language and Literacy Development: Theory into Practice is a semester long project that takes place in our literacy specialization foundational course: GED 3301 Language Development: Foundation for Literacy B-6/GED 3601 Expanding Literacy: Language Development in Adolescence. It focuses on the content knowledge needed to be a reading specialist/literacy coach by having candidates critically examine the theory and research base for language development and learning to read and write. It also includes two language development lessons B-6: Vocabulary and either sight-word expansion, phonemic awareness/phonics, or grammar depending on grade level and assessed needs; 5-12: Vocabulary and either grammar or word structures depending on need) that use evidence-based instruction. Beginning in Fall 2012 we have linked these lessons to support Common Core Standards. Lessons include planning, implementation, and evaluation/reflection the research-base developed in class. Instruction must include differentiation. It also includes a Level One Coaching component, creating a wiki Teacher Handbook for Creating an Exemplary Literacy Program that is collaboratively developed by candidates in grade-appropriate groups and sent to all teachers and administrators in schools where candidates teach. Candidates are also required to have conversations with teachers to review Handbook to support *best schoolwide practices*. I include a Handbook Introduction (see assessment) to build coaching support.
2. This assignment aligns with IRA Standards 1.1-1.3, 2. 1-2.3, 4.1-4.3, 5.1- 5.4, 6.2, 6.4 . It aligns with IRA Standard One (Foundational Knowledge). Candidates focus on major theories in foundational areas, including interpretation of major theories of reading and writing development by taking a critical stance (1.1); interpret and summarize historically seminal reading studies and articulate how these studies have impacted reading instruction (1.2); and model fair-mindedness during vocabulary and sight word or phonemic awareness/phonics lesson implementation (1.3). It aligns with each element in IRA Standard Two (Curriculum and Instruction) through multiple sections of the Handbook. It also aligns through the two language development by demonstrating understanding of the research base that undergirds reading instruction (2.1) and using appropriate and varied instructional approaches (2.2). It aligns with IRA Standard Four (Diversity) through multiple sections of the Handbook to guide teachers to implement culturally responsive instruction (4.1), use a literacy curriculum in the two language development lessons that differentiates instruction and guide teachers to differentiate in the Handbook, and focus on advocating for equity in the Handbook(4.3). It aligns with Standard Five (Literate Environment) through section, "Creating an Exemplary Literate Classroom Environment," that focuses on creating an exemplary student-based, knowledge-based, and community-based environment that comes from out NCATE Conceptual Framework and includes the characteristics of an exemplary literate physical and social environment, creating a structure for implementing balanced literacy, and uses multiple classroom configurations in the section of the wiki Handbook, that (5.1-5.4). It aligns with IRA Standard Six (Professional Learning and Leadership) because

candidates display positive dispositions to reading and writing and model a positive attitude towards language and literacy learning in the two language development lessons (6.2) and demonstrate understanding of the influence of policy on instruction in the section of the literacy coaching wiki Handbook that focuses on advocacy (6.4).

3. While the numbers are very small, data analysis for the two years of data we collected using 2010 Standards demonstrates that virtually all candidates are meeting standards with a significant number exceeding standards. They are comprehensively communicating research and practice that address IRA Standards at the reading specialist/literacy coach level and are including detailed information to teachers and paraprofessional in the Teacher Handbook for Creating Exemplary Literacy Instruction. In each year of the two years of data presented there has been one candidate who did not meet Standard 1.2 or 1.3 for Foundational Knowledge. Professors have provided individual conferences to these candidates to advise them how to strengthen this section that they will incorporate when they complete their capstone Leadership Portfolio. We provided more extensive models of all sections of the Vision Statement for the 2011 submissions after reviewing 2010 data. This has led to an increase in the number of candidates achieving "Exceeds Standard," but we continue to strengthen instruction to continue to raise achievement at this highest level." The areas we are still working to strengthen are the Theory and Research submissions (1.1, 1.2), Diversity (4.1 and 4.2) and Advocacy (4.3 and 6.4). Now, in 2012 you will see the assessment adds a focus on Common Core Standards and strengthens a support for advocacy by requiring candidates to write a Letter to the Editor to support our profession in response to an education article of their choice.
4. As noted, data analysis for the Adolescent Literacy Program (5-12) is limited because of the small number of candidates. At the same time, the data mirrors the results in the B-6 program which demonstrate that most candidates are scoring "Exceed Standard" for the two years we have offered the course using 2010 Standards. They are comprehensively presenting research and practice that address IRA Standards at the reading specialist/literacy coach level and are including detailed information to teachers and paraprofessional in the Teacher Handbook for Creating Exemplary Literacy Instruction. We have provided more extensive models of all sections of the Vision Statement since our previous submission. This has led to an increase in the number of candidates achieving "Exceeds Standard," but we continue to strengthen instruction to continue to raise achievement at this highest level." The two areas we still need to strengthen Diversity (4.1 and 4.2) and Advocacy (4.3 and 6.4). In 2009 we had no models for the Diversity Standard or Advocacy elements because these are new standards/elements for the 2010 Standards. In 2010 and 2011 we added model responses and we have seen achievement levels rise. This is still a focus for improvement as we strengthen instruction in both areas to address Common Core Standards and expand advocacy initiatives to eliminate high-stakes testing and value-added teacher evaluation. We have already planned to expand these focuses in the Fall 2012 semester.

Defining a Vision for Language and Literacy Development: Theory and Research Into Practice
(2010 IRA Standards for Reading Professionals – Revised: 1.1 -1.3, 2.1-2.3, 4.1 - 4.3, 5.1 - 5.4, 6.2, 6.4)

This assignment enables you to demonstrate your content knowledge as a literacy specialist that will inform the implementation of your pedagogical/professional knowledge, skills, and dispositions in order to make a positive effect on student learning. It is expected that you will include extensive references to theory and research. It is also expected that you will write with a strong *personal voice* based on your knowledge and understanding as developed in this course and through other teaching and learning experiences.

1. **Language and Literacy Development:** Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Know foundational theories and are able to explain, compare, contrast, critique major theories of reading and writing processes. For each section, explain, compare, contrast, and explain the major theories.

Sections to include must include seminal research studies:

- What does it mean to read? What does it mean to write?
- Historical perspectives and interpretations of reading theory and research.
- Factors that characterize reading and writing processes:
 - ▶ Developmental Process (including references to New York State Early Literacy Profile continuum of reading and writing development)
 - ▶ Social Process (including references to sociopsycholinguistic theory and Vygotsky's concept of learning within the *zone of proximal development*)
 - ▶ Cultural Process (including references to schema theory, influences on prior knowledge, and importance of multiple perspectives).
 - ▶ Linguistic Process (including references to symbol systems and semantic, syntactic, and graphophonic cuing systems)
 - ▶ Cognitive/metacognitive Process (including references to constructing knowledge and self-monitoring for meaning)
 - ▶ Strategic Process (including references to what thoughtful readers and writers know and do before reading and writing, during reading and writing, and after reading and writing)
 - ▶ Authentic/Purposeful Process (including references to New York State Learning Standards in the English Language Arts).

2. **Common Core Standards:** Essential focuses for teaching thoughtful literacy in reading and writing that support Common Core Standards.
3. **Principles of New Language Acquisition:** Demonstrate knowledge of language development and reading acquisition, including attention to variations related to cultural and linguistic diversity, by identifying, explaining, comparing, and contrasting theories and research in language development and learning to read. **Sections to include must include important theory and seminal research studies:**
 - Perspectives on major theories of language development and reading acquisition from an historical perspective and including references to psycholinguistics, sociolinguistics and developmental language development,
 - Variations related to cultural and linguistic diversity, and implications for differentiating instruction to meet the needs of *all* students.
4. **Letter to the Editor:** To align with IRA Standard 6.4 that focuses on the reading specialist/literacy coach as a knowledgeable professional who is aware of local, state, and national policies and advocates for our profession, you will write a Letter to the Editor in a publication of your choice to respond to an article that focused on education. You will express your opinion and explain your thinking. Your letter may or may not get published, but you will be asserting your voice during this very important time for education.

5. **Instructional Effectiveness:** Include write-up of your two language development lessons (Two Literacy Instruction Lessons focused on language development (word study): (1) Vocabulary Acquisition and (2) Sight Word Development and/or Integrating the cuing systems that focus on meaning, graphophonics (phonemic awareness, phonics, decoding), and syntax . [Note: You can substitute a lesson on grammar, based on grade level and needs.]...Included in your Vision Statement. Use our planning, implementing, evaluating/reflecting model that centers on teacher modeling fair mindedness, empathy, ethical behavior to support all students and also uses the gradual release of responsibility (Pearson & Gallagher, 1983) to model application of explicit instruction which then moves to guided practice and independent application. Each lesson should be developed over 2-3 sessions to move students to independent achievement.

6. **Creating an Exemplary Literate Classroom Environment: (In Handbook)** Detailed identification of an exemplary classroom literacy environment for learning:
 - **Student-centered** (Use of space, texts [print, nonprint, technological], materials, supplies, classroom layout, groupings, instructional initiatives)

 - **Knowledge-centered** (Instructional approaches that focus on teaching to high standards, including emphasis on essential reading and writing skills and strategies, differentiated instruction (e.g., content, process, products), meaningful and authentic instruction.

 - **Community-centered** (Building a community of learners by responding to diversities in the classroom, building strong school/home/community connections, creating culturally responsive pedagogies, building curriculum on funds of knowledge all students bring to learning).

 - Creating the physical environment to optimize students' use of traditional and digital texts and resource by providing easy access and noting ways to modify the arrangements to accommodate multiple changing needs.

 - Creating the social environment that nurtures scaffolded support for all students, including

7. **Technology (In Handbook):** Demonstrate knowledge of principles and practices for using technology to support reading and writing development for *all* students. Sections to include:
 - Research-based evidence explaining principles for selecting and using technological instruction.

 - Annotated list of exemplary web sites for language and literacy development that support and enhance language and literacy development.

8. **Literacy Coaching: Supporting and Assisting Classroom Teachers and Paraprofessionals:** Demonstrate ability to effectively communicate guidelines for increasing instructional effectiveness by creating a *user-friendly* wiki based on the guidelines above. See details in course outline

Send link to wiki to all teachers and administrators in your school along with an email introduction that explains how the wiki will support language and literacy development. Include my cover letter to support your coaching initiative

9. **Conclusion**
 - Synthesize your report by critically reflecting on what you learned in this course as evidenced by your vision project.

- Identify specific changes or enhancements in your teaching that you are making as a result of your learning experiences.



**3301/3601 Teacher Handbook for Creating an Exemplary Literacy Program:
Creating a Web Site of Principles and Best Literacy Practices**

Guidelines: Create a *user friendly* guide that highlights the alignment between what we know about language and literacy development and exemplary practice. Candidates are required to engage in discussions with colleagues to support *best practices*.

Sections

What We Know from Theory and Research About Language and Literacy Development
1. Teacher-Friendly Introduction: Purposes for the Handbook
2. Conceptualization of reading Conceptualization of writing
Keys for Teaching Thoughtful Reading and Writing That Support Common Core Standards and Links to Common Core Standards.
3. Creating an Exemplary Literate Environment that Focuses on Being Student Centered, Knowledge Centered and Community Centered and Includes the Design of the Physical Environment, Social Environment, and Intellectual Environment
4. Organizing the Literacy Program by Creating an Organizational System Using a Comprehensive Balanced Literacy Program That Includes Structure and Routines and Differentiating Instruction
5. Essential Roles for the Teacher, Including Ways to Model, Differentiate Instruction, and Scaffold
6. Diversity: Keys for Implementing Culturally Responsive Instruction
7. Reaching out to Parents: Ways to Support Reading and writing Motivation, Engagement, and Achievement.
8. Annotated List of Exemplary Children’s or Adolescent Literature for Teaching Strategies. (Identify appropriate strategies that can be emphasized for each book by thinking aloud)
9. Annotated List of Exemplary Web Sites that Support Children’s or Adolescents’ Language and Literacy Development.
10. Ways That Teachers Can Advocate for Educational Policy That Eliminates High-Stakes Testing and Supports Equity for All Students
11. Reference Sources for Further Information.

Cover includes:

Title of Handbook

Teacher's Names

Course Title: Language Development: Foundation for Literacy: Early Childhood and Childhood or Expanding Literacy: Language Development in Adolescence

Graphic

Semester

Professor: [REDACTED]

Rubric is included for evaluating *vision* project. Candidates who do not achieve a rating of *at standard* or *exceeds standard* will meet with the professor for guidance and are required to revise.

Defining a Vision for Language and Literacy Development: Theory Into Practice

(2010 IRA Standards for Reading Professionals – Revised: 1.1,1.2 1.3, 2.1 2.2, 2.3.4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2, 6.4

Categories	Below Standard (1-2)	Standard Met (3-4)	Exceeds Standards (5)	Score
Standard One: Foundational Knowledge: Major theories and Empirical Research (IRA 1.1)	<ul style="list-style-type: none">•Does not refer to major theories and empirical research in foundational areas or references are minimal.•Does not interpret major theories with in depth analysis or references are minimal.•Does not demonstrate a critical stance or references are minimal.•Does not communicate foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice or references are minimal.	<ul style="list-style-type: none">• Basically refers to major theories and empirical research in foundational areas.•Basically interprets major theories with in depth analysis•Basically demonstrates a critical stance•Basically communicates foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice	<ul style="list-style-type: none">•Comprehensively refers to major theories and empirical research in foundational areas.•Comprehensively interprets major theories with in depth analysis•Comprehensively demonstrates a critical stance•Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice	
Standard One: Foundational Knowledge: Shared Reading Research and Histories of Reading (IRA 1.2)	<ul style="list-style-type: none">•Does not adequately summarize historically seminal reading studies and articulates how	<ul style="list-style-type: none">•Basically summarizes historically seminal reading studies and articulates how these studies have	<ul style="list-style-type: none">•Comprehensively summarizes historically seminal reading studies and articulates how these studies have	

	<p>these studies have impacted reading instruction.</p> <ul style="list-style-type: none"> ●Does not effectively communicate this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<p>impacted reading instruction.</p> <ul style="list-style-type: none"> ●Basically communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<p>impacted reading instruction.</p> <ul style="list-style-type: none"> ●Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Standard One: Foundational Knowledge: Understand the Role of Professional Judgment and Practical knowledge to Improve Student Learning and Achievement (IRA 1.3)</p>	<ul style="list-style-type: none"> ●Does not adequately communicate methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Does not communicate this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Communicates basic methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Basically communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Communicates exemplary methods for modeling fair-mindedness, empathy, and ethical behavior during word study lesson implementation. ●Comprehensively communicates this foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Standard Two: Curriculum and Instruction: Use Foundational Knowledge to Design and Implement an Integrated , Comprehensive, and Balanced Curriculum (IRA 2.1)</p>	<ul style="list-style-type: none"> ●Does not demonstrate understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via 	<ul style="list-style-type: none"> ●Demonstrates basic understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher 	<ul style="list-style-type: none"> ●Comprehensively demonstrates understanding of the research base that undergirds reading and writing instruction by implementing balanced literacy lessons to teach vocabulary and word study (sight words/phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via 	

	wiki Teacher Handbook of Best Practice	Handbook of Best Practice	wiki Teacher Handbook of Best Practice	
Standard Two: Curriculum and Instruction: Use Appropriate and Varied Approaches That Develop Vocabulary, Word Recognition/Phonemic Awareness/Phonics IRA 2.2)	<ul style="list-style-type: none"> ●Does not demonstrate using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basically demonstrates using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensively demonstrates using varied balanced literacy approaches to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
Standard Two: Curriculum and Instruction: Use a Wide Range of Texts That Develop Vocabulary and Word Recognition/Phonemic Awareness/Phonics (2.3)	<ul style="list-style-type: none"> ●Does not demonstrate using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Does not communicate this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basically demonstrates using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Basically communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensively demonstrates using a wide variety of texts to teach word study (vocabulary/sight words, phonemic awareness/phonics). ●Comprehensively communicates this curriculum and instruction foundational knowledge to teachers and administrators via wiki Teacher Handbook of Best Practice 	
Standard Four: Diversity: Recognize, Understand and Value Multiple Forms of Diversity and Their Importance in	<ul style="list-style-type: none"> ● Little, or no, understanding of ways diversity influence reading and writing development by 	<ul style="list-style-type: none"> ●Basic understanding of ways diversity influence reading and writing development by 	<ul style="list-style-type: none"> ●Comprehensive understanding of ways diversity influence reading and writing development by 	

<p>Learning to Read and Write (4.1)</p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ●Does not communicate understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ● Basically communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	<p>implementing balanced literacy lessons. <ul style="list-style-type: none"> ●Comprehensively communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice </p>	
<p>Standard Four: Diversity: Use a literacy curriculum and instructional practices that positively impact student students' knowledge and beliefs with respect to diversities. (4.2)</p>	<ul style="list-style-type: none"> ●Little, or no, understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Does not communicate understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Basic understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Basically communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	<ul style="list-style-type: none"> ●Comprehensive understanding of a literacy curriculum that positively impacts student knowledge and beliefs with respect to diversities ●Comprehensively communicates this understanding to teachers and administrators via wiki Teacher Handbook of Best Practice 	
<p>Develop and implement strategies to advocate for equity (4.3)</p>	<ul style="list-style-type: none"> ●No steps, or minimal steps, teachers can take to advocate for equity in the wiki Teacher Handbook. 	<ul style="list-style-type: none"> ●A few steps teachers can take to advocate for equity in the wiki Teacher Handbook. 	<ul style="list-style-type: none"> ●Comprehensive strategies teachers can take to advocate for equity in the wiki Teacher Handbook. 	
<p>Standard Five: Literate Environment: Design the Physical Environment to Optimize Reading and Writing Instruction of Traditional Print and Online Resources (IRA 5.1)</p>	<ul style="list-style-type: none"> ●Does not effectively communicate features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically communicates features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively communicates features of an exemplary physical environment to optimize student learning via the wiki Handbook of Best Practices. 	
<p>Standard Five: Literate Environment: Design the Social Environment to provide motivation, and scaffolded instruction. (IRA 5.2)</p>	<ul style="list-style-type: none"> ●Does not implement features of a nurturing, motivational, social that scaffolds instruction as demonstrated by balanced literacy word study lessons 	<ul style="list-style-type: none"> ●Implements basic features of an exemplary nurturing, motivational, social that scaffolds instruction as demonstrated by balanced literacy 	<ul style="list-style-type: none"> ●Implements comprehensive features of an exemplary nurturing, motivational, social that scaffolds instruction as demonstrated by 	

	and does not effectively communicate features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	word study lessons and communicates these features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	balanced literacy word study lessons and communicates these features in the creating an exemplary classroom literate environment section in the wiki Handbook of Best Practices.	
Standard Five: Literate Environment: Use Routines to Support Reading and Writing Instruction (IRA 5.3)	●Does not establish basic routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices, or create, or provides minimal guidance.	●Establishes basic routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	●Establishes comprehensive routines to support reading and writing instruction as demonstrated by creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	
Standard Five: Literate Environment: Use a Variety of Classroom Configurations to Differentiate Instruction (IRA 5.4)	●Does not use a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons or create an exemplary classroom literate environment in the wiki Handbook of Best Practices, or provides minimal guidance.	● Basically uses a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons and creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	●Comprehensively uses a variety of classroom configurations to differentiate instruction as demonstrated by word study literacy lessons and creating an exemplary classroom literate environment in the wiki Handbook of Best Practices.	
Standard Six: Professional Learning and Leadership: Display Positive Dispositions and Pursue the Development of Individual	●Does not demonstrate positive dispositions as demonstrated by modeling word study lessons and does not	●Basically demonstrates positive dispositions as demonstrated by modeling word study lessons and effective coaching	●Comprehensively demonstrates positive dispositions as demonstrated by modeling word study lessons and effective coaching	

Professional Knowledge and Behaviors IRA 6.2)	demonstrate effective coaching interpersonal communication in the wiki Handbook of Best Practices.	interpersonal communication in the wiki Handbook of Best Practices.	interpersonal communication in the wiki Handbook of Best Practices.	
Standard Six: Professional Learning and Leadership: Understand and Influence Local, State, or National Policy Decisions (6.4)	<ul style="list-style-type: none"> Does not effectively advocate to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	<ul style="list-style-type: none"> Basically advocates to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	<ul style="list-style-type: none"> Comprehensively advocates to effect educational policy changes that will help teachers and principals reclaim their classrooms in order to teach thoughtful language development and literacy that increases reading and writing achievement. 	
Written Communication	<ul style="list-style-type: none"> Organization and/or presentation of ideas is limited; many spelling, grammatical, or mechanical errors; does not follow APA format. 	<ul style="list-style-type: none"> Cohesive, organization; professional presentation; no spelling, grammatical, or mechanical errors; correct APA format. 	<ul style="list-style-type: none"> Comprehensive, cohesive, organization; professional presentation; no spelling, grammatical, or mechanical errors; correct APA format. 	

