

**Program Report for the  
Advanced Preparation of Reading Teachers  
International Reading Association (IRA)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**C O V E R   S H E E T**

**Institution** Howard University **State** DC

**Date submitted** 09/11/2008

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**Program documented in this report:**

**Name of institution's program (s)** Reading Education

**Grade levels for which candidates are being prepared** K-12

**Degree or award level** Master of Education

**Is this program offered at more than one site?**  Yes  No

If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**

Reading K-12

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**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 International Reading Association (IRA) standards.***

The Master of Education in Reading Education (M.Ed.) degree is designed to prepare candidates to become subject-matter experts in the teaching of reading. Using the standards/guidelines set forth by the International Reading Association (IRA), candidates are prepared for three primary roles in the public school system: reading intervention teacher, reading/literacy coach, and reading supervisor/coordinator. Candidates are qualified to seek literacy-related positions within the public school system; likewise, candidates may seek literacy-related positions in nonprofit organizations and the private sector.

The graduate program in Reading Education at Howard University prepares candidates for advanced certification in reading education. Initial-level Licensure in Reading (K-12) is not available to candidates seeking certification in the District of Columbia Public Schools (DCPS). Two or more years of successful full-time teaching is required.

### ***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.***

The field experiences for candidates in Reading Education are infused throughout the program. Field experiences are completed through assignments from different courses and are shown in Table 1. The time required to complete some of the field experiences vary by student; therefore the number of hours listed include some estimates (See Table 1).

### ***3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.***

The M.Ed. program in Reading Education require that candidates have a bachelor's degree from an accredited institution, a minimum overall GPA of 2.7, official transcripts, an autobiographical sketch, a statement of intent, passing Praxis I test scores for the District of Columbia, three letters of recommendation, and at least two years of successful K-12 teaching experience. Candidates are required to maintain a 3.0 throughout the program. Candidates in the M.Ed. program with 9 or more hours below a grade of "B" are suspended from the program. Before exiting the program, candidates must successfully pass the expository writing exam, develop a professional portfolio, and pass the comprehensive exam (See Table 2).

### ***4. Description of the relationship of the program to the unit's conceptual framework.***

The mission of the school of education is to (a) prepare teachers, administrators, researchers, evaluators, counselors, counseling, educational and school psychologists, and human development, professionals for leadership in urban, underserved, and diverse education and human service settings locally, nationally, and globally; (b) significantly influence the national education and human service agenda, from social justice perspectives for African American and

other culturally diverse youth and adults; (c) conduct and disseminate research that supports the belief that all youth and adults can learn, achieve, and have fulfilling lives; and (d) provide a research-based agenda, which is asset-based, multi-disciplinary, multi-contextual, and culturally responsive for developing professionals capable of creating environments that cultivate the abilities and talents of all youth and adult students and clients.

The School of Education conceptual framework reflects the beliefs, aims, and candidate outcomes of unit programs. Unit programs and experiences are designed to prepare candidates to function as reflective educators/practitioners, competent researchers, educational leaders, and change agents, particularly in urban school and human development service arenas. Candidates, in their development and delivery of educational and human development services, are expected to demonstrate dispositions that reflect (a) belief in the talent and the ability of all students to learn, (b) belief in the value of the diversity that students/clients bring to educational and service delivery settings, (c) belief in and ongoing commitment to educational reform, and (d) belief in and commitment to service and ongoing professional development.

The unit conceptual framework governs the reading program design and implementation decisions. Upon matriculation through the Reading Education program, candidates will have encountered experiences that prepare them to be reflective educators, competent researchers, educational leaders, and change agents. Courses typically include a number of assignments that address knowledge, skills, and dispositions related to reflective teaching, research competence, educational leadership, and change. Examples of assessments that ensure candidates are prepared as reflective educators/practitioners, competent researchers, educational leaders, and change agents are listed below.

**Reflective Educators/Practitioners:** Comprehensive Exam, Diagnostic Case Study, Word Study Project, Professional Development Coaching Initiative

**Competent Researchers:** Structured Literature Review for Professional Development, Comprehensive Exam, Handbook for Effective Literacy Instruction

**Educational Leaders:** Handbook for Effective Literacy Instruction, Classroom Literacy Environment Ratings, Professional Development Coaching Initiative, Comprehensive Exam,

**Change Agents:** Word Study Project, Diagnostic Case Study, Professional Development Coaching Initiative

As purported in our mission, course assignments are often developed with the frame of thought that all students can learn. Assignments typically focus on broader issues in urban issues and diversity, while also remaining focused on issues specific to African American students. Beyond the assessments and course assignments, students have opportunities to attend guest lectures and other events that promote the ideals set forth in unit conceptual framework.