Attachment C, Assessment Two Data Table

2010 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	█	█
1.2	0	█	█
1.3	0	█	█
2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
4.1	0	█	█
4.2	0	█	█

4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		
6.2	0		
6.4	0		

2011 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0		
1.2	0		
1.3	0		
2.1	0		
2.2	0		
2.3	0		
4.1	0		
4.2	0		
4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		
6.2	0		
6.4	0		

Introduction to Handbook

This handbook is designed to be a teacher-friendly tool that can be used to create literate environments in the classroom and to guide literacy instruction. Within the handbook, you will see the latest research and information on how to implement and effectively use a comprehensive balanced literacy program across the curriculum. The goal is to support developing passionate readers and writers who achieve at high standards.

You will find effective instructional strategies that can be used to meet the needs of each individually, diverse student in your classroom. You will also discover how to instruct

students on various skills they will need, while using excellent literature resources and resourceful writing experiences.

This handbook supports the Common Core Standards at multiple grade levels to teach lifelong reading and writing skills and strategies.



Instructional Strategy Unit Action Research Project

1. The Instructional Strategy Unit of Inquiry Action Research Project takes place in GED 3302 Literacy Strategies: B-6/ GED 3603 Literacy Strategies 5-12. This course takes place midway through the program. This is a semester-long assignment that includes planning, implementing, and evaluating a unit of study that focuses on explicitly teaching specific comprehension strategies using the gradual release of responsibility model that includes explicit demonstrations and modeling, shared and guided instruction, and independent practice. Candidates can implement this with a whole class or a guided reading group based on professional judgments. Coaching takes place through a culminating poster session that replicates a professional conference. Teachers and administrators in all districts we serve are invited via an email blast. Pre-service teachers, teacher education faculty, and other candidates in the program are also invited. Evaluation/feedback forms are provided (see below). While most strategy projects are completed individually, candidates work together in grade appropriate groups to develop their poster presentations. They compare and contrast findings and generate a hypothesis for any differences. (see Directions to Candidates). They also provide their email to provide a copy of their slides and helpful graphic organizers that were demonstrated. They also do internal coaching by presenting a professional development workshop on effective methods for teaching a specific strategy (e.g., inferring, questioning, determining importance) to peers in the class. As noted in assessment guidelines, we have now added a direct focus on aligning Strategy Instructional Unit of Inquiry with Common Core Standards. We have added the Calkins, Ehrenworth and Lehman text *Pathways to the Common Core: Accelerating Instruction* (2012).

This is a unit-wide assessment for both the graduate literacy program and the graduate special education programs. It is used as one component of the matriculation process based on the NCATE-required transition points. I also complete a second rubric for unit data based on the Essential Learning Outcomes of the Unit Conceptual Framework.

2. This assessment aligns with Standards 1.1-1.3 at the Standard level because it interprets major theories for development of reading processes for all readers, including readers from diverse backgrounds, interprets and summarizes historically shared knowledge, and focuses on modeling and demonstrating fair-mindedness, empathy, and ethical behavior. This assessment aligns with Standards 2.1-2.3 at the Standard level because all lessons use foundational knowledge and research related to authentic assessment and instruction within a comprehensive, balanced literacy program and use a variety of approaches, texts (including technology), and materials to meet the needs of all students, including struggling readers and students from diverse backgrounds. appropriate groupings; using a wide range of instructional practices, approaches, and methods; and using a wide range of curriculum materials. Coaching at this early stage of the program is an internal presentation of a professional workshop because we feel that candidates do not yet have

the knowledge and skills base to support and assist paraprofessionals and teachers in schools. This is consistent with our developmental approach based on IRA's three levels of literacy coaching. This assessment aligns with Standards 3.1, 3.2 and 3.3 because candidates demonstrate understanding of the literature to develop and implement an initial assessment to evaluate understanding and application of comprehension strategies and implement a final assessment to evaluate impact of the unit on student learning. This assessment addresses Standard 4.2 because candidates use multicultural texts and class discussion to develop awareness, understanding, respect, and a valuing of differences in our society. It addresses Standard 4.3 because we focus on cultural biases in standardized tests and they include a slide that advocates for authentic, equitable assessments. This assessment addresses Standards 5.1, 5.2 and 5.4 because all lessons take place in a physical and social environment that supports literacy learning for all students including struggling readers and students from diverse backgrounds. We emphasize teacher demonstrations and modeling, and the gradual release of responsibility. We also emphasize motivation and engagement by using Cambourne's Conditions for Learning (1995) that identify factors for engagement. This assessment addresses Standard 6.2 because we require candidates to include the theory and research on teacher dispositions in their report and demonstrate positive dispositions by modeling instruction and demonstrating interpersonal communication with peers during poster presentation. It addresses Standard 6.4 because candidates use their knowledge of culturally biased tests to include a slide in their poster presentation that advocates for authentic assessments. While we recognize that not all components of every element are addressed, we believe that our approach supports IRA policy to meet the preponderance of the evidence by focusing on essential components.

3. We have very few 5-12 candidates, but for the two years of data using 2010 Standards we did not have any candidate who did not meet all standard and elements and only a single candidates failed to achieve "Exceeds Standard." Even after individual conference, this candidate did not make sufficient revisions to earn the highest level of performance. Unlike the B-6 program we cannot really complete an analysis for each standard, but it is safe to assume that if the numbers were larger the data would parallel that from the B-6 program. As noted in the B-6 report, Theory and Research continue to be more complex components that challenge candidates to do more analytical thinking. We continue to take steps to strengthen performances in these areas by providing exemplary models and focusing on qualities that will earn Exceeds Standard. Even with the small numbers, we are pleased that candidate performances are higher than data submitted in our 2007 IRA/NCATE Report.
4. As noted above, even with very little data we are pleased with the overall strong performances of our candidates on this assessment that evaluates instructional planning, implementation, critical analysis of performance, and literacy coaching to colleagues in the class through the presentation of a professional development workshop. Also as noted, we continue to strengthen instruction related to the Foundational Knowledge base of important theories and research. While we have in the past provided a list of recommended theorists and research studies to read and analyze, we have now decided to

mandate specific texts on theories, seminal research, and historical documents along with continuing to use the highest levels of models. In our 2007 Program report we wrote, "Our candidates read a lot of original research and seminal studies, but we do not want to be prescriptive by mandating that they include specific referrals because we are teaching candidates to be *literacy specialists* and *educational leaders* who can make informed decisions." While we are still committed to this goal, we found that candidates need greater scaffolding at this point in their development. This finding resulted in mandating specific text references. Again, as noted above, our major instructional focus for 2012 is to create direct alignment with CCSS in a way that honors our theory and research base along with IRA Position Statements that empower reading specialists/literacy coaches to go beyond scripted approaches.

Strategy Action Research Project that Focuses on Developing Reading Comprehension and Writing Responses that Support Common Core Standards

GUIDELINES (IRA Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.2, 5.4, 6.2,)

I. INTRODUCTION

Personal statement of issue of concern regarding comprehension achievement and focus questions you will be researching that are aligned with the Common Core Standards that emphasize teaching *close reading* for higher level thinking and *thoughtful writing* of informational texts that are well organized and developed. Rationale for choosing to do this study, including goals and objectives will increase student motivation, engagement, and achievement and enrich your language and literacy instruction.

II. THEORY AND RESEARCH (Theory/Research Report)

Theory, research, and beliefs related to the process of reading development and strategy use that guide your personal project. Identify major theories and research from history along with seminal thinkers/researchers who have established the knowledge base that guide your strategy instructional unit. Interpret theories to meet the needs of all students, including students from diverse backgrounds. Interpret referrals to historically shared knowledge by focusing on implications for teaching strategies that address needs of all learners. **Make reference to the Common Core Standards. Include theory and research on teacher dispositions.** Use theory and research to identify 3-4 overarching principles that guide your strategy instruction. Include slides with this information in your poster presentation. **Include references on the impact of teacher dispositions on learning.**

III. CONTEXTUAL INFORMATION

Demographic data of school and class/group you will be researching: Focus on location (urban, suburban, rural), income levels, school/class achievement levels on state tests, diversities, special needs students, range of academic achievement, gender. Also focus on school literacy philosophy and approach, available support services for students, level of parent involvement, **new initiatives to support Common Core Standards.**

IV. METHODS AND PROCEDURES: INITIAL ASSESSMENT

- Use Developmental Reading Assessment or alternative to gain base line data of comprehension achievement. Disaggregate data by subgroups. Summarize findings.
- Explain the ways you collected and analyzed data to answer your research questions and achieve your goals. **Be sure to focus on text complexity.** Project will include a minimum of **ten** reading strategy lessons based on balanced literacy and the *gradual release of responsibility that follow guidelines below for required lessons*, but you will only submit **three** required lessons for formal review and evaluation (Initial

read aloud/think aloud lesson, shared or guided reading lesson, and lesson adapted from <www.readwritethink.org>). **All lessons must align with Common Core Standards. Use of technology to support strategy instruction is required.** Lessons must use a variety of groupings, instructional methods and approaches, and multiple texts and materials. Instruction must include understanding the role of professional judgment by modeling fair-mindedness, empathy, and ethical behavior You will document steps you took to model fair-mindedness. Lessons will be based on a comprehensive, balanced literacy approach that includes meeting the needs of struggling readers; using a variety of appropriate instructional approaches that provide in-depth comprehension instruction; using a wide range of texts to teach the strategy; implementing formative and summative assessments to guide instruction, including authentic, curriculum-based initial assessment, ongoing assessment and final assessment; providing differentiated instruction and instructional materials that respond to diverse backgrounds and individual needs; creating a literate environment that is socially interactive and engages all students ; using a variety of grouping practices to meet the needs of all students; and displaying positive dispositions that promote the value of reading and writing by modeling a positive attitude. Use student backgrounds, interests, and reading levels to motivate and engage students through choice of texts and instructional methods. It is required that you include a strong focus on student metacognition through oral and written reflections and/or self-monitoring checklists.

- **Use of technology to support literacy learning must be included as a component within the three submitted write-ups. Technology is not required for every lesson write-up.**

IV. FINDINGS AND DISCUSSION

Use the DRA or alternative for a Summative Assessment. Report the data...sharing what you discovered through your process of inquiry. Identify major patterns that emerged from your study. This section should include disaggregated results by sub-groups and in-depth analysis of final assessment with implications for future instruction. Include student work samples (i.e., artifacts), including written responses to readings. This section should include charts, and/or tables, and potentially could include transcriptions of instruction.

V. CONCLUSIONS AND CRITICAL REFLECTION

Evaluate your teaching practices. What did this project mean to you as an educator? What did you learn? What can you teach others who will see your poster session? What questions/issues emerged that need further research? What are the next steps in your on-going professional development.

VI. REFERENCES (Use APA style for all references)

VII. PROFESSIONAL CONFERENCE POSTER PRESENTATION TO COACH OTHER EDUCATORS

Candidates will team up in grade-appropriate groups to present a poster session that replicates a professional presentation at state and national conferences. You and I will invite teachers, administrators, district leaders, STAC teacher education faculty, and preservice teachers to attend. This presentation will take place during class time on the next-to-last class session. You will "dress rehearsal" your presentation in class using a power Point presentation in order to get feedback. Your posters will be your Power Point slides. Attendees will complete an evaluation form. **(See rubric for evaluation)**

GED 3302/3602 Power Point Guidelines for Poster Session

Slide Focuses (You can include more than one slide per focus)

- 1. Title: Reading Comprehension Strategy Action Research Report by Presenters' Names, Date**
- 2. Introduction/Rationale/ Alignment to Common Core Standards, Research Questions**
- 3. Contextual Factors**
- 4. Theory and Research**
- 5. Initial Assessment Findings**

6. **Methods and Procedures, including ongoing formative assessments**
7. **Findings and Discussion, including summative assessment and analysis of sub groups**
8. **Implications for teaching that align with Common Core Standards**
9. **Page with your email if people want copies of your Power Point**

10. GED 3302/GED 3602 STRATEGY ACTION RESEARCH PROJECT RUBRIC, INCLUDING PRESENTATION OF CONFERENCE-LIKE POSTER SESSION TO COACH TEACHERS, ADMINISTRATORS, AND PRESERVICE TEACHERS

11. IRA Standards Addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.4, 6.2, 6.4
12.

Rating Indicator	1-2 Standard Not Met	3-4 Standard Met	4-5 Exceeds Standards	Score
Assessment (3.1, 3.2, 3.3)	<ul style="list-style-type: none"> •There is no assessment, or assessment measures are inappropriate, inaccurately reported, and inaccurately analyzed. Assessments are not used to plan instruction or monitor progress. Students are not placed along a developmental continuum and instruction is not aligned with level of development. •Poster session does not communicate assessment information. 	<ul style="list-style-type: none"> •Assessment measures based on the research are mostly appropriate, accurately reported, and accurately analyzed to plan instruction and monitor progress. Students are generally placed along a developmental continuum and instruction is generally aligned with level of development. •Poster session communicates some assessment information. 	<ul style="list-style-type: none"> •Assessment measures based on the research are always appropriate; accurately reported; and accurately analyzed to plan instruction and monitor progress. Students are accurately placed along a developmental continuum and instruction is directly aligned with level of development. •Poster session comprehensively communicates all assessment information. 	
Instructional Design (2.1, 2.2, 2.3,)	<ul style="list-style-type: none"> •Lesson planning and activities are not linked to assessment data. Planning and learning activities do not use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to meet the different needs of all learners. Design is not grounded in foundational research for developing a comprehensive, integrated balanced literacy program. 	<ul style="list-style-type: none"> •Lesson planning and activities are sometimes linked to assessment data. Planning and learning activities generally use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners. Design is partially grounded in foundational research for developing a comprehensive, integrated balanced literacy program. 	<ul style="list-style-type: none"> •Lesson planning and learning activities are consistently linked to assessment data. Planning and learning activities specifically use appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to specifically meet the different needs of all learners to plan instruction and monitor progress. Design is fully grounded in foundational research for developing a comprehensive, 	

	Poster session does not effectively communicate components of instructional planning.	Poster session communicates some components of instructional planning.	integrated balanced literacy program. ●Poster session comprehensively communicates all components of instructional planning.	
Implementation of Instruction (2.1, 2.2, 2.3, 4.2, 5.1, 5.2, 5.4)	<ul style="list-style-type: none"> ●Strategy instruction does not use multiple research-based approaches that are based on Methods and Procedures identified above. Instruction does not focus on modeling and demonstrating or using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners, including little or no positive response to diversities. Instruction does not take place within a physical and social environment that supports total involvement of all students, including readers who struggle. ●Poster session does not effectively communicate components of instruction. 	<ul style="list-style-type: none"> ●Strategy instruction sometimes uses multiple research-based approaches that are based on Methods and Procedures identified above. Instruction generally focuses on modeling and demonstrating and using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to generally meet the different needs of all learners, including positively responding to diversities. Instruction takes place within a physical and social environment that supports some involvement of all students, including readers who struggle. ●Poster session communicates some components of instruction. 	<ul style="list-style-type: none"> ●Strategy instruction consistently uses multiple research-based approaches that are based on Methods and Procedures identified above. Instruction specifically focuses on modeling and demonstrating and using appropriate groupings, a wide range of methods and approaches, and a wide range of curriculum materials to specifically meet the different needs of all learners, including positively responding to diversities. Instruction takes place within a physical social environment that supports total involvement of all students, including readers who struggle. ●Poster session comprehensively communicates all components of instruction. 	
Evaluation of Instructional Effectiveness (3.2, 3.3)	<ul style="list-style-type: none"> ●Incomplete and/or inaccurate presentation of instructional results and analysis of impact on student learning based on final assessment . ●Poster session does not effectively communicate components of data analysis and evaluation. 	<ul style="list-style-type: none"> ●Mostly complete and accurate presentation of instructional results and analysis of impact on student learning based on final assessment. ●Poster session communicates some components of data analysis and evaluation. 	<ul style="list-style-type: none"> ●Complete, accurate presentation of instructional results and analysis of impact on student learning based on final assessment. ●Poster session comprehensively communicates all components of data analysis and evaluation. 	
Application of	●Few, or no,	● Some references to	●Substantial references	

<p>Theory and Research (1.1, 1.2, 6.2,)</p>	<p>references to theory and research that support instructional strategy practices, with no references to research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session does not communicate references to theory and research. 	<p>theory and research that identify studies which support instructional strategy practices, including some research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session comprehensively communicates some references to theory and research. 	<p>to theory and research that identify important studies which have influenced instructional strategy practices, including significant research on teacher dispositions.</p> <ul style="list-style-type: none"> •Poster session comprehensively communicates substantial references to theory and research. 	
<p>Implications for Professional Growth (6.2, 6.4)</p>	<ul style="list-style-type: none"> •Little, or no, reflective analysis and little, or implications for professional growth. •Minimal professional presentation that includes a minimal research base supporting dispositions, modeling a positive attitude, advocacy and very effective interpersonal communication. •Minimal professional development presentation that provides little or no support for teachers, administrators, and preservice teachers. •Effective use of technology for supported student learning is not included in poster session. 	<ul style="list-style-type: none"> •Reflective analysis that provides some insight into the teaching and learning process, and identifies some implications for professional growth. •Competent professional presentation that includes a research base supporting dispositions, modeling a positive attitude, advocacy, and very effective interpersonal communication. •Competent professional development presentation that supports teachers, administrators, and preservice teachers. •Some effective use of technology for supported student learning is included in poster session. 	<ul style="list-style-type: none"> •Reflective analysis that provides thoughtful insight into the teaching and learning process, and identifies significant implications for professional growth. •Comprehensive professional presentation that includes substantial research base supporting dispositions, modeling a positive attitude, advocacy and very effective interpersonal communication. •Comprehensive professional development presentation that substantially supports teachers, administrators, and preservice teachers. •Very effective use of technology for supported student learning is included in poster session. 	
<p>Written Communication</p>	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness; professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	

Evaluation of Professional Poster Presentation

Name:

Title of Professional Poster Presentation:

Educational Position (teacher, administrator, preservice teacher, STAC faulty member):

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

1. Professional presentation included theory and research that supports student literacy learning and the impact of positive dispositions.

SA A N D SD

2. Presenter was an effective communicator who demonstrated knowledge and leadership skills.

SA A N D SD

3. The professional presentation effectively increased my knowledge and understanding, and strongly contributed to my professional development.

SA A N D SD

Comments:

2010 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	█	█
1.2	0	█	█
1.3	0	█	█

2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
3.1	0	█	█
3.2	0	█	█
3.3	0	█	█
4.2	0	█	█
5.2	0	█	█
5.4	0	█	█
6.2	0	█	█

2011 N = █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	0	█
1.2	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
3.1	0	0	█
3.2	0	0	█
3.3	0	0	█
4.2	0	0	█
5.2	0	0	█
5.4	0	0	█
6.2	0	0	█

1. This assessment is the clinic report for the capstone practicum (GED 6202 (B-6)/GED 6203 (5-12)). It is completed during our summer literacy clinic that focuses on assessing and teaching students who have significant literacy difficulties, including guaranteed enrollment for students who come from diverse backgrounds in the high needs district we serve (25% of total program enrollment). We also enroll classified students who have significant reading needs because many of our completing candidates have dual certification in childhood education and special education. The report provides comprehensive information regarding implementation of multiple assessments and methods of instruction that directly align with multiple IRA Standards. Our approach uses brain research (Lyons, 2008) to develop a summer Literacy Camp based on accelerated instruction, enrichment, and an authentic, integrated approach that enables graduating candidates to work together to build an exemplary literacy program for struggling readers and writers while I supervise and facilitate exemplary instruction. As will be noted in the assessment Directions to Candidates, we include many enrichment activities that motivate and engage students. I have presented our program at the annual International reading Association Conference. Candidates provide a copy of the report to parents or caregivers at the completion of the practicum and review the report with them during a final conference with parent-friendly recommendations to continue progress. The coaching component is met by providing copies of the report to classroom teachers, reading teachers, consulting teachers, principal, and other allied professionals who work with the students that also include user-friendly recommendations for continued progress. Faculty review all recommendations to make sure candidates use collaborative language: "I found this to be effective and recommend this approach" rather than using directive language "You should use the approach I used."
2. This assessment aligns with Standard1 (1.1-1.3) because the report includes a theory and research section that comprehensively integrates the interpretation and critical evaluation of major theories of reading and writing and informs other educators (1.1), and the interpretation and summary of historically shared knowledge of reading and writing processes with multiple references to seminal studies (1.2). The report comprehensively explains in detail steps candidates took to use professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicating this to other professionals (1.3). This assessment aligns with Standard 2 (2.1-2.3) because candidates use foundational knowledge to develop and implement comprehensive balanced literacy instruction to meet specific needs of struggling readers (2.1), use varied and appropriate approaches to meet the specific needs of struggling readers based on assessments (2.2), and use a variety of texts and materials, including technological sources, to meet the needs of struggling readers (2.3). This assessment aligns with Standard 3 (3.1-3.4) because candidates demonstrate understanding of the multiple types and purposes of assessment, including strengths and weaknesses (3.1); administer and interpret multiple assessments (3.2) to establish learning goals and instructional approaches (3.3), and

communicate information to parents, teachers, specialists, principal, and other service providers. This assessment aligns with Standard 4 (4.1 and 4.2) because candidates understand the impact of diversity on learning to read and write and demonstrate this understanding by creating and implementing appropriate instruction (4.1) and use a literacy curriculum that engages students in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity by involving students in our project to collect money to support the Urifiki Center School in Tanzania School Project that introduces the impact of diversity on a global level (Note that I introduce the project on the first day of our program by reading Rehema's Journey: A Visit in Tanzania By Barbara A. Margolies used multiple texts and web sites to develop understanding of life in Tanzania (4.2). This assessment aligns with Standard 5 (5.1-5.4) because candidates create a physical environment in our library that provides easy access to all books and materials (including technology) and creates a print-rich literate environment by using fun-tack to post word walls, strategy charts and vocabulary charts to meet individual needs and optimize students' use of traditional print and online resources in reading and writing instruction (5.1); create a nurturing social environment that supports student learning by creating social interaction through our multiple group work, scaffolding for success by using the gradual release of responsibility (Pearson & Gallagher, 1983) that supports students to break the *cycle of failure* and build a *cycles of success* with a mantra that *every lesson must lead to student success*, and providing daily specific positive feedback to support learning (5.2); create routines that support student learning by completing a weekly planning sheet (see Directions to Candidates) (5.3); and use a variety of groupings in our multiple enrichment activities (e.g., musical reader's theater, podcasting) (5.4). This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences, This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences; they promote reading at home through our STAC At-Home Reading Club and through daily communication with parents; and demonstrate leadership qualities in creating a program that has been noted in our local newspaper.

3. As in other assessments, the small numbers preclude in-depth data analysis. At the same time, candidates performed strongly on all identified Standards and Elements. In the three years of data, only one candidate failed to achieve at the level of "Exceeds Standard. " This one candidate demonstrated basic proficiency throughout the program but did not achieve at the highest level. As noted in the B-6 report, Foundational Knowledge theory and research was copied and pasted from their Vision Statement (Assessment Two) that addressed Standards/Elements 1.1 and 1.2 at the reading specialist/literacy coach level. Standard 1.3, Understanding the Role of Professional Judgment and Professional

Knowledge for Improving Students' Reading Development and Achievement, was strongly achieved by modeling fair mindedness, empathy, and ethical behavior. Candidates also demonstrated very strong evidence of Displaying Positive Dispositions (6.2) by modeling positive attitudes towards reading and writing and demonstrating very effective interpersonal communication as they used a team-approach to create our literacy camp. Standards 2.1-2.3 are strongly met because our entire program is based on a research-based, integrated, comprehensive balanced literacy program to meet specific needs of struggling readers and writers (2.1) and all candidates use a wide variety of appropriate and varied approaches, including multiple groupings (5.4) to enrich the 1:1 instruction along with using a wide variety of texts, including digital texts (2.2, 2.3). Our entire summer literacy camp is guided by in-depth knowledge of multiple authentic assessments of reading and writing that enable implementation, interpretation, and analysis that is used to establish instructional goals and inform planning and ongoing evaluation in order to make ongoing decisions to meet the needs of students (3.1-3.3). Communication takes place on a daily basis with parents when they drop children off and pick them up, and also in a comprehensive, detailed assessment report that you will note in the Directions to Candidates. The report also includes user-friendly recommendations to parents, teachers, and specialists working with student. (Note: Faculty review all recommendations to make sure candidates use collaborative language ["I found this to be effective and recommend this approach."] rather than using directive language ["You should use the approach I used."] (3.4). Diversity is addressed in multiple ways, including our Tanzania outreach project that introduces students to world diversity in order to recognize, understand, and value diversities and this importance in learning to read and write along with using a literacy curriculum to engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with features of diversity (4.1, 4.2), and develop strategies advocating for equity through our Tanzania cultural initiative and recommendations to teachers. A key to our program is establishing a Literate Environment. Candidates use our library setting to create exemplary physical literate environments that provide easy access to books, materials, and technological resources along with using fun-tack to create print-rich literate environments including word walls, strategy charts, vocabulary charts, and other charts that support goals. (5.1). Another key is creating a nurturing social environment that builds on the role of professional judgment (1.1) and professional dispositions (6.2) that centers on valuing all student effort and achievement, scaffolding for success, and modeling (5.2). As noted in the assessment Directions to Candidates, we require a weekly planning sheet of instruction based on balanced literacy that is adapted as needed in order to create established routines that support reading and writing instruction by helping students understand the daily sequence of literacy experiences that frees them to focus on learning and achieving their goals (5.3). Also as noted above, while our program centers on 1:1 instruction used by Reading Recovery (recognized by U.S. Department of Education as the most effective early intervention program), we have adapted this approach to focus on all grade levels (1-8) and have built in multiple instructional configurations to provide students with the richest

educational experience (5.4). Also as noted above, displaying positive dispositions based on research completed in other assessments is another key for our success and is achieved by modeling a positive attitude toward reading and writing and effective interpersonal communication that takes place when we build our summer literacy camp; actively promoting family reading at home; and creating a strong leadership team to create a program that has been externally recognized. (6.2).

4. As noted above, only one 5-12 candidate failed to achieve at the highest level. Data for this capstone assessment demonstrate very strong performances in virtually all components of the assessment that address IRA Standards and Elements. The data demonstrating very strong performances for all identified Standards/Elements are not surprising because this State required practicum is the culmination of the entire program. Completers can file for Literacy Certification as soon as they receive their final transcript. In our previous Nationally Recognized NCATE Report I had noted that candidate reflection had been a weakness and had hypothesized that they did not invest in this assignment because they knew they had completed the program. As a result, we revised the reflection to be a culminating parallel writing activity they complete with their tutee during the last week of the program rather than requiring an additional at-home writing assignment. This change built commitment and engagement that greatly strengthened responses. Also, as a result of teacher reflections, we have begun adopting changes recommended by many candidates to make some group activities and enrichment activities optional because they noted the time pressure they were feeling to provide the 1:1 and small group instruction that would enable them to achieve their goals. This feedback was very important because we had been continuing to add enrichment activities which cut additional time from individual and small group instruction. We will continue this parallel reflective writing and continue to use feedback as part of our self-improving process. Lastly, we have very strong positive parent evaluation data based on the survey and follow-up survey that we send to parents towards the end of the academic year. (see below). In surveys over the three years of data 99% of parents strongly agree or agree with each of the statements with a very occasional entry of "neutral. " in an occasional statement.

Capstone Practicum

The capstone practicum consists of a combination of individual tutorial practices (assessment and instruction); small group and large group instruction; supervised observations; and class discussion to demonstrate literacy specialist knowledge and skills in assessing and teaching struggling readers and writers. Accommodations will be provided for students who have special needs.

The guiding principle of the literacy practicum is that candidates will demonstrate the knowledge, understanding, performance skill, and dispositions to organize, implement, and evaluate an effective evidenced-based literacy intervention program **based on the new paradigm for teaching students with literacy difficulties, including students with cultural and linguistic diversities, that emphasizes accelerated, enriched, integrated instruction** In addition, candidates will demonstrate how they can use their knowledge, skill, and dispositions to coach classroom teachers and paraprofessionals along with coaching teachers on best practices as identified in the practicum report that will be disseminated to parents, classroom teacher, support teachers and specialists, and principal.

You will keep daily notes that will guide instruction, inform your practicum report and contribute to your final reflection.

ST. THOMAS AQUINAS COLLEGE
GRADUATE EDUCATION PROGRAM
LITERACY PROGRAM ACADEMIC TUTORING REPORT
(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2)

Student's Name:

Current Completed Grade:

Date of Birth:

Date of Report:

Age (Years. Months):

Instructor:

Director: XXXXXXXXXX

INTRODUCTION/CONTEXT

Introduce child's background and reasons for referral. Note school referral report and/or personal knowledge and/or personal communication with family. Make sure you include who has reported the information to you (e.g., The mother stated...; The teacher reported...). Include all information from interview with parents. Note all demographic, culture, and linguistic information that research has shown impacts on reading, writing, and oral language development.

THEORY AND RESEARCH

Identify the theories, theorists, researchers, and seminal studies that create the evidence-based foundations of reading and writing processes, including language development and reading and writing acquisition, and variations related to cultural and linguistic diversity. Interpret and summarize, including taking a critical stance that expresses your knowledge and understanding. This should be a *user friendly* synthesis from your comprehensive leadership portfolio. (Include references.)

ASSESSMENTS ADMINISTERED, RESULTS, EVALUATION

Document the wide range of assessment tools and practices used, formal and informal, including technology-based tools and practices. Explain intended purpose for each assessment. Report results, analysis of findings, and evaluation that directly leads to instructional goals and an individual educational plan for achieving goals. (Note: Include both quantitative and qualitative findings. Make references to developmental reading and writing levels. **(Note: Highlighted sections must be included in your practicum report to explain each of these assessments for the multiple audiences who will receive this report.)** Assessments must include:

Student Survey or Interview (analyzing responses regarding attitude, experiences, confidence, interest, knowledge of reading strategies) [This assessment is intended to learn about a student's interests, background, attitude, and knowledge of reading. The information is used to plan instruction that will motivate the child and increase achievement].

Parent Survey or Interview (to get essential background information, including cultural and linguistic differences and history of school achievement) [This assessment is intended to learn essential background information that will guide instruction].

Sight Word Identification (analyzing miscues for phonics knowledge and reading behaviors using the form provided by professor) [This assessment is intended to learn level of sight word knowledge and ability to use phonics to decode unfamiliar words. This information identifies if the teacher must emphasize instruction that increases word knowledge and ability to decode. This assessment is also intended to identify an approximate level for doing a comprehensive reading assessment. These words are read in isolation and only give a snapshot of word knowledge. In many cases, words that are missed would be read correctly in the context of a sentence.]

Developmental Reading Assessment (DRA) (Elementary) or Qualitative Reading Inventory (QRI) (Middle School/High School). Note: Since the DRA and QRI do not emphasize thinking beyond the text and high level comprehension, you will need to go beyond their script to get a full picture of ability to comprehend. You will also use the information to place the child along the New York State Literacy Profile of Reading Development. [The developmental reading Assessment {DRA} consists of leveled books. It is intended to assess a reader's ability to read fluently and accurately, ability to figure out unfamiliar words and self-monitor for meaning, and, most importantly, ability to comprehend what is being read. This information is used to plan instruction and to choose books at the appropriate level.]

Include this statement with your DRA assessment section:

In order to focus on reading interventions that make an impact on reading motivation and achievement, we used the Developmental Reading Assessment (DRA) as a tool for teaching as well as a tool for assessing reading skills. As we collected assessment data, we intervened to teach skills and strategies. As a result, our DRA results might be different from the results of DRA assessments that have been administered in schools.

Dictation (analyzing spelling, phonemic awareness, punctuation and capitalization, and penmanship) [This assessment consists of dictating sentences for the student to write. It assesses spelling knowledge, ability to sound out unfamiliar words {phonemic awareness}, and punctuation and capitalization knowledge. This information is used to identify if spelling, phonemic awareness, penmanship, punctuation, and/or capitalization are instructional goals.]

Writing Sample (noting how a child organizes and develops an original composition). Note: You will use the information to place the child along the New York State Literacy Profile of Writing Development. [This assessment consists of analyzing an independent composition. It assesses a student's ability to plan, organize, and write a developmentally appropriate story. The ERB writing rubric will be used for writing analysis. The information is used to identify goals for writing instruction.]

Fluency assessment (Words-per-Minute Analysis with Retelling for Comprehension) (analyzing fluency and noting miscues as factors that impact comprehension) [This assessment is used to determine whether a child is reading fluently at the appropriate age level. Fluency data information is used to determine if reading fluency will be an instructional goal to increase comprehension.]

Other Assessments, As Needed

Woodcock Test of Reading Mastery or other norm referenced test, including subtests

mantra: Make every assessment experience a teaching experience! Discuss performance with student; model; implement applied practice. Use findings to paint as complete a literacy portrait of the child as possible. **Your assessment section must directly lead to your instructional goals.**

INSTRUCTIONAL GOALS

Based on assessments, identify specific performance-based instructional goals that will guide your teaching. Goals should focus on essential skills and strategies that promote *thoughtful* literacy, including language development and reading and writing development, and must be based on theory and research of new language acquisition. Goals must be developmentally appropriate and respond to cultural and linguistic differences. Goals should focus on the following areas, based on assessed needs:

Reading Comprehension [focusing on pre-reading, during reading, and post-reading strategies linked to your assessments]

Word Identification [focusing on strategies for expanding sight word identification based on assessed needs, including a focus on using context, spelling patterns, word structures, and the integration of cueing systems (syntax, semantic, graphophonemic)]

Vocabulary Expansion [focusing on strategies for using context, self-rating, semantic feature analysis, graphic organizers, word structures, research, using new words in writing, and oral discussion]

Fluency {focusing on automatic recognition of print and matching appropriate pace and expression to text.