***5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.***

1. The reading program has unique and common assessments throughout the program. Unique assessments are defined as assessments that are specific to reading education

courses and candidates, whereas common assessments are defined as assessments that are similar across programs and/or the unit. Unique assessments include: 1) Comprehensive Exam 2) Handbook for Effective Literacy Instruction 3) Classroom Literacy Environment Ratings 4) Professional Development Coaching Initiative 5) Diagnostic Case Study 6) Instructional Media Kits 7) Word Study Project and 8) Structured Literature Review for Professional Development. Common assessments include the Teacher Candidate Assessment Instrument, action research project, expository writing exam, admission criteria, and retention criteria. Unique assessments are aligned with IRA program standards and common assessments are aligned with unit standards.

**Contextual information:**

*Program of Study (M.Ed.) – See below*

*Candidates and Completers Chart (See Attachment A).*

*Program faculty expertise and experience Chart (See Attachment B).*

**DEPARTMENT OF CURRICULUM & INSTRUCTION**  
**READING EDUCATION**  
Master of Education (M.Ed.) Degree  
36 Hours

**FOUNDATIONS** (6 semester hours required. Select one from each area.)

Psychological Foundations

- HUDE 201 Human Development (3)
- HUDE 220 Advanced Educational Psychology (3)

Sociological and Philosophical Foundations

- EDUC 367 Diversity in American Education (3)
- EDAP 231 Multicultural Education Issues and Trends (3)
- EDAP 252 History of Black Education in the United States (3)
- EDAP 251 American Educational Thought (3)

**RESEARCH SKILLS** (6 semester hours required.)

- EDUC 373 Studies in Reading and Language Development (3)
- EDUC 379 Research in Curriculum and Teaching (3)

**AREA OF SPECIALIZATION** (21 semester hours required.)

- EDUC 250 Foundations & Processes of Reading Acquisition (3)
- EDUC 254 Content Area Reading & Writing I (3)
- EDUC 262 Literature for Children and Adolescents (3)
- EDUC 272 Language, Literacy, & Applied Phonics (3)
- EDUC 274 Diagnostic and Remedial Techniques in Reading (3)
- EDUC 371 Supervision and Leadership in Reading Programs (3)
- EDUC 374 Clinical Practicum in Reading (3)

**ADDITIONAL REQUIREMENT** (3 semester hours required.)

- EDUC 216 Advanced Instructional Technology and Computers (3)

**PROGRAM MATRICULATION REQUIREMENTS AND EXIT REQUIREMENTS**

- Professional Portfolio
- Action Research Paper
- Passing the following examinations
  - Expository Writing (1<sup>st</sup> semester)
  - Departmental Comprehensives (Completed one semester prior to or during semester of graduation)
- Academic Good Standing (A minimum cumulative G.P.A. of 3.0 must be maintained throughout the program of study. A student who accumulates nine (9) or more semester hours of grades below B shall be suspended from the graduate program.

**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.

	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>
1	[Licensure assessment, or other content-based assessment] Comprehensive Exam	Written Comprehensive Exam	One semester prior to graduation or during semester of graduation
2	[Assessment of content knowledge in reading education] Handbook for Effective Literary Instruction	Candidate-developed Professional Development Handbook	EDUC 262 – Literature for Children & Adolescents
3	[Assessment of candidate ability to plan and implement appropriate teaching and learning experiences] Classroom Literacy Environment Ratings	Evaluation of Literacy Environment Feedback Provided to Teachers	EDUC 372 – Supervision and Leadership in Reading Programs
4	[Assessment of student teaching or internship] Professional Development Coaching Initiative	Portfolio of Literacy Coaching Events	EDUC 374 – Clinical Practicum in Reading
5	[Assessment of candidate effect on student learning] Diagnostic Case Study	Written Analysis & Presentation of Intervention Results	EDUC 274 – Diagnostic and Remedial Techniques in Reading
6	Additional assessment that addresses IRA standards <i>(required)</i> ] Instructional Media Kits	Instructional Media Kits	EDUC 272 – Language, Literacy, & Applied Phonics
7	Additional assessment that addresses IRA standards <i>(optional)</i> ] Word Study Project	Presentation of Word-Recognition Skills Intervention Project	EDUC 272 – Language, Literacy, & Applied Phonics
8	Additional assessment that addresses IRA standards <i>(optional)</i> ] Structured Literature Review for Professional Development	Written Literature Review	EDUC 373 – Studies in Reading & Language Development

**SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each IRA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple IRA standards.