Phonemic Awareness and Phonics [focusing on strategies for increasing knowledge Of sound/symbol correspondence and using letter/sound correspondence to aid in constructing meaning]

Spelling [focusing on strategies for developmental spelling, and spelling strategies, including patterns]

Writing [focusing on strategies for planning, composing, organizing, and developing original writing, including using appropriate writing conventions]

Penmanship [focusing on strategies for representing written work, if needed]

Study Skills/ Test-taking Skills [focusing on strategies for students to organize and remember what you are teaching, including note-taking, rereading, using graphic organizers, outlining, writing responses to reading, adapting reading rate]

Confidence and Attitude [focusing on strategies for increasing self-esteem and empowerment] .

Instructional goals must have a direct link to assessed findings. Instructional goals will form the basis for planning and implementing daily instruction. Goals must focus on essential literacy knowledge and performance skill. Goals must be specific and achievable.

INSTRUCTIONAL PROGRAM

Your program must use evidence based foundational theory and research hto implement a comprehensive balanced literacy program (IRA Standard One); implement curriculum and instruction that is varied and uses multiple texts (IRA Standard Two); uses multiple assessments to establish goal and guide instruction (IRA Standard Three); includes a strong focus on diversity by engaging students in literacy practices that develop awareness, understanding, respect, and a valuing of differences (IRA Standard Three); Creates a literate environment that establishes a nurturing, print-rich environment that centers on modeling and uses the gradual release of responsibility model (IRA Standard 5); and demonstrates your commitment to lifelong learning and leadership by demonstrating positive dispositions (IRA Standard Six).

While you have primary responsibility for one student, our program is a dynamic interaction of 1:1 instruction, small group, and large group instruction, including focus on incorporating culturally responsive instruction to value and respect diversities as well as expanding understanding and appreciation of diversities for all of our students.

Use your section in the library to create a print-rich environment that enriches instruction (e.g., word walls, vocabulary charts, strategy charts) and provides easy access to all texts and materials, including using the library's computers or your own notebook).

Develop and implement instruction that motivates, engages, and increases achievement for students by creating authentic, enriched, integrated instruction based on established goals; uses texts at the appropriate instructional level; provides opportunity for choice and independent reading; and develops meaningful writing instruction that is meaningful and purposeful for an intended audience and includes a collaboratively created check list for student to monitor personalized standards for writing a well-developed and organized text. Provide positive, detailed, constructive feedback that identifies strengths and teaches a

skill or strategy that is a need. Include emphasis on metacognition by having students reflect on their learning with respect to skills and strategies they are learning that is making them great readers and writers.

Document your wide range of individualized and group instructional approaches, learning activities, and curriculum materials, including technology, that you used to achieve your goals. Note how your instructional program uses student interests, reading abilities, and backgrounds as the foundation for your reading and writing program, including responding to students from different cultural and linguistic backgrounds. Note your rationale for choosing appropriate grouping (individual, partner, small group, large group). Instruction must indicate a wide range of texts and materials, practices, methods, and approaches to achieve goals. Instruction must include focus on understanding and valuing diversities, including a focus on our Tanzania project.

Use **sections** to identify each component of your instructional program. Explain how your instruction directly contributes to accomplishing your goals. **Your narrative should create a complete picture of the Practicum instructional experience for the child.**

Sections to include:

- Individualized reading instruction to achieve goals
- Individualized writing instruction to achieve goals
- Buddy-groups, small group and large group instruction
- Parent involvement and school/home connections
- Uses of technology to support literacy learning
- Focuses on diversity., Dr. Michael's contributions (including demo lessons, conferences, family reading party, Tanzania project, adapting instruction)

- **Focus on English Language Arts Strategy Instruction to Increase Reading Achievement on State Tests. Copy and paste the following for all students who are entering grade four or older:**

Test Taking Strategies for English Language Arts Success

We focused on research-based best methods for preparing students to increase achievement on State tests. This instruction focused on adapting our essential reading and writing strategy instruction for timed tests that include both multiple choice questions and constructed responses. I have attached Dr. Shaw's handout of research-based best practices for increasing achievement on State tests.

- **Enrichment activities:**
 - ▶ **Musical readers' theater and podcasting with music professor Dr. Evan.**
 - ▶ **Reading to trained therapy dogs**
 - ▶ **Collecting fish from Sparkill Creek with biology professor Dr. John Rosko and study in the biology lab.**
 - ▶ **Social outreach to collect money, books, and school supplies for children who attend Urifiki Center School in Tanzania.**
 - ▶ **celebrating national Ice Cream Day**
 - ▶ **Family Reading Party**

CONCLUSIONS

Summarize the results of your instruction (quantitative and qualitative) with specific references to achieving your instructional goals. Focus on performance results that document how student learned to integrate major components of reading and writing. Include pre-program and post-program assessment results. Where appropriate, note instructional needs that continue to exist and next steps. Each conclusion must have a direct connection to specific instructional goals. Identify all ways you modeled fair mindedness, empathy, and ethical behavior.

RECOMMENDATIONS TO CLASSROOM TEACHERS, SPECIALISTS, CONSULTING TEACHERS, AND PARAPROFESSIONALS

Use your experiences to identify specific assessment and instructional advice to teachers and paraprofessionals that will increase the effectiveness of their classroom instruction. Specific sections should include:

- Approaches that use a wide range of assessment tools and practices to place students along a developmental continuum in order to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that use a variety of instructional grouping options for effective instruction to accomplish given purposes.
- Approaches that use a wide range of instructional approaches and methods, including technology-based practices, that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that use a wide range of curriculum materials in effective reading instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Approaches that motivate students through modeling and by developing instruction that responds to student interests, reading abilities, and background.

RECOMMENDATIONS TO PARENTS

In this section you are invited to express your personal feelings about teaching the child during the Practicum experience. Make **parent-friendly recommendations** to the family that will enable them to continue your work to help their child increase achievement. Where appropriate, make recommendations for the kinds of school experiences you believe will support the child's literacy growth. Inform parents of federal, state, and local programs that are designed to help students with reading and writing difficulties. Inform parents of Internet technology sites designed to increase literacy achievement.

REFERENCE PAGE (APA STYLE)

IMPORTANT: INCLUDE THIS STATEMENT AT THE END OF YOUR REPORT:

This report was provided by the St. Thomas Aquinas College Graduate Literacy Program. It cannot be used as an official report by any person or school agency.

(Note: All writing is in **past tense** since this report is presented at end of program)

In addition:

REFLECTIVE ESSAY: TO BE COMPLETED AS A PARALLEL WRITING ACTIVITY WHEN STUDRENT COMPLETES FINAL REFLECTION

Look back at your experience and the impact on our capstone practicum on your development as a *master teacher* and *educational leader*. Identify specific implications that will inform your professional work as a literacy specialist/literacy coach. Make recommendations to improve our capstone practicum.

COMMUNICATION

Report will be distributed to parents/caregivers, teachers (previous teacher, new teacher, consulting teachers, specialists), paraprofessional or teacher aides, and administrators who work with child. Sign-off checklist will be provided.

INSTRUCTIONAL PLANNING SHEET:
A FRAMEWORK FOR COMPREHENSIVE LITERACY ENRICHMENT

STUDENT _____

DATE _____

Reading Aloud/Thinking Aloud to Student(s), and Response (Emphasis is on modeling what *good readers* do, including pre-reading, during reading, post-reading thinking and application, including creative and critical thinking response) Focus for instruction:

Repeated Reading (Emphasis is on practicing familiar texts to apply targeted skills/strategies. Teacher notes critical issues through running records and observations) Focus for instruction:

Shared/Interactive Reading, and Response (Emphasis is on learning and applying skills/strategies through an interactive reading experience, including critical thinking and creative response). Focus for instruction:

Guided Reading (Emphasis is on teaching skills, strategies, and comprehension through a mini-lesson and guided practice, including critical thinking and creative response). Focus for instruction:

Independent Reading, and Response (Emphasis is on independent practice of strategies and skills through reading, including critical thinking and creative response). Focus for instruction

Word Study (Emphasis is on building print knowledge, including sight words, decoding skill, vocabulary). Focus for instruction:

Writing and Reading/Writing Connections (Emphasis is on writing to learn and learning to write). Focus for instruction:

School/Home Connections (Emphasis is on involving parents and partners to reinforce and extend learning). Focus for instruction:

Technology (Emphasis is on selecting and effectively using technology to support literacy learning). Focus for instruction:

Study Strategies/Test-Taking Strategies (Emphasis is on time-management strategies, strategies for organizing and remembering information, strategies for adjusting reading rate, and test-taking strategies). Focus for instruction:

Inquiry (including technology) (Strategies/skills for research and authentic extended study that will lead to a publication or project). Focus for instruction:

Reflections (Critical analysis of what went well, was successful, and will extended; and what needs to be rethought) (All sessions must include opportunity for students to share and reflect on learning)

Capstone Practicum Formal Report Rubric

Categories	0Standard Not Met 1-2	Standard Met 3-4)	Exceeds Standard 5	Score
<p><u>IRA Standard 1: Foundational Knowledge</u> Standard 1: Foundational Knowledge Understand theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>●1.1 Does not adequately interpret major theories of reading and writing, demonstrates a critical stance, and does not inform other educators. 1.2 Does not interpret or summarize historically shared knowledge of reading and writing processes with minimal references to seminal studies over time. 1.3 Does not completely understand the role of professional judgment and does not always model fair-mindedness, empathy, and ethical behaviors. Communicates to other professionals is minimal.</p>	<p>1.1 Basically interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators, but lacks comprehensiveness. 1.2 Basically interprets and summarizes historically shared knowledge of reading and writing processes with some references to seminal studies over time. 1.3 Understands the role of professional judgment by most always modeling fair-mindedness, empathy, and ethical behaviors, and basically communicates this to other professionals.</p>	<p>1.1 Comprehensively interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators. 1.2 Comprehensively interprets and summarizes historically shared knowledge of reading and writing processes with multiple references to seminal studies over time. 1.3 Comprehensively understands the role of professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicates this to other professionals.</p>	
<p><u>IRA Standard Two: Curriculum and Instruction</u> Use instructional approaches, materials, and an integrated comprehensive balanced literacy curriculum to support student learning in reading and writing</p>	<p>2.1 Instruction does not demonstrate effective implementation of all components of a comprehensive balanced literacy program for struggling reader(s) and effective communication of recommendations for effective practice to other professional educators in schools is minimal. 2.2 Does not implement varied instructional approaches, including those that develop word recognition,</p>	<p>2.1 Basically implements all components of a comprehensive balanced literacy program for struggling reader(s), but report lacks comprehensive information. There are some helpful recommendations for teachers and other professional educators in schools. 2.2 Basically implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge,</p>	<p>2.1 Comprehensively implements all components of a comprehensive balanced literacy program for struggling reader(s), and effectively communicates multiple recommendations for effective balanced literacy instruction to other professional educators in schools. 2.2 Comprehensively implements varied instructional approaches, including those that develop word recognition, language</p>	

	<p>language comprehension, strategic knowledge and does not effectively communicate recommendations for teachers and other professional educators in schools.</p>	<p>but lacks comprehensiveness. There are some helpful recommendations for teachers and other professional educators in schools. 2.3 Basically uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources. There are some helpful recommendations for teachers and other professional educators in schools.</p>	<p>comprehension, strategic knowledge, and communicates multiple recommendations to teachers 2.3 Comprehensively uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources and communicates multiple recommendations to teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Three: Assessment and Evaluation</u> Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</p>	<p>3.1.Does not adequately demonstrate understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and does not communicate effectively recommendations to teachers and other professional educators in schools . 3.2 Does not effectively select, develop, administer, and interpret multiple assessments, for specific purposes, and does not effectively communicate recommendations to teachers and other</p>	<p>3.1 Basically demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates some recommendations to teachers and other professional educators in schools . 3.2 Basically selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates some recommendations to teachers and other professional educators in schools. 3.3 Basically uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s</p>	<p>3.1 Comprehensively demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates comprehensive recommendations to teachers and other professional educators in schools . 3.2 Comprehensively and thoughtfully selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.3 Comprehensively uses assessment information to plan and to evaluate</p>	

	<p>professional educators in schools.</p> <p>3.3 Does not effectively use assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention, and does not effectively communicate recommendations to teachers and other professional educators in schools.</p> <p>3.4 Does not communicate assessment results with implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>performance and to plan instruction and/or intervention, and communicates some recommendations to teachers and other professional educators in schools.</p> <p>3.4 Basically communicates assessment results with some implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>instruction by analyzing and using multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention, and communicates comprehensive recommendations to teachers and other professional educators in schools.</p> <p>3.4 Comprehensively communicates assessment results with multiple implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Four: Diveristy</u> Create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>	<p>4.1 Does not demonstrate understanding of the ways diversity influence struggling readers and writers, and does not effectively communicate recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Does not effectively use a literacy curriculum that makes a positive impact on students' knowledge and understanding of</p>	<p>4.1 Basically demonstrates understanding of the ways diversity influence struggling readers and writers, and basically communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Basically uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building some school/home and home/school literacy connections and</p>	<p>4.1 Comprehensively demonstrates understanding of the ways diversity influence struggling readers and writers, and effectively communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities.</p> <p>4.2 Comprehensively uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including</p>	

	<p>diversities, including building strong school/home and home/school literacy connections or effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3 Does not provide students with language, academic, and cultural experiences that link their communities with schools and does not participate in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>basically communicates evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3. Basically provides students with language, academic, and cultural experiences that link their communities with schools and basically participates in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>building strong school/home and home/school literacy connections and effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers.</p> <p>4.3 Comprehensively provides students with language, academic, and cultural experiences that link their learning with participating in social outreach initiatives to make a positive impact in both local communities and around the world.</p>	
<p><u>IRA Standard Five: Literate Environment</u> Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate uses of assessment.</p>	<p>5.1 Does not create a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers is all our classroom configurations, and does not make modifications to accommodate student needs.</p> <p>5. Does not create a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, or motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>5.1 Creates a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers is all our classroom configurations, and makes some modifications to accommodate student needs.</p> <p>5.2 Creates a basic social environment for struggling readers that includes some opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p> <p>5.3 Creates a basic schedule of learning experiences based on our instructional</p>	<p>5.1 Creates a comprehensive physical literate environment that provides easy access to books and instructional materials for struggling readers is all our classroom configurations, and effectively modifies arrangements to accommodate student needs.</p> <p>5.2 Creates a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive</p>	

	<p>5.3 Does not create an effective, comprehensive, consistent schedule of learning experiences based on our instructional planning sheet, and does not effectively communicate an effective schedule to teachers in schools.</p> <p>5.4 Does not effectively use flexible grouping to meet the needs of all our students and does not effectively make recommendations to teachers in schools to do the same.</p>	<p>planning sheet, and basically communicates an effective schedule to teachers in schools.</p> <p>5.4 Basically uses flexible grouping to meet the needs of all our students and makes basic recommendations to teachers in schools to do the same.</p>	<p>feedback.</p> <p>5.3 Creates an effective, comprehensive, consistent schedule of learning experiences based on our instructional planning sheet, and effectively communicates an effective schedule to teachers in schools.</p> <p>5.4 Effectively uses flexible grouping to meet the needs of all our students and effectively makes recommendations to teachers in schools to do the same.</p>	
<p><u>IRA Standard Six: Professional Learning and Leadership</u> Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>6.2 Display minimal positive dispositions related to one’s own reading and writing and the teaching of reading and writing and minimal amounts of modeling, motivating, and engaging students in authentic learning experiences. Does not support our at-home reading club.</p>	<p>6.2 Display at-standard positive dispositions related to one’s own reading and writing and the teaching of reading and writing by effectively modeling, motivating, and engaging students in some authentic learning experiences, promoting reading at home, and creating a program that has received external recognition.</p>	<p>6.2 Display exemplary positive dispositions related to one’s own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences, promoting reading at home, and creating a program that has received external recognition.</p>	
<p><u>Written Communication</u></p>	<ul style="list-style-type: none"> ●Organization and presentation of ideas is limited. ●Significant spelling, grammar, and/or mechanical errors. ●Inappropriate use of professional language. 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is effective; professional presentation. ●Few minor spelling, grammar, and/or mechanical errors. ●Mostly appropriate use of professional language 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is exemplary with great clarity and cohesiveness. ●Appropriate use of professional language. ●No spelling, grammar, and/or mechanical errors. 	

2010 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	0	█
1.2	0	0	
1.3	0	0	
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.2	0	0	

2011 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	█	█
1.2	0		
1.3	0		
2.1	0		
2.2	0		
2.3	0		
3.1	0		
3.2	0		
3.3	0		
3.4	0		
4.1	0		
4.2	0		
4.3	0		
5.1	0		
5.2	0		
5.3	0		
5.4	0		

6.2	0		
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2012 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of Candidates Exceeds Standard
1.1	0	0	
1.2	0	0	
1.3	0	0	
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.2	0	0	

PARENT EVALUATION

PARENT NAME _____

CHILD NAME _____

TEACHER NAME _____

St. Thomas Aquinas College
 Division of Teacher Education - Graduate Education Program
 Summer Literacy Program

SA= STRONGLY AGREE A= AGREE N= NEUTRAL
 D= DISAGREE SD= STRONGLY DISAGREE

Please circle the appropriate response

My child had a good learning experience.	SA	A	N	D	SD
My child was motivated to learn.	SA	A	N	D	SD
My child's reading improved.	SA	A	N	D	SD
My child's writing improved.	SA	A	N	D	SD
My child gained confidence.	SA	A	N	D	SD
My child's teacher effectively communicated with me.	SA	A	N	D	SD
My child's teacher was a knowledgeable, caring, dedicated professional.	SA	A	N	D	SD
This was a positive experience for my child and myself.	SA	A	N	D	SD

COMMENTS...Please express your thoughts, feelings, ideas, and suggestions on the back.

1. The Diagnostic and Instructional Case Study of a Struggling Reader and Writer is the semester-long major assessment for GED 3325 Assessing and Evaluating Literacy (B-6)/GED 3625 Assessing and Evaluating Literacy (5-12) that is implemented in candidates' classrooms (either through individual instruction or by targeting one student within a guided reading group) that focuses on making an impact on student learning by conducting multiple assessments of a student who is struggling with reading and writing, analyzing the findings to create an individual instructional educational plan for intervention that includes goals and methods to achieve goals. The goals are achieved by planning, implementing, and critically evaluating a minimum of ten lessons. Impact on student learning is evaluated by pre-program/post-program Developmental Reading Assessment (B-6) or Qualitative Reading Assessment (5-12). The case study is supervised by the professor through feedback to audiotaped lessons, videotaped lessons, individual conferences, response to ongoing report writing, and class discussion. This assessment takes place towards the end of the literacy specialization courses before candidates begin capstone courses to complete the program. The coaching initiative is the creation of an assessment/instruction wiki that is disseminated to all teachers in their school and then discussed with grade level colleagues and the reading specialist. This assessment creates the foundation for our capstone practicum assessment so we use an adapted version of assessment directions to candidates and the rubric that is aligned to IRA Standards at the reading specialist/literacy coach level.
2. This assessment aligns with Standard 1 (1.1-1.3) because the report includes a theory and research section that comprehensively integrates the interpretation and critical evaluation of major theories of reading and writing and informs other educators (1.1) and the interpretation and summary of historically shared knowledge of reading and writing processes with multiple references to seminal studies (1.2), and comprehensively reports in detail the comprehensive instructional program that provides evidence of using professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicating this to other professionals (1.3). This assessment aligns with Standard 2 (2.1-2.3) because candidates use foundational knowledge to develop and implement comprehensive balanced literacy instruction to meet specific needs of struggling readers (2.1), use varied and appropriate approaches to meet the specific needs of struggling readers based on assessments (2.2), and use a variety of texts and materials, including technological sources, to meet the needs of struggling readers (2.3). This assessment aligns with standard 3 (3.1-3.4) because candidates report on purposes, strengths, and weaknesses of multiple assessments (3.1), administer and interpret multiple assessments (3.2) to establish learning goals and instructional approaches (3.3), and communicate information to parents; teachers, specialists, principals, and other service providers (3.4). This assessment aligns with Standard 4 (4.1- 4.3) because candidates demonstrate understanding of the impact of diversity in the wiki Handbook that communicates ways to create culturally responsive pedagogy (4.1), use instruction that incorporates multicultural texts to teach skills and strategies,

(4.2), and advocates for equity via the wiki by including a section on the research that establishes cultural biases in standardized tests and advocates for equitable authentic assessments (4.3). This assessment aligns with Standard 5 (5.1, 5.2) because candidates create a classroom physical environment in their ongoing teaching that provides easy access to all books and materials (including technology) to support student learning (5.1) and create a nurturing social environment that motivates and engages students and uses the gradual release of responsibility (Pearson & Gallagher, 1983) that scaffolds students to break the *cycle of failure* and build a *cycles of success* with a mantra that *every lesson must lead to student success* and uses Cambourne's Conditions for Learning (1995) that creates the foundation to create instruction that motivates and engages learning and increase achievement (5.2). This assessment aligns with Standard 6.2 because candidates display positive dispositions related to one's own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences. This assessment aligns with 6.4 because candidates include a page in their wiki Handbook that focuses on the research-based cultural biases of standardized tests and advocates for non-biased authentic assessments. Highlighted sections in Directions to Candidates identify an explanation of each assessment and how it informs instructional planning and teaching to help parents and educators understand our comprehensive approach.

3. Even though our 5-12 adolescence MSED. Literacy Program has a small number of candidates, we are pleased that all candidates met or exceeded standards at the reading specialist/literacy coach for the three years of data submitted. The 5-12 candidates as a group over the three years was a bit stronger than the Birth-Grade 6 candidates, so we did not see the same needs. We continue to support individual students who do not achieve at "Exceeds Standard" through individual conferences. As explained in the B-6 report, we noted that in 2010 the knowledge base regarding understanding major theories and empirical research and the historically shared knowledge of reading and writing processes needed strengthening to move more candidates from Standard Met to Exceeds Standard. Changing to the new 2010 Standards precluded us from being able to provide models for candidates. We then used models from 2010 candidates and used class time to analyze the qualities. This change contributed to the strong 5-12 performances. Also, as noted in the B-6 report, the focus on advocacy is new for many candidates and clearly reflects the current educational policy climate. We have already begun to increase a focus on advocacy. Dr. Shaw is active in Save Our Schools, a national advocacy organization dedicated to eliminating high-stakes testing and value-added evaluation of teachers along with advocating for equitable education for students from diverse backgrounds. He is helping faculty embed the knowledge base for advocacy and non-threatening steps all candidates can take in their coaching initiatives to help teachers and principals reclaim their classrooms to be able to teach thoughtful literacy IRA created in our 2010 Standards.

4. Even with very small numbers, we are pleased with the high achievement of our candidates. At the same time, as noted above, for both B-6 and 5-12 candidates we are continually engaged in a self-improving process to strengthen those areas of performance that had a lower level of Exceeds Standard than other standards/elements. Our main focuses will continue to strengthen steps candidates should take to create adaptations of instruction to respond to the learning needs of diverse students and emphasizing the importance of advocacy and teaching non-threatening steps that all candidates can take to reach out to colleagues, parents, administrators, districts, community, media, and policy makers to help candidates develop confidence that they have a voice to effect change.

Assessment/Instruction Case Study Guidelines

(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2, 6.4)

Each candidate will complete a comprehensive supervised assessment/instruction case study of a struggling reader and writer. This will be an on-going process that will lead to a formal assessment report which will be shared with all interested parties, including student, parents, teachers, specialists, allied professionals, paraprofessionals, and administrators. See the rubric included in the course outline. You will also work in grade-appropriate groups to create an assessment and instruction web page that will be shared with teachers and administrators (see guidelines below).

The mantra for this project is that every assessment must lead to an instructional intervention.

Introduction/ Cotextual Information

Present an in-depth introduction of the student. Use your student interview, parent survey, and teachers survey (if you are not working with one of your own students). Include as much background information as possible (family information, school history, test scores, report card scores, IEP, medical information [if relevant], classroom experiences with student). Use the information you receive to identify initial strengths and needs of student.

[This assessment is intended to learn about a student's interests, background, attitude, and knowledge of reading. The information is used to plan instruction that will motivate the child and increase achievement].

Theory and Research: Assessment Beliefs and Principles

Use substantial research and theory to identify core beliefs and principles that will guide your assessment practices which inform instruction, monitor progress, and communicate information. You must focus on:

- Assessment theory and research
- Connectedness between teacher dispositions, motivation, and student learning.
- Responding to cultural and linguistic diversities.
- Assessment principles that guide instruction; monitor progress; and communicate information to students, parents, and administration.

[This information is used to provide research support for all reading assessments.]

Marie Clay's Observational Survey and Spelling Dictation (for candidates working with early childhood learners) or Kathy Ganske's Developmental Spelling Assessment (for candidates working with older students)

Complete an in-depth analysis of the developmentally appropriate assessment. Use guidelines from Clay or Ganske.

Based on analysis, plan and implement a lesson that focuses on a major need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This information is used to determine early reading knowledge and skills and spelling knowledge for all levels of learners. Dictation also assesses ability to sound out unfamiliar words {phonemic awareness}, and to use correct punctuation and capitalization. knowledge. This information is used to identify if spelling, phonemic awareness, penmanship, punctuation, and/or capitalization are instructional goals. Make sure to use information to teach a lesson.]

Qualitative Reading Inventory (QRI) Sight Word Assessment

Complete the QRI sight word assessment. Analyze miscues based on the analysis handout I will provide that focuses on initial sounds or blends, vowel sounds, final sounds, and segmentation for polysyllabic words.

Based on your analysis, plan and implement a lesson to increase automatic sight word knowledge.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This assessment is intended to learn level of sight word knowledge and ability to use phonics to decode unfamiliar words. This information identifies if the teacher must emphasize instruction that increases word knowledge and ability to decode. This assessment is also intended to identify an approximate level for doing a comprehensive reading assessment. Complete analysis and use information to teach a lesson]

Developmental Reading Assessment (DRA) for candidates in the B-6 program or the Qualitative Reading Assessment (QRI) for candidates in the 5-12 program.

Based on instructional level of sight word knowledge, complete the DRA or QRI assessment.

Conduct a running record as directed in the instructional materials.

Use guidelines for analyzing results for fluency, comprehension, ability to integrate the cueing systems, including doing a miscue analysis.

Based on your analysis, plan and conduct a reading conference to address one need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[The developmental DRA and QRI consist of leveled books and reading texts. They are intended to assess a reader's ability to read fluently and accurately, ability to figure out unfamiliar words and self-monitor for meaning, and, most importantly, ability to comprehend what is being read. This information is used to plan instruction and to choose books at the appropriate level. In order to focus on reading interventions that make an impact on reading motivation and achievement, we used the DRA or QRI as a tool for teaching as well as a tool for assessing reading skills. As we collected assessment data, we intervened to teach skills and strategies. As a result, our DRA or QRI results might be different from the results of DRA or QRI assessments that have been administered in schools.

Writing Assessment

Plan and implement a parallel unassisted writing sample.

We will review the 6+1 writing rubric at various levels for analysis.

Based on your analysis, plan and conduct a writing conference to address one need.

Write a critical reflection that identifies in depth what you learned about the effectiveness of this assessment tool.

[This assessment consists of analyzing an independent composition. It assesses a student's ability to plan, organize, and write a developmentally appropriate story. The information is used to identify goals for writing instruction.]

Goals and Instruction

Goals must be based on analysis of all assessments. Instruction must be focused on achieving Common Core Standards, including close reading, higher level thinking, and thoughtful writing. You must also adapt instruction based on text complexity. We will focus on this during class.

You must complete a minimum of ten lessons, three of which must be submitted for review. One lesson must be videotaped or audiotaped. We will arrange for individualized conferences to review instruction as a tool for learning.

Recommendations to parents and teacher(s)

Based on each of your assessments and focuses for instruction, write recommendations in user-friendly language (e.g.. Based on my analysis of automatic sight word knowledge, I found it was effective to)

Portfolio of all assessments and student artifacts

Create a folder for parents that includes all assessment materials and student artifacts.

IMPORTANT: INCLUDE THIS STATEMENT AT THE END OF YOUR REPORT:

This report was provided by the St. Thomas Aquinas College Graduate Literacy Program. It cannot be used as an official report by any person or school agency.

Final reflection (Not Included with Case Study Report to Parents and Teacher[s])

Write a closing critical reflection that identifies what you learned from the assessment/instruction case study that will make a major impact on your teaching.

Literacy Coaching: Handbook of Assessment and Instruction Principles and Exemplary Practices: Sections to Include as Links on your Website

Handbook will be sent to all teachers. You will then share important information with grade colleagues.

1. **Home Page:** Brief overarching statement about the centrality of literacy assessment to guide instruction, monitor progress, and communicate information. Links to all other pages.
2. **Essential Assessment Definitions and conceptualization of Assessment.** This must include [REDACTED] mantra that “Every assessment must be linked with instruction in order to make a positive impact on every student’s literacy achievement.
3. **Assessment Principles:** List principles for assessing that should effective, authentic literacy instruction.
4. **Assessment Stakeholders and Purposes:** List all stakeholders who have a vested interest in literacy assessment and the reasons why these stakeholders have a vested interest.
5. **Best Assessment Methods/Instruments:** List the most important developmentally appropriate literacy assessments to develop a comprehensive profile of each student’s strengths and needs. Provide guidelines for implementation based on principles.
6. **Best Instructional Methods to Achieve Common Core Standards:** Focus on close reading, higher level thinking, and thoughtful writing of organized and developed texts at the appropriate grade levels.
7. **Linguistic and Cultural Diversity:** Identify the impact of linguistic and cultural identity on assessment and instruction, including standardized tests. Provide guidelines for best assessment

- practices that support equity. Identify steps teachers can take to advocate for changes that promote equity.
8. **High-Stakes Testing:** Identify skills and strategies that best prepare students for high stakes testing based on analysis of test items.
 9. **Advocacy:** Identify research-based culturally biases in standardized tests and advocate for equitable, authentic literacy assessments.
 10. **Guidelines for Creating Strong School/Home Connections:** List recommendations for establishing positive school/home connections based on communication of ongoing assessments. Focus on how parents can use assessment information to help their child learn at home.
 11. **Web Sites to Support Assessment and Instruction:** List helpful web sites that support literacy assessment and instruction knowledge, understanding, and effective practices.
 12. **References:** List references that informed your assessment principles.

Diagnostic and Instructional Case Study of a Struggling Reader and Writer Rubric

(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, , 6.2, 6.4)

Categories	Standard Not Met 1-2	Standard Met 3-4	4-5 Exceeds Standard 5	Score
<p><u>IRA Standard 1:</u> <u>Foundational Knowledge</u> Standard 1: Foundational Knowledge Understand theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>•1.1 Does not adequately interpret major theories of reading and writing, demonstrates a critical stance, and does not inform other educators. 1.2 Does not interpret or summarize historically shared knowledge of reading and writing processes with minimal references to seminal studies over time. 1.3 Does not completely understand the role of professional judgment and does not always model fair-mindedness, empathy, and ethical behaviors. Communicates to other professionals is minimal.</p>	<p>1.1 Basically interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators, but lacks comprehensiveness. 1.2 Basically interprets and summarizes historically shared knowledge of reading and writing processes with some references to seminal studies over time. 1.3 Understands the role of professional judgment by most always modeling fair-mindedness, empathy, and ethical behaviors, and basically communicates this to other professionals.</p>	<p>1.1 Comprehensively interprets major theories of reading and writing, demonstrates a critical stance, and informs other educators. 1.2 Comprehensively interprets and summarizes historically shared knowledge of reading and writing processes with multiple references to seminal studies over time. 1.3 Comprehensively understands the role of professional judgment by always modeling fair-mindedness, empathy, and ethical behaviors, and effectively communicates this to other professionals.</p>	

<p><u>IRA Standard Two: Curriculum and Instruction</u> Use instructional approaches, materials, and an integrated comprehensive balanced literacy curriculum to support student learning in reading and writing</p>	<p>2.1 Instruction does not demonstrate effective implementation of all components of a comprehensive balanced literacy program for struggling reader(s) and effective communication of recommendations for effective practice to other professional educators in schools is minimal. 2.2 Does not implement varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge and does not effectively communicate recommendations for teachers and other professional educators in schools.</p>	<p>2.1 Basically implements all components of a comprehensive balanced literacy program for struggling reader(s), but report lacks comprehensive information. There are some helpful recommendations for teachers and other professional educators in schools. 2.2 Basically implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, but lacks comprehensiveness. There are some helpful recommendations for teachers and other professional educators in schools. 2.3 Basically uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources. There are some helpful recommendations for teachers and other professional educators in schools.</p>	<p>2.1 Comprehensively implements all components of a comprehensive balanced literacy program for struggling reader(s), and effectively communicates multiple recommendations for effective balanced literacy instruction to other professional educators in schools. 2.2 Comprehensively implements varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and communicates multiple recommendations to teachers 2.3 Comprehensively uses a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources and communicates multiple recommendations to teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Three: Assessment and Evaluation</u> Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</p>	<p>3.1.Does not adequately demonstrate understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and does not</p>	<p>3.1 Basically demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates some recommendations to teachers and other</p>	<p>3.1 Comprehensively demonstrates understanding of research and literature related to assessments and their uses, including types of assessments and their purposes, strengths, and limitations; and choosing valid and reliable instruments for diagnosis, planning, and progress monitoring; and communicates comprehensive</p>	

	<p>communicate effectively communicate recommendations to teachers and other professional educators in schools . progress monitoring. 3.2 Does not effectively select, develop, administer, and interpret multiple assessments, for specific purposes, and does not effectively communicate recommendations to teachers and other professional educators in schools. 3.3Does not effectively use assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and does not effectively communicate recommendations to teachers and other professional educators in schools.</p> <p>3.4 Does not communicate assessment results with implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>professional educators in schools . 3.2 Basically selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates some recommendations to teachers and other professional educators in schools. 3.3 Basically uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and communicates some recommendations to teachers and other professional educators in schools. 3.4 Basically communicates assessment results with some implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	<p>recommendations to teachers and other professional educators in schools . 3.2 Comprehensively and thoughtfully selects, develops, administers, and interpret multiple assessments, for specific purposes, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.3 Comprehensively uses assessment information to plan and to evaluate instruction by analyzing and using multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention, and communicates comprehensive recommendations to teachers and other professional educators in schools. 3.4 Comprehensively communicates assessment results with multiple implications to a variety of audiences, including parents, teachers and other professional educators in schools.</p>	
<p><u>IRA Standard Four: Diveristy</u> Create and engage students in literacy practices that develop awareness,</p>	<p>4.1 Does not demonstrate understanding of the ways diversity influence struggling readers and writers, and does not</p>	<p>4.1 Basically demonstrates understanding of the ways diversity influence struggling readers and writers, and basically communicates</p>	<p>4.1 Comprehensively demonstrates understanding of the ways diversity influence struggling readers and writers, and effectively</p>	

<p>understanding, respect, and a valuing of differences in our society.</p>	<p>effectively communicate recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Does not effectively use a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building strong school/home and home/school literacy connections or effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3 Does not provide students with language, academic, and cultural experiences that link their communities with schools and does not participate in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Basically uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building some school/home and home/school literacy connections and basically communicates evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3. Basically provides students with language, academic, and cultural experiences that link their communities with schools and basically participates in our social outreach initiatives to make a positive impact in both local communities and around the world.</p>	<p>communicates recommendations to other educational professionals in schools for creating instruction that is responsive to diversities. 4.2 Comprehensively uses a literacy curriculum that makes a positive impact on students' knowledge and understanding of diversities, including building strong school/home and home/school literacy connections and effectively communicating evidence-based best practices for differentiating instruction to meet individual needs of struggling readers and writers. 4.3 Comprehensively provides students with language, academic, and cultural experiences that link their learning with participating in social outreach initiatives to make a positive impact in both local communities and around the world.</p>	
<p><u>IRA Standard Five: Literate Environment</u> Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum</p>	<p>5.1 Does not create a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers in all our classroom configurations, and does not make modifications to accommodate student needs.</p>	<p>5.1 Creates a basic physical literate environment that provides relatively easy access to books and instructional materials for struggling readers in all our classroom configurations, and makes some modifications to accommodate student needs. 5.2 Creates a basic social environment for</p>	<p>5.1 Creates a comprehensive physical literate environment that provides easy access to books and instructional materials for struggling readers in all our classroom configurations, and effectively modifies arrangements to accommodate student needs.</p>	

<p>materials, and the appropriate uses of assessment.</p>	<p>5.2 .Does not create a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, or motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>struggling readers that includes some opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	<p>5.2 Creates a comprehensive social environment for struggling readers that includes multiple opportunities for student interaction, choice, and motivation built on self-selected project-based learning, scaffolding for success, and positive feedback.</p>	
<p><u>IRA Standard Six: Professional Learning and Leadership</u> Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>6.2 Display minimal positive dispositions related to one’s own reading and writing and the teaching of reading and writing and minimal amounts of modeling, motivating, and engaging students in authentic learning experiences. 6.4 Does not provide -or provides minimal-research support in wiki Handbook to identify cultural biases in standardized tests and provides no ways -or minimal ways -to advocate for equitable, authentic assessments.</p>	<p>6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing by effectively modeling, motivating, and engaging students in some authentic learning experiences. 6.4 Provides basic research support in wiki Handbook to identify cultural biases in standardized tests and provides some ways to advocate for equitable, authentic assessments.</p>	<p>6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing by enthusiastically modeling, motivating, and engaging students in multiple authentic learning experiences. 6.4 Provides comprehensive research support in wiki Handbook to identify cultural biases in standardized tests and provides multiple ways to advocate for equitable, authentic assessments.</p>	
<p><u>Written Communication</u></p>	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Inappropriate use of professional language. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few minor spelling, grammar, and/or mechanical errors. •Mostly appropriate use of professional language 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness. •Appropriate use of professional language. •No spelling, grammar, and/or mechanical errors. 	