<p align="center"><b>IRA STANDARD (Advanced Teacher Preparation)</b></p>	<p align="center"><b>APPLICABLE ASSESSMENTS FROM SECTION II</b></p>
<p><b>1. Foundational Knowledge</b> Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:</p>	
<p>1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.</p>	<p>X#1 X#2 X#3 <input type="checkbox"/>#4  <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X#8</p>
<p>1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.</p>	<p>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4  <input type="checkbox"/>#5 X#6 <input type="checkbox"/>#7 X#8</p>
<p>1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.</p>	<p>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4  <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X#8</p>
<p>1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 X#4  X#5 X#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>2. Instructional Strategies &amp; Curriculum Materials.</b> Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, reading specialist/literacy coach candidates:</p>	
<p>2.1 Support classroom teachers and paraprofessionals in the use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</p>	<p><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 X#4  <input type="checkbox"/>#5 X#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

<p align="center"><b>IRA STANDARD (Advanced Teacher Preparation)</b></p>	<p align="center"><b>APPLICABLE ASSESSMENTS FROM SECTION II</b></p>
<p>2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>X#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   X#4 X#5   X#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p>2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>X#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   X#4 <input type="checkbox"/>#5   X#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>3. Assessment, Diagnosis, &amp; Evaluation.</b> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</p>	
<p>3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their own practice, and they can train classroom teachers to administer and interpret these assessments.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   X#3   <input type="checkbox"/>#4 X#5   X#6   X#7   <input type="checkbox"/>#8</p>
<p>3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   X#4 X#5   <input type="checkbox"/>#6   X#7   <input type="checkbox"/>#8</p>
<p>3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   X#4 X#5   X#6   X#7   <input type="checkbox"/>#8</p>
<p>3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   X#3   X#4 X#5   <input type="checkbox"/>#6   X#7   <input type="checkbox"/>#8</p>
<p><b>Standard 4. Creating a Literate Environment.</b> 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 use of assessments. As a result, reading specialist/literacy coach candidates:</p>	

<p align="center"><b>IRA STANDARD (Advanced Teacher Preparation)</b></p>	<p align="center"><b>APPLICABLE ASSESSMENTS FROM SECTION II</b></p>
<p>4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.</p>	<p>X#1 X#2 <input type="checkbox"/>#3 X#4  <input type="checkbox"/>#5 X#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>	<p>X#1 X#2 X#3 <input type="checkbox"/>#4  <input type="checkbox"/>#5 X#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued life-long learners.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 X#4  X#5 <input type="checkbox"/>#6 X#7 <input type="checkbox"/>#8</p>
<p>4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 X#3 X#4  X #5 X #6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>5. Professional Development.</b> Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:</p>	
<p>5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.</p>	<p>X #1 X #2 <input type="checkbox"/>#3 X#4  X #5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.</p>	<p><input type="checkbox"/>#1 X #2 X#3 X#4  <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X #8</p>
<p>5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 X #3 X #4  X #5 <input type="checkbox"/>#6 X #7 <input type="checkbox"/>#8</p>
<p>5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.</p>	<p>X #1 <input type="checkbox"/>#2 X #3 X #4  <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X #8</p>

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### **Assessment #1 – Content-based Assessment**

Comprehensive Exam

#### **Description**

Assessment #1 is a three-hour supervised exam that tests candidates' ability to synthesize and apply knowledge, connect theory and practice, and resolve problems in reading. Questions are written by Program faculty. Each response is scored by two raters. The minimum passing score for each question is 3.0 out of 5. The total number calculated on the rubric is divided by 10 to obtain the score.

#### **Alignment with IRA standards**

Assessment #1 is mostly clearly aligned with Standards 1, 2, 4, and 5: Foundational Knowledge, Instructional Strategies & Curriculum Materials, Creating Literate Environments, and Professional Development.

Specifically, Assessment #1 is aligned with the following:

- 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
- 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.
- 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
- 4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.
- 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

#### **Analysis of Data**

Data were not analyzed for the revised report. Assessment #1 was revised based on program revisions and feedback received from the initial report.

February 2008

**Interpretation of Evidence for Meeting Standards**

Future data on Assessment #1 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment & Scoring Guide** (see below)

<b>Criteria (with Weight)</b>	<b>Excellent -5</b> (Broad wealth of knowledge, excellently presented)	<b>Good-4</b> (Accurate, general knowledge, well presented)	<b>Fair-3</b> (Moderate knowledge, adequately expressed)	<b>Poor -2</b> (Limited conceptual understanding, inadequately expressed)	<b>Unacceptable-1</b> (Lack of conceptual understanding, poor presentation)
<b>1.2 Foundational Knowledge (2)</b>	Response is <b>insightful</b> and summarizes seminal reading studies that have influenced reading instruction <b>beyond what is asked for</b> .	Response indicates <b>good grasp of key concepts</b> and summarizes seminal reading studies