2010 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met 1-2	No. of Candidates Standard Met 3-4	No. of Candidates Exceeds Standard 5
1.1	0	█	0
1.2	0	█	0
1.3	0	█	0
2.1	0	█	0
2.2	0	█	0
2.3	0	█	0
3.1	0	█	0
3.2	0	█	0
3.3	0	█	0
3.4	0	█	0
4.1	0	█	0
4.2	0	█	0
4.3	0	█	0
5.1	0	█	0
5.2	0	█	0
6.2	0	█	0
6.4	0	█	0

2011 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Below Standard 1-2	No. of Candidates Standard Met 3-4	No. of Candidates Exceeds Standard 5
1.1	0	0	█
1.2	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
3.1	0	0	█
3.2	0	0	█
3.3	0	0	█
3.4	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	0	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█
6.4	0	0	█

2012 Number of Candidates: █

IRA Standards Addressed in Assessment	No. of Candidates Below Standard	No. of Candidates at Standard	No. of Candidates Above Standard
1.1	0	█	█
1.2	0		
1.3	0		
2.1	0		
2.2	0		
2.3	0		
2.4	0		
3.1	0		
3.2	0		
3.3	0		
3.4	0		
4.1	0		
4.2	0		
4.3	0		
5.1	0		
5.2	0		
6.2	0		
6.4	0		

1. The Reading Specialist/Literacy Coach assessment takes place during our capstone leadership course GED 6204 Organizing and Supervising the Literacy Program. This assessment includes five Level Three coaching initiatives that are intended to assist and support teachers to improve literacy instruction and to make a contribution towards increasing the effectiveness of the schoolwide literacy program (see below). Each initiative has a scoring rubric, but for this IRA/NCATE assessment that includes multiple initiatives, we have created a summative cluster rubric that aggregates the data to represent a comprehensive analysis of Level Three coaching initiatives. We made this decision because we believe that using an integrated approach is a more valid way to evaluate the multiple roles and responsibilities of the reading specialist/literacy coach than focusing only on each isolated initiative. We also send a letter to principals explain what we are asking candidates to do and how this supports them becoming a reading specialist/literacy coach. We also emphasize how these coaching initiatives will make a positive impact on the school's literacy program (see below). In addition, as a result of fabulous professional development presentations, we have added new presenters to our annual Literacy Extravaganza Professional Conference. Also, in the past three years we have had some candidates actually win grants that have funded the purchase of leveled libraries, Smartboards, playground equipment, musical instruments, and more.
2. This assessment aligns with IRA Standard Two through the Analysis of Schoolwide Literacy Program and Action Plan for Improvement because candidates focus on evaluating the level of implementation of a comprehensive balanced literacy program with a plan to increase effectiveness (2.1); evaluating the extent of implementing a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2); and evaluating the extent of wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness (2.3). This assessment aligns with IRA Standard Three because candidates evaluate the extent of a detailed, comprehensive analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3); extent of a school wide use of assessment data to place students along a developmental continuum and identify students' proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness (3.2, 3.3); and extent of communication of assessment data to all persons who are interested in each child's learning and planning an action plan to increase effectiveness (3.4). This assessment aligns with IRA Standard Four because candidates evaluate school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness (4.1); evaluate if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to increase effectiveness (4.2); evaluate the extent of the school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and plan an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity (4.3). This assessment aligns with IRA Standard Five because candidates evaluate extent of creating a school wide literate

environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, interests, achievement, and background to guide the literacy program and develop an action plan for improvement (5.1); extent of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and develop an action plan for improvement (5.2); extent of school wide role of teachers who enthusiastically model reading and writing and develop an action plan for improvement (5.3); and extent of school wide initiatives to motivate learners to read and write and develop an action plan for improvement (5.4). This assessment aligns with IRA Standard Six because candidates use knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement (6.1); use knowledge of the research on teacher dispositions to demonstrate effective interpersonal communication leadership skills in a variety of coaching initiatives (6.2); demonstrate knowledge and understanding of initiating, designing, and leading school wide professional development activities for teachers that include meaningful and effective conversations (6.3); and use understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change (6.4).

3. Although based on a very small data base, findings still indicate very strong performances implementing Level Three Coaching Initiatives within the cluster of specific assignments required for the course. This is not surprising since this is a capstone course at the end of the program after all the core courses and literacy specialization courses. In three years of data we only had one candidate who achieved below the level of "Exceeds Standard." As noted in the B-6 report, the Level Three cluster of assessments are all new experiences for candidates, so will continue to provide models and have individual conferences to support achievement.
4. As noted in the B-6 report, this assessment takes place in the capstone course just preceding the capstone practicum that completes the program, so candidates bring a very strong knowledge base to the Level Three coaching initiatives. Planning each assessment took place in class and candidate were provided with model submissions submitted by previous completers. Also as noted only one candidate failed to achieve at the level of "Exceeds Standard" because she lacked depth and detail in all of her write-ups even after she received feedback. Also as noted in the B-6 report, writing a grant proposal was a giant step forward. We provided much guidance but the one candidate who was lower than "Exceeds Standard" did not sufficiently develop the Evaluation section that is required for virtually all grants. This is something we need to spend more time developing for all candidates in both programs. The one candidate also did not provide comprehensive details in her Action Plan for Improvement after she had conducted her schoolwide analysis. As with all candidates, we will spend more time going over that a plan needs a very concrete sequence of steps to ensure success.

Organizing and Supervising the Literacy Program
Reading Specialist/ Literacy Coach Leadership Assessment
(2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4)

Analysis of School Wide Literacy Program and Action Plan for Improvement
Exemplary Reading Program Award

“The Exemplary Reading Program Award is sponsored by the International Reading association to recognize outstanding reading and language arts programs at all grade levels (elementary, middle, and high school). Its purpose is to call the public’s attention to outstanding programs in schools throughout North America. There will be one winning school from each participating state and province.

The program has five objectives: (1) to improve literacy in our society, (2) to recognize school staffs who demonstrate excellence in reading and literacy programs, (3) to encourage the development and refinement of exemplary reading/language arts programs, (4) to report to the public noteworthy efforts to improve reading/language arts, and (5) to disseminate specific information about high quality programs so that other professionals can use it to improve their own instructional efforts.”

ASSIGNMENT GUIDELINES

- Based on the 10 Standards established by the International Reading Association for IRA Exemplary Reading Programs (see below) and the specific criteria we develop in class to evaluate strengths and weaknesses for each Standard, conduct an in-depth analysis of your school’s literacy program. Make detailed notes regarding each standard and specific criteria based on observations and experiences.

- Focuses must include analyses of :
 - ▶ Schoolwide assessment system to plan and monitor instruction.
 - ▶ Schoolwide literate environment (knowledge-based, student-based, community-based)
 - ▶ Schoolwide curriculum mapping to create continuity of instruction
 - ▶ Parent/community involvement
 - ▶ Schoolwide culturally responsive pedagogy, valuing diversities, and using a multicultural approach to instruction
 - ▶ Using technology to teach 21st century literacy success.
 - ▶ Developing effective programs for supporting readers and writers who struggle.

- Your action plan must include steps school can take to increase effectiveness in each area.

- Interview the following persons to gain multiple perspectives regarding the strengths and weaknesses of your school’s literacy program based on the IRA Standards for Exemplary Reading Programs:
 - ▶ Principal
 - ▶ Reading Specialist(s)
 - ▶ Staff Developer and/or Mentor Teacher (if positions exist)
 - ▶ Experienced Classroom Teacher – or teachers
 - ▶ Active Parent – or parents (e.g., PTA President)

Discuss potential next steps for an action plan for improvement with each person you interview. Make notes regarding their perspectives.

Analyze your findings based on ecological observations and interviews. Analysis will focus on:

- Creating a print-rich, high standards literacy program that demonstrates:
- Creation of a high-standards literacy environment that engages all students and immerses them in authentic literacy experiences (physical, social, and intellectual)
- Respect and valuing diversity by creating culturally sensitive programs that respond to the needs of all students
- Aligning schoolwide goals with schoolwide assessment analysis that identifies instruction priorities and develops literacy curriculum.
- Substantial number of texts in a wide variety of genres, along with support materials, that are educationally and developmentally appropriate to meet the needs of all students, including an emphasis on multicultural literature.

- Implementation of a comprehensive, balanced literacy program to meet the needs of all students, including providing large blocks of time devoted to literacy learning, providing multiple opportunities for students to read authentic literature and creatively respond in a variety of multimodal and multisensory ways, and providing effective literacy instruction from knowledgeable and skilled teachers.
- Involving parents as partners in the literacy development of their children.
- Effective uses of technology to support literacy development.
- Integration of curriculum across the content areas.
- Commitment to professional development.
- **Present your findings:**
 For each Standard:
 - ▶ Create a chart/table of your analysis that identifies school’s literacy program **strengths** and **weaknesses** based on IRA Standards and the criteria we established for each Standard.
 - ▶ Write a narrative that synthesizes the findings presented in the table/chart, including multiple perspectives.
- **Create an Action Plan for Improvement** by identifying one initiative that you will lead that you believe will increase the effectiveness of the school’s literacy program. Provide specific details regarding your process for implementing your plan and following through on your initiative.
- Present copies of this report for all individuals you interviewed and explain your action plan. Begin taking steps to implement your plan.

International Reading Association Standards for Exemplary Reading Programs

10 GUIDELINES TO FOLLOW:

Your application should include evidence that

- 1. The reading program is consistent with sound theory, research, and practice.**
- 2. The reading program facilitates student learning.**
- 3. Students have access to a wide variety of reading materials.**
- 4. Students demonstrate success in reading.**
- 5. Comprehension strategies are taught and applied across the curriculum.**
- 6. Listening, speaking, viewing, and writing are integrated into and support the reading program.**
- 7. Administrators and teachers provide leadership and vision for the building**

and/or district reading program.

8. The school and/or district offers support services to the program.

9. Literacy activities occur outside of school.

10. The community, including parents, is involved in the reading program.

(We will develop specific indicators to evaluate in class.)

Analysis of School Wide Literacy Program and Action Plan for Improvement:
Sign-Off Sheet

(to be included with your report for your leadership project portfolio)

I have received a copy of the report: Analysis of School Wide Literacy program and Action Plan for Improvement:

Principal _____

Reading Specialist(s) _____

Classroom Teacher(s) _____

Parent(s) _____

Literacy Coaching

- Meet with classroom teacher or paraprofessional to identify focuses for literacy instruction and plan for co-teaching or mutual observations of literacy lessons..
- Collaboratively plan literacy instruction with the classroom teacher or paraprofessional, including the creation of a lesson plan. Introduce Reading Lesson Evaluation form as a protocol for observing.
- Conduct lesson as co-teachers or having your colleague observe you. Complete post-lesson conversation to evaluate effectiveness and provide feedback based on Reading Lesson Evaluation form.
- Repeat experience by collaboratively planning literacy instruction for a second co-teaching lesson or having you observe your colleague. . Complete post-lesson conversation to evaluate effectiveness and provide feedback based on Reading Lesson Evaluation form.
- Write a critical reflection on what you learned as a literacy specialist regarding the impact of being a literacy coach.

Your lesson plans and critical reflection will be included in your Professional Leadership Portfolio project.

Rubric for evaluating analysis and action plan will be provided.

Leading a Study Group

- Organize and facilitate a mini-study group of teachers based on an appropriate professional article that meets the needs of teachers and is aligned with IRA Standard Two: Instructional Strategies and Curriculum Materials
- Write a study group plan that includes rationale, goals, focus questions, and follow-up plans.
- Conduct your study group.
- Elicit response from group members using the evaluation form on the next page, or a similar form.
- Write a critical reflection of your experience.

Study Group Evaluation Form

Name of Group Facilitator:

Focus for Study Group:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

Circle your response.

1. This study group was helpful. SA A N D SD

2. The facilitator effectively
 organized this study group. SA A N D SD

3. I got good ideas. SA A N D SD

Comments and/or Suggestions:

Writing a Grant Proposal

1. Research procedures in your District for teachers and reading specialists/literacy coaches to write a grant to fund projects that enrich your school's literacy program. Communicate with principal and appropriate District personnel.
2. Based on analysis of school needs, write an abstract of a grant you will develop to enrich your school's literacy program. Show your grant proposal abstract to your principal for feedback.
3. Include your abstract in your portfolio with the understanding that you will follow through with a grant proposal to enrich your school's literacy program.

Conducting a Professional Workshop:

- Work individually or with a colleague to create a professional development workshop on a "hot" topic in literacy as identified by Jack Cassidy. We will create standards for effective workshops in class that will form the basis for an evaluation form attendees will complete to give you feedback.
- You will first present the workshop to our class (30-40 minutes) as a dress rehearsal. about a research-based current topic if interest in literacy education as a rehearsal for presentation at school and a professional conference.
- You will then present the workshop to colleagues on-site in your school.



Professional Development Workshop Evaluation

Presenter(s) Name(s):

Title:

SA=Strongly agree

A=Agree

N=Neutral

D=Disagree

SD=Strongly Disagree

1. The presenter(s) were enthusiastic and motivated me to want to learn.
SA A N D SD
2. The presenter(s) were effective communicators.
SA A N D SD
3. The presenter(s) communicated important information and/or strategies that I can use to enrich literacy learning with my class.
SA A N D SD
4. The presenter(s) provided handouts that I can use with my students.
SA A N D SD
5. The presenter(s) effectively explained and demonstrated what was being taught.
SA A N D SD
6. The presenter(s) personalized the workshop by sharing personal experiences, including student artifacts.
SA A N D SD
7. The presenter(s) engaged me by providing hands-on involvement.
SA A N D S
8. The presenter(s) engaged me in worthwhile discussion.
SA A N D SD
9. The presenter showed overheads/power point that helped me learn.
SA A N D SD
10. The presenter's handout provided a strong research base and provided helpful resources.
SA A N D SD
11. The professional development workshop was well organized.
SA A N D SD
12. This was an excellent professional development workshop.
SA A N D SD

Comments or suggestions to support learning (use back as needed):

January, 2012

Dear Principal,

In order to meet International Reading Association (IRA) Standards for Reading Professionals, candidates in our graduate literacy program must serve as literacy coaches to support school wide initiatives that will make a contribution to enriching and enhancing the literacy program. We have just been cited by IRA as an exemplary graduate reading/literacy program and these assignments are posted as national models on the IRA web site. In our current course, Organizing and Supervising the Literacy Program, teachers have four coaching initiatives to complete:

1. Analyzing a Schoolwide Literacy Program based on IRA's ten Standards to be considered for being awarded the IRA Exemplary Reading Program award. I will send you specific guidelines. this assignment centers on interviewing you, teachers, specialists, and parents to identify your many strengths and to identify a focus for improvement. Our candidate will develop details to take a leadership role in this initiative in consultation with you and your leadership team.
2. Conducting a Professional Development Workshop. Teachers are currently presenting fabulous workshops to classmates at STAC. If possible, it would be an enriching experience for teachers in your school to also have the opportunity to attend this workshop either during a grade conference, faculty meeting, or a superintendent's day. I hope that you will permit your teacher in our program to complete this coaching assignment.
3. Facilitating a Mini-Study Group. I have asked teachers to facilitate a study group with supportive colleagues. The group will decide a focus. Then, our teachers will find a teacher-friendly professional article that addresses the identified focus. After everyone has had a chance to read the article, the teachers will lead a discussion that will lead to "next steps" for improving instruction. Again, I hope that you will permit your teacher in our program to complete this coaching assignment.
4. Literacy Coaching. I have asked teachers to pair up with a supportive colleague. Then, they will co-plan and co-teach two literacy lessons. They will conduct a post-observation conference to review the strengths of the lesson and brainstorm additional steps that might be taken in future lessons. Once more, I hope that you will permit your teacher in our program to complete this coaching assignment.
5. Writing and submitting a grant proposal. I have asked teachers to identify a need and write a grant proposal to seek funding that would enrich their instructional program. I have showed them model grant proposals and have provided potential sources of funding. I have asked teachers to discuss their idea with you. Again, I trust that you will support this initiative and provide helpful guidance.

I hope you agree with me that these are constructive initiatives to build a professional learning community. I truly appreciate your support.

Please feel free to contact me for further information at 845-398-4079 or

[REDACTED]

[REDACTED]

GED 6204 Reading Specialist/ Literacy Coach Leadership Assessment (Analysis of Schoolwide Literacy program and Action Plan for Improvement, Literacy Coaching, Conducting a Study Group, Writing a Grant Proposal, Presenting a Professional Development Workshop)

IRA 2010 Standards Addressed: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4)

Rating Indicator	BELOW STANDARD 1-2	AT STANDARD 3-4	EXCEEDS STANDARD 5	Score
<p>STANDARD TWO: CURRICULUM AND INSTRUCTION Candidates understand the theoretical and evidenced-based foundations of reading and writing processes and instruction. (2.1, 2.2, 2.3)</p>	<ul style="list-style-type: none"> ● Minimal analysis of school wide analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● Minimal analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● Minimal analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	<ul style="list-style-type: none"> ● General analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● General analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● General analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	<ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide practices based on theory, research, and literature to determine if the curriculum meets the needs of all students, including struggling readers, by implementing a comprehensive, integrated, balanced literacy program, and planning an action plan to increase effectiveness. (2.1) ● Detailed, comprehensive analysis of school wide implementation of a literacy program to determine if it provides a wide range of appropriate and varied instructional practices, approaches, and methods to meet the full range of student needs, including meeting the needs of struggling readers, and planning an action plan to increase effectiveness. (2.2) ● Detailed, comprehensive analysis of school wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs, and planning an action plan to increase effectiveness. (2.3) 	

<p>STANDARD THREE: ASSESSMENT AND EVALUATION</p> <p>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. (3.1, 3.2, 3.3, 3.4)</p>	<ul style="list-style-type: none"> ●Minimal analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●Minimal analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●Minimal analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	<ul style="list-style-type: none"> ●General analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●General analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●General analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	<ul style="list-style-type: none"> ●Detailed, comprehensive analysis of school wide assessment program based on research to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students, and planning an action plan to increase effectiveness. (3.1, 3.3) ●Detailed, comprehensive analysis of school wide use of assessment data to place students along a developmental continuum and identify students’ proficiencies and difficulties in order to use information to increase student achievement, and planning an action plan to increase effectiveness. (3.2, 3.3) ●Detailed, comprehensive analysis of communication of assessment data to all persons who are interested in each child’s learning and planning an action plan to increase effectiveness. (3.4) 	
<p>STANDARD 4 DIVERSITY</p> <p>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society (4.1, 4.2, 4.3)</p>		<ul style="list-style-type: none"> ●General analysis of school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness. (4.1) ●General analysis of school wide implementation of a literacy program to determine if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to 	<ul style="list-style-type: none"> ●Detailed, comprehensive analysis of school wide practices based on theory, research, and literature to determine if the curriculum focuses on developing reading and writing instruction that is responsive to diversities and planning an action plan to increase effectiveness. (4.1) ●Detailed, comprehensive analysis of school wide implementation of a literacy program to determine if the curriculum materials and instructional practices are sensitive to the needs of all students and represent an array of diversities, and planning an action plan to 	

		<p>increase effectiveness. (4.2)</p> <ul style="list-style-type: none"> ● General analysis of school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and planning an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity. (4.3) 	<p>increase effectiveness. (4.2)</p> <ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide focus on providing students with linguistic, academic, and cultural experiences that link their community and school practices, and planning an action plan to increase effectiveness that includes collaborations with teachers, parents, and administrators that promote equity. (4.3) 	
<p>STANDARD FIVE: LITERATE ENVIRONMENT Candidates will create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (5.1, 5.2, 5.3, 5.4)</p>	<ul style="list-style-type: none"> ● Minimal analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, , interests, achievement, and background to guide the literacy program and developing a minimum action plan for improvement or not including an action plan. (5.1) ● Minimal analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a minimum action plan for improvement or not including an action plan. (5.2) ● Minimal analysis of school wide role of teachers who enthusiastically model reading and writing and developing a minimum action plan for improvement or not including an action plan. (5.3) ● Minimal analysis of school wide initiatives to motivate learners to read and write and developing a minimum action plan for improvement or not including an 	<ul style="list-style-type: none"> ● General analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, , interests, achievement, and background to guide the literacy program and developing a basic action plan for improvement. (5.1) ● General analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a basic action plan for improvement. (5.2) ● General analysis of school wide role of teachers who enthusiastically model reading and writing and developing a basic action plan for improvement. (5.3) ● General analysis of school wide initiatives to motivate learners to read and write and developing a basic action plan for improvement. (5.4) 	<ul style="list-style-type: none"> ● Detailed, comprehensive analysis of school wide focus on creating a literate environment that provides easy access to texts and materials for all students in a variety of groupings and meets all student needs, interests, achievement, and background to guide the literacy program and developing a comprehensive, detailed action plan for improvement . (5.1) ● Detailed, comprehensive analysis of school wide use of large supply of print and nonprint materials, including technology, to guide literacy the literacy program and developing a comprehensive, detailed action plan for improvement . (5.2) ● Detailed, comprehensive analysis of school wide role of teachers who enthusiastically model reading and writing and developing a comprehensive, detailed action plan for improvement. (5.3) ● Detailed, comprehensive analysis of school wide initiatives to motivate learners to read and write and developing a comprehensive, detailed action plan for 	

	action plan . (5.4)		improvement. (5.4)	
<p>STANDARD 6 PROFESSIONAL LEARNING AND LEADERSHIP Candidates view professional learning and leadership as a career-long effort and responsibility</p> <p>(6.1, 6.2, 6.3, 6.4)</p>	<ul style="list-style-type: none"> ●Minimal knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●Minimal knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● Minimal knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) <ul style="list-style-type: none"> ●Minimal knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	<ul style="list-style-type: none"> ●General knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●General knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● General knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) ●General knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	<ul style="list-style-type: none"> ●Detailed, comprehensive knowledge of literature and findings about adult learning, organizational change, professional development, and school culture to build effective schoolwide professional development programs and plans for schoolwide improvement. (6.1) ●Detailed, comprehensive knowledge of the research base related to connectedness among teacher dispositions, student learning, and parent/community involvement; promoting reading and writing in school and out of school; and demonstrating effective leadership skills, interpersonal communication. (6.2) ● Detailed, comprehensive knowledge and understanding of initiating, designing, participating in, facilitating and evaluating effective and differentiated school-based professional development programs, including collaborating in planning, implementing and evaluating professional development activities for teachers that include meaningful and effective conversations (6.3) ●Detailed, comprehensive knowledge and understanding of local, state, and national policies that affect literacy instruction, skill in writing proposals to obtain funding for effective programs, promote communication among all stakeholders to promote effective literacy instruction, and advocate for effective change. (6.4) 	
Written Communication	●Organization and presentation of	●Organization and presentation of	●Organization and presentation of	

	<p>ideas is limited.</p> <ul style="list-style-type: none"> •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format. 	<p>ideas is effective; professional presentation.</p> <ul style="list-style-type: none"> •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<p>ideas is exemplary with great clarity and cohesiveness; professional presentation.</p> <ul style="list-style-type: none"> •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	
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2010 Number of Candidates:

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
4.4	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.1	0	0	
6.2	0	0	
6.3	0	0	
6.4	0	0	

2011 Number of Candidates:

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0		
2.2	0		
2.3	0		
3.1	0		
3.2	0		
3.3	0		
3.4	0		
4.1	0		
4.2	0		
4.3	0		
4.4	0		
5.1	0		
5.2	0		

5.3	0		
5.4	0		
6.1	0		
6.2	0		
6.3	0		
6.4	0		

2012 Number of Candidates

IRA Standards Addressed in Assessment	No. of Candidates Standard Not Met	No. of Candidates Standard Met	No. of candidates Exceeds Standard
2.1	0	0	
2.2	0	0	
2.3	0	0	
3.1	0	0	
3.2	0	0	
3.3	0	0	
3.4	0	0	
4.1	0	0	
4.2	0	0	
4.3	0	0	
4.4	0	0	
5.1	0	0	
5.2	0	0	
5.3	0	0	
5.4	0	0	
6.1	0	0	
6.2	0	0	
6.3	0	0	
6.4	0	0	

1. The Content-Area Unit of Inquiry takes place in our GED 3322/3622 Course Teaching Reading and Writing in the Content Areas (B-6, 5-12). This is a course that is taken early -midway through the program after candidates have developed foundational knowledge and are now refining skills for creating effective literacy instruction. We strongly believe that teaching reading and writing strategies in the content areas, including teaching strategies for test taking and using technology is a high priority to achieve literacy success for students in the twenty first century. We have now strongly linked this course to Common Core Standards for 2013, but the attached Directions to Candidates and rubric reflect what we used in 2010-2013. At the same time, during those years we taught many of the skills and strategies embedded in Common Core because they represent best practices. Our coaching component focuses on candidates creating a Digital wiki **Teacher Handbook for Teaching Reading and Writing in the Content Areas**. This Handbook is a non-threatening coaching initiative that informs teachers of research-based best practices for teaching content-area literacy aligned with IRA Standards. Candidates also follow up with discussions with grade level colleagues.
2. This assessment aligns with IRA Standard One at the reading specialist/literacy level. Candidates identify and interpret major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and inform other educators via the Nonfiction Handbook of Best Practices (1.1) and model fair-mindedness, empathy, and ethical behaviors in working with students and communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices (1.3). This assessment aligns with IRA Standard Two. Candidates create, implement, and evaluate a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and support teachers to do the same via the Nonfiction Handbook of Best Practices (2.1) and create, implement, and evaluate multiple lessons that use a wide range of instructional texts and materials and support teachers to do the same via the Nonfiction Handbook of Best Practices that includes an annotated list of exemplary children's and adolescent literature and exemplary web sites for teaching nonfiction reading and writing strategies at the appropriate developmental level (2.3). This assessment align with IRA Standard 4.2 because candidates use curriculum materials and instructional practices that are sensitive to the needs of all students and represent multiple diversities and by differentiating instruction, and support classroom teachers to do the same via the Nonfiction Handbook of Best Practices. This assessment aligns with IRA Standard Five because candidates complete the project in their classrooms which have a physical environment that supports student learning (5.1), create a nurturing, supportive social environment for all learners to learn including struggling readers and English language learners, and support classroom teachers in ways to do the same via the Nonfiction Handbook of Best Practices (5.2), and differentiate instruction, including grouping practices, to meet the needs of all students including struggling readers and writers and English language learners, and support classroom teachers in ways to do the same via the Nonfiction Handbook of Best Practices (5.4). This assessment supports IRA Standard 6.2 because candidates demonstrate positive dispositions, model positive attitudes, and demonstrate effective interpersonal communication via the teacher-friendly E-Handbook of Best Practices for teaching

nonfiction reading and writing. This assessment aligns with IRA Standard 6.3 because the E-Nonfiction Handbook of Best Practices for teaching content area reading and writing provides professional development to increase teacher effectiveness that will raise student achievement.

3. Even with very small numbers, data findings indicate very strong performance for all three years of data. The only standard where a single candidate did not achieve “Exceeds Standard” was IRA Standard 1.1. She presented theories and research in foundational areas but her presentation was not sufficiently comprehensive and she did not include the analysis and interpretation required at the reading specialist/literacy coach level. With respect to instruction, all candidates comprehensively used appropriate and varied instructional approaches to teach content-area strategic knowledge and skills (IRA Standard 2.2 and also used a wide range of texts that included informational texts, persuasive texts (e.g. op-ed pieces and editorials), informational graphic novels, picture books, and a strong variety of web-based sources (IRA Standard 2.3). All candidates thoughtfully differentiated instruction and included a wide range of multicultural texts that were used to inform and value diversities (IRA Standard 4.2). All candidates created a very strong nurturing, supportive environment that optimized student learning that centered on easy access to all books and materials, modeling, and the *gradual release of responsibility* through guided practice and independent application (IRA Standards 5.1 and 5.2) that also included supportive scaffolding for struggling readers and writers (IRA Standard 5.4). All candidates displayed positive dispositions, strongly modeled positive attitudes, and supported professional development of teachers by effectively communicated best practices for teaching nonfiction reading and writing strategies and skills via the E-Handbook of Best Practices (IRA Standards 6.2 and 6.3)
4. The data show that even with a small number of 5-12 candidates, they are mastering the content, performance skills, and professional development at a very high level. This course takes place midway through the program so they had already completed an initial Teacher Handbook in our foundational course GED 330/3601. This foundation enables them to complete very high level E-Handbook in this course. Also, we show models of previous units and Handbooks to establish standards. Regarding the few candidates who need to upgrade their theory and research sections, we have begun using the models for individual conferences to focus on our expectations.
5. The data show that candidates are mastering the content, performance skills, and professional development at a very high level. This course takes place early-midway through the program so they had already completed an initial Teacher Handbook in our foundational course GED 3301/3601. This foundation enabled them to complete very high level E-Handbooks in this course. Also, we show models of previous units and Handbooks to establish the Exceeds Standard qualities. Regarding the few candidates who need to upgrade their theory and research sections, we have begun using the models for individual conferences to focus on our expectations. We believe that this coaching initiative is effective because candidates work in grade-appropriate groups and provide feedback to each other in order to create the highest standard of E-Handbook.

GED 3322 Teaching Reading and Writing in the Content Areas
Content-Area Unit of Inquiry (Individual or Collaborative): Planning, Implementing, and Reflecting
IRA Standards 1.1, 1.3, 2.2, 2.3, 4.2, 5.1, 5.2, 5.4, 6.2, 6.3)

UNIT GOALS AND OBJECTIVES

IRA Standard One: Candidates will understand and articulate foundations of reading and writing process of instruction by:

- Demonstrating understanding of major theories and empirical research that describe the cognitive, linguistic, motivation and socio-cultural foundations of reading and writing processes, components and development. (1.1)
- Demonstrating understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (1.3)

IRA Standard Two: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction by:

- Use foundational research to guide nonfiction instruction and support classroom teachers to do the same (2.1)
- Use of a wide range of instructional practices, approaches, and methods, including technology-based practices and support teachers to do the same. (2.2)
- Use of a wide range of curriculum materials and support teachers to do the same. (2.3)

IRA Standard Four: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by:

- Use curriculum materials and instructional practices that are sensitive to the needs of all students and that represent an array of diversity and support teachers to use curriculum materials and instruction that does the same through differentiated instruction. (4.2)

IRA Standard Five: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate uses of assessments by:

- Creating a supportive social environment for all learners, including struggling learners, and English language learners. (5.2)
- Using the most effective grouping practices to differentiate instruction and meet the needs of struggling readers and writers (5.4)

IRA Standard Six: Candidates view professional learning and leadership as a career-long effort and responsibility by:

- Displaying positive dispositions towards reading and writing, modeling these dispositions, and effectively communicating with teachers via the Nonfiction E-Handbook of Best Practices (6.2).
- Collaborating in planning, implementing, and evaluating professional development activities by disseminating the Nonfiction E-Handbook of Best Practices. (6.3)

This unit will include initial context information and assessment that informs goals and instructional planning of strategy instruction lessons. The unit will lead to authentic student non-fiction publishing of original writing, projects, and presentations. Components include:

- **Introduction:** Identify grade and rationale based on context information and initial classroom-based assessment for deciding to complete this unit of inquiry.
- **Theory and Research:** Theory and research support for using an inquiry approach to reading and writing in non-fiction. By comparing and contrasting different theories and research.

- **Goals:** Identifying goals that you collaboratively develop with your students to identify what is important to know and be able to do as a result of the student’s immersion in your unit of inquiry.
- **Implementation:** Organization and major learning experiences, including primary and secondary research, that you used to help you achieve your goals by integrating reading/writing/ listening/ speaking/viewing/ across the curriculum. Walk the reader through your approach with your class. Include the uses of technology. Include authentic reading experiences in a wide variety of texts for personal and social growth, and multiple opportunities for students to respond to text through multimodal and multisensory experiences, including storytelling.
 - Identify strategies you used for increasing comprehension of non-fiction texts.
 - Identify strategies you used for differentiating instruction to respect diversity and to respond to individual differences.
 - Identify strategies for increasing word knowledge, spelling knowledge, and vocabulary.
 - Identify study strategies you used to help students organize and remember information, and prepare to take tests.
 - Identify rubrics, check lists, performances, portfolios, or other authentic assessments you developed with students to monitor student progress, inform instruction, and determined effectiveness of your curriculum and instruction.
 - Identify culminating publishing, projects, and performances. (Include artifacts with your report)
 - Identify school/home connections you implemented to involve parents in the literacy development of their child.
 - Identify authentic, performance-based assessments you developed with students to monitor student progress and inform instruction, including rubrics, check lists, performances, and portfolios.
- **Annotated Bibliography:** Provide an annotated bibliography that includes (1) Developmentally and educationally appropriate books that support your inquiry unit, including books that value, respect, and honor diversity; and (2) A list of developmentally and educationally appropriate web sites that support your unit of inquiry. (Annotated bibliographies will be photocopied for all candidates as a resource for teaching.)
- Collaboratively creating a **Teacher Handbook for Teaching Reading and Writing in the Content Areas web page** that you will send to colleagues and your principal and/or department chair. You will follow up with discussions with grade/department colleagues to strengthen teaching of nonfiction.
- **Critical Reflection:** Critically analyze and evaluate the effectiveness of your content unit of inquiry. Identify strengths. Identify weaknesses. **Focus on what you learned as a literacy specialist that contributes to your on-going learning and professional development, and next steps.**

GED 3322 Digital Teacher Handbook (Wiki) for Teaching Reading and Writing in the Content Areas

Guidelines: Create a *user friendly* guide that highlights the alignment between what we know about theory and research and exemplary practices for teaching reading and writing in the content areas.

Sections

<p>Home Page: Teaching Reading and Writing in the Content Areas: Include names, positions, grade levels, St. Thomas Aquinas MEd. in Literacy and Post-Master's Certification Program, Professor's Name, semester, Year</p>	<p><u>Exemplary Practices</u></p>
<p>Introduction: Purposes for the Nonfiction Handbook (Teacher Friendly Language)</p>	
<p>Theory and Research that Guide Teaching</p>	

Reading and Writing in the Content Areas	
Essential Strategies for Teaching Reading in the Content Areas and Instructional Approaches that Effectively Teach Strategies	
Essential Roles for the Teacher (Including Motivating and Engaging Students, Modeling and Demonstrating, Using Ongoing Assessment to Plan Instruction and Monitor Progress Differentiating Instruction, and Addressing Common –Core Standards for Close, Text-Based Reading and Thoughtful Writing)	
Using Nonfiction to Support Understanding of Multiple Perspectives, Diversities, and a Critical Stance	
Reaching Out to Parents...Building School/Home/Community Partnerships	
Exemplary Children's and YA literature for Teaching Reading and Writing Across the Curriculum	
Exemplary Web Sites for Teachers and Students for Teaching Reading and Writing Across the Curriculum	
References	

GED 3322/3622 Scoring Rubric at the Reading Specialist/Literacy Coach Level (IRA Standards 1.1, 1.3, 2.2, 2.3, 4.2, 5.2, 5.4, 6.2, 6.3)

Rating Indicator	Standard Not Met 1-2	STANDARD Met 3-4	EXCEEDS STANDARD 5	Score
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation and socio-cultural foundations of reading and writing processes, components and development.	<ul style="list-style-type: none"> ● Did not accurately identify and interpret major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and did not inform other educators via the Nonfiction Handbook of Best Practices 	<ul style="list-style-type: none"> ● Accurately identified and interpreted major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and informed other educators via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ● Comprehensively identified and interpreted major theories of reading and writing processes with respect to nonfiction, including demonstrating a critical stance through inquiry and informed other educators via the Nonfiction Handbook of Best Practices. 	
1.3. Understand the role of professional judgment and practical knowledge for	<ul style="list-style-type: none"> ● Did not model fair-mindedness, empathy, and ethical behaviors in working with students and communicated the importance of fair- 	<ul style="list-style-type: none"> ● Basically modeled fair-mindedness, empathy, and ethical behaviors in working with students and communicated the importance of fair- 	<ul style="list-style-type: none"> ● Comprehensively modeled fair-mindedness, empathy, and ethical behaviors in working with students and communicated the 	

<p>improving all students' reading development and achievement.</p>	<p>mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	<p>mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	<p>importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior via the Nonfiction Handbook of Best Practices.</p>	
<p>2.1 Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum.</p>	<p>●Did not demonstrate use of foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and did not effectively communicate practices via the Nonfiction Handbook of Best Practices.</p>	<p>●Basically used foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and basically communicated effective practices via the Nonfiction Handbook of Best Practices.</p>	<p>●Comprehensively used foundational knowledge to teach content-area reading and writing within a balanced literacy framework, implements all components of a comprehensive balanced literacy program and comprehensively communicated effective practices via the Nonfiction Handbook of Best Practices.</p>	
<p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.</p>	<p>●Did not create, implement, and evaluate wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	<p>●Basically created, implemented, and evaluated a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	<p>●Comprehensively created, implemented, and evaluated a wide variety of instructional approaches that are supported by research and literature, including adapting instruction for struggling readers and supported classroom teachers via the Nonfiction Handbook of Best Practices.</p>	
<p>2.3 Use a wide range of instructional texts and materials, both traditional print and online resources to create effective reading instruction for all students</p>	<p>●Did not create, implement, and evaluate multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in</p>	<p>●Basically created, implemented, and evaluated multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in the</p>	<p>●Comprehensively created, implemented, and evaluated multiple lessons that used a wide range of instructional texts and materials and supported classroom teachers by identifying an annotated list of exemplary children's or adolescent literature and exemplary web sites and/or software for teaching nonfiction reading and writing strategies at the appropriate developmental level in the Nonfiction handbook of Best</p>	

	the Nonfiction handbook	Nonfiction handbook	Practices..	
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<ul style="list-style-type: none"> ●Did not use curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically used curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively used curriculum materials and instructional practices that are sensitive to the needs of all students and represent an array of diversity by differentiating instruction and support classroom teachers to do this via the Nonfiction Handbook of Best Practices. 	
5.2 Design the social environment to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> ●Did not create a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Basically created a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively created a supportive social environment for all learners to learn including struggling readers and English language learners and supported classroom teachers via the Nonfiction Handbook of Best Practices. 	
6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	<ul style="list-style-type: none"> ●Does not sufficiently demonstrate positive dispositions in all interactions with students, does not sufficiently demonstrate modeling and the value of reading and writing in and out of school, and interpersonal communication via the E-Handbook of Best Practices is not teacher-friendly. 	<ul style="list-style-type: none"> ●Basically demonstrates positive dispositions in all interactions with students, promotes modeling and the value of reading and writing in and out of school, and demonstrates effective interpersonal communication via the E-Handbook of Best Practices. 	<ul style="list-style-type: none"> ●Comprehensively demonstrates positive dispositions in all interactions with students, strongly promote modeling and the value of reading and writing in and out of school, and demonstrate very strong interpersonal communication via the E-Handbook of Best Practices. 	
6.3 Initiate, design, participate in, facilitate and evaluate effective and differentiated school-based professional development programs.	<ul style="list-style-type: none"> ●Did not plan, implement, and evaluate professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	<ul style="list-style-type: none"> ●Basically implemented, and evaluated professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	<ul style="list-style-type: none"> ●Comprehensively planned, implemented, and evaluated professional development activities for teachers by creating the Nonfiction Handbook of Best Practices and sharing it with teachers.. 	
Written Communication	<ul style="list-style-type: none"> ●Organization and presentation of ideas is limited. ●Significant spelling, 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is effective; professional presentation. 	<ul style="list-style-type: none"> ●Organization and presentation of ideas is exemplary with great clarity and cohesiveness; 	

	grammar, and/or mechanical errors. •Does not follow APA format.	•Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format.	professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format.	
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2010 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceed Standard (5)
1.1	0	█	█
1.3	0	█	█
2.1	0	█	█
2.2	0	█	█
2.3	0	█	█
4.2	0	█	█
5.1	0	█	█
5.2	0	█	█
5.4	0	█	█
6.2	0	█	█
6.3	0	█	█

2011 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.2	0	0	█
5.1	0	0	█
5.2	0	0	█
5.4	0	0	█
6.2	0	0	█
6.3	0	0	█

2012 N = █

IRA Standards Addressed in assessment	No. of Candidates Standard Not Met (1-2)	No. of Candidates Standard Met (3-4)	No. of Candidates Exceeds Standard (5)
1.1	0	█	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█

4.2	0	0	
5.1	0	0	
5.2	0	0	
5.4	0	0	
6.2	0	0	
6.3	0	0	

1. This assessment, Multi-media Culturally Responsive Unit of Study takes place in the course GED 3303 Diversity Themes in Children's Literature/GED 3603 Diversity Themes in Adolescent Literature. This assessment takes place early to middle in the program after the foundational literacy course. It focuses on developing understanding and valuing diversities and engaging students in a literacy curriculum that positively impacts their knowledge and beliefs by implementing teaching culturally responsive pedagogy using multicultural literature. It also focuses on using the acclaimed SIOP (Sheltered Instruction Observation Protocol) model to teach English language learners. The assessment also embeds critical literacy to teach reading and writing as socially responsive processes because of its alignment with valuing diversity. The major coaching initiative is a grade-appropriate, collaboratively-created web site supporting culturally responsive pedagogy and then meeting with teachers to share ideas. There is also internal coaching through a professional workshop that candidates conduct. We believe that candidates are not yet ready to do an on-site workshop for teachers. This course is taught by an adjunct professor who is a certified ESL teacher.
2. This assessment aligns at the reading specialist/literacy coach level for Standard (1.1, 1.3) because candidates interpret major theories of reading and writing processes and development with focus on understanding the needs of diverse learners, analyzing a classroom culture/environment for fostering individual motivation to read and write with respect to responding to diversities, demonstrating a critical stance to theory and research, and informing teachers and other educational professionals about major theories and research via sharing the required multicultural web page. They also model fair-mindedness, empathy, and ethical behavior in their instruction. This assessment aligns with IRA Standard Two (2.1 2.2, 2.3) because candidates use foundational knowledge apply principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study (2.1), use multiple methods (2.2) and multiple print and online texts (2.3) to create pedagogy that understands, respects, and values diversities. Classroom teachers are strongly supported via your web-based project. This assessment aligns with IRA Standard 4 because candidates recognize, understand, and value the forms of diversity in society and their impact on learning to read and write in order to create effective pedagogy (4.1), implement a literacy curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities(4.2), and advocate for culturally responsive pedagogy via the literacy coaching web site and follow up discussions with grade-level/department colleagues (4.3). This assessment aligns with IRA Standard Five because candidates use their classrooms that provide a physical environment which optimizes student learning (5.1) and create a nurturing social environment that supports student learning (5.2). This assessment aligns with IRA Standard 6.2 because candidates display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing

professional knowledge and behaviors and support teachers by identifying ways they can display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study web site .

3. Even with very small numbers, the data show that candidates are performing at a very high level. All candidates achieved at "Standard Met" or "Exceeds Standard." For Standards/Elements there was zero or one candidate in each of the three years that did not achieve "Exceed Standard." As noted previously, this is due to providing Grade A using models to identify our expectations and our assessment policy of providing detailed feedback and permitting resubmission of the sections of the report as they are sent. All candidates choose to resubmit because they are committed to achieving at the highest standards. Regarding the very few candidates who need to upgrade their theory and research section (1.1), we believe we are addressing this need by meeting individually with those candidates to provide detailed feedback. Regarding the Advocacy Standard (4.3), we have made improvement over the three years of data submitted. In 2010 this was a new focus for both our professor and candidates in our web site. Since then, we have taken steps to identify steps teachers can take to advocate for equity and have provided models. In 2012, advocacy took on a greater focus because of policies related to Common Core Standards and Race to the Top that threaten to minimize the importance of background knowledge and making personal connections to text.
4. Again, with small numbers, data findings indicate overall strong performance in IRA Standards strong performance for IRA Standards 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, and 6.2. One Standard where a very small number of candidates did not achieve "Exceeds Standard" was 1.1. These candidates presented theories and research in foundational areas and language development, but their presentations were not sufficiently substantial and they did not include the analysis required at the reading specialist/literacy coach level. As noted, we now meet individually with candidates not meeting the "Exceeds Standard" level to provide detailed feedback to improve performance. The other Standard where a few candidates did not score "Exceeds Standard" was 4.2. Advocacy reaches out of candidates' comfort zones because their focus is on teaching. We have strengthened our emphasis on the importance of advocacy in all literacy specialization courses and we have seen candidate performance increase. This will continue to be a major focus.

Final Project: Multi-media Culturally Responsive Unit of Study (IRA Standards 1.1, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3 5.1, 5.2, 6.2)

Goal: To develop a unit of study that accurately reflects, addresses and pays homage to the cultural diversity represented by the students in your current classroom. Diversity themes (including ethnocentrism, ethno relativism, multicultural perspective, cultural competence, acculturation, assimilation, social responsibility and social action)

should be addressed on an age-appropriate level. The content of this unit must be informed by professional theory and research.

The content of this unit will include: (see Rubric for details regarding criteria)

- Theory and research section that focuses on elements of culturally responsive instruction, teaching English language learners, and critical literacy with interpretation of the perspectives. This will be included in your Internet web page and shared with teachers.
- Submission of three lessons (the SIOP lesson will count as one of these) you conduct with students that includes a lesson plan, description of implementation, and evaluation (including critical reflection on what students learned and implications for professional development that identifies specific steps you will take to improve instruction. Include a section on ways that you model fair-mindedness. One lesson must be an Internet-based lesson.
- An oral presentation to coach other candidates in the course through which you will demonstrate your knowledge of the cultural identities present in your classroom, those currently served and/or neglected under your curriculum guidelines, and the diversity themes you plan to address through implementation of the designed unit. A bibliography of articles informing your unit, as well as a separate roster of multicultural literary selections. The roster should include bibliographic information and your rationale for selecting these works for inclusion in the diversity themes unit. Each literary selection should represent authentic issues, multiple levels and reflect the cultural and linguistic backgrounds of the learners.
- A functional internet web page that incorporates authentic literature of varying levels (allowing for differentiated instruction), and reflects the culture(s) represented in your classroom. Students may be referred to print resources of varying genre as part of the internet lesson plan. You will post this web site on the class web page as well as share it with your colleagues at school to share a coaching initiative that can enrich instruction. A culturally sensitive learning activity that engages students in readings and invites a connection with their families or local communities. You must be able to articulate how these learning activities motivate students to use literacy and language to enhance their personal skills and development.

Multi-media Culturally Responsive Web Site

1. **Home Page: Introduce the importance of incorporating culturally responsive pedagogy**
2. **Theory and Research: Provide support in teacher-friendly language for teaching culturally responsive pedagogy**
3. **Culturally Responsive Pedagogy best practices**
4. **Keys for SIOP model instruction to teach English Language Learners**
5. **Recommended Literature to support understanding and knowledge of diversities at appropriate grade levels**
6. **Recommended web sites that provide guidance for culturally responsive instruction and teaching English language learners**
7. **References**

GED 3303/GED 3603 DIVERSITY THEMES FINAL PROJECT RUBRIC

INDICATORS	STANDARD NOT MET (1-2)	STANDARD MET (3-4)	EXCEEDS STANDARD (5)	SCORE
Foundational Knowledge	●Minimally –or does not - interprets major theories of reading and	●Basically interprets major theories of reading and writing processes and	●Comprehensively interprets major theories of reading and writing	

(IRA 1.1, 1.3)	<p>writing processes and development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Minimally –or does not - analyze classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Minimally –or does not - inform teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Minimally - or does not - demonstrate basic ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	<p>development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Basically analyzes classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Basically informs teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Demonstrates basic ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	<p>processes and development with focus on understanding the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Comprehensively analyzes classroom culture/ environment for fostering individual motivation to read and write with respect to responding to diversities. ● Comprehensively informs teachers and other educational professionals about major theories and research via sharing the required multicultural web page. ● Demonstrates exemplary ways to model fair-mindedness in lesson submissions, workshop presentation, and web site. 	
Curriculum and Instruction (IRA Standards 2.1, 2.2, 2.3)	<p>Culturally sensitive pedagogy is not apparent through implementation of principles of culturally responsive pedagogy throughout the web-enabled activity by using multiple methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are not supported via your web-site project and there is no sharing.</p>	<p>Some implementation of principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study Web Site by using some methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are basically supported via your web-site project and sharing.</p>	<p>Comprehensive implementation of principles of culturally responsive pedagogy throughout the Multi-media Culturally Responsive Unit of Study Web Site by using multiple methods and multiple print and online texts to create pedagogy that understands, respects, and values diversities. Classroom teachers are strongly supported via your web-site project and sharing.</p>	
Diversity (IRA 4.1, 4.2, 4.3)	<ul style="list-style-type: none"> ● Minimal – or no - recognition, understanding, and valuing the forms of diversity in society and their impact on learning to read and write. ● Minimal – or no implementation of a 	<ul style="list-style-type: none"> ● Basically recognize, understand, and value the forms of diversity in society and their impact on learning to read and write. ● Basically implement a literacy curriculum and engage in instructional 	<ul style="list-style-type: none"> ● Comprehensively recognize, understand, and value the forms of diversity in society and their impact on learning to read and write. ● Comprehensively implement a literacy curriculum and engage in 	

	<p>literacy curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Does not use the Multi-media Culturally Responsive Unit of Study Web Site to comprehensively support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Does not identify ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues - or identification is minimal. 	<p>practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Use the Multi-media Culturally Responsive Unit of Study Web Site to basically support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Identify basic ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues. 	<p>instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities.</p> <ul style="list-style-type: none"> ●Use the Multi-media Culturally Responsive Unit of Study Web Site to comprehensively support teachers to understand and value diversities, and implement a curriculum and engage in instructional practices that positively impact on students' knowledge, beliefs, and engagement with features of diversities. ●Identify comprehensive ways to advocate for culturally responsive pedagogy via the Internet web site and follow-up discussions with colleagues. 	
Literate Environment (IRA 5.1, 5.2)	<ul style="list-style-type: none"> ●Minimally – or does not - design the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	<ul style="list-style-type: none"> ●Basically designs the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	<ul style="list-style-type: none"> ●Comprehensively designs the physical and social environment to optimize student opportunity to read traditional print and online resources and to write responses that focus on understanding, respecting, and valuing diversities. 	
Professional Learning and Leadership (IRA 6.2)	<ul style="list-style-type: none"> ●Displays minimal – or no -positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Minimally –or does 	<ul style="list-style-type: none"> ●Basically displays positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Basically supports teachers by identifying ways they can display 	<ul style="list-style-type: none"> ●Comprehensively displays positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors. ●Comprehensively supports teachers by identifying ways they can display positive 	

	not - support teachers by identifying ways they can display positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	positive dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	dispositions to understanding, respecting, and valuing the impact of diversities on learning to read and write, and pursuing professional knowledge and behaviors via the Multi-media Culturally Responsive Unit of Study Web Site .	
Self-reflective Evaluation of Instructional Effectiveness	Little or no evidence is provided to demonstrate how the experiences have impacted students' learning	Some evidence of the impact on student learning is presented through discussion	The impact on student learning is comprehensively demonstrated through artifacts, work samples, professional reflection and/or feedback	
Quality of Multi-media Culturally Responsive Unit of Study Web Site	Multi-media Culturally Responsive Unit of Study Web Site is poorly communicated and/or unable to be utilized as planned	Multi-media Culturally Responsive Unit of Study Web Site is communicated, age-appropriate, and able to be utilized as planned	Multi-media Culturally Responsive Unit of Study Web Site is comprehensively engaging, culturally sensitive, and inspires students' personal growth	
Written Communication	<ul style="list-style-type: none"> •Organization and presentation of ideas is limited. •Significant spelling, grammar, and/or mechanical errors. •Does not follow APA format 	<ul style="list-style-type: none"> •Organization and presentation of ideas is effective; professional presentation. •Few spelling, grammar, and/or mechanical errors. •Mostly follows APA format. 	<ul style="list-style-type: none"> •Organization and presentation of ideas is exemplary with great clarity and cohesiveness; professional presentation. •No spelling, grammar, and/or mechanical errors. •Follows APA format. 	

2010 N = █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	█	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	█	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█

2011 N = █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	█	█
1.3	0	█	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	█	█
4.2	0	█	█
4.3	0	█	█
5.1	0	0	█
5.2	0	0	█
6.2	0	█	█

2012 N= █

IRA Standards Addressed in Assessment	Number of Candidates Below Standard	Number of Candidates At Standard	Number of Candidates Above Standard
1.1	0	0	█
1.3	0	0	█
2.1	0	0	█
2.2	0	0	█
2.3	0	0	█
4.1	0	0	█
4.2	0	0	█
4.3	0	0	█
5.1	0	0	█
5.2	0	0	█
6.2	0	0	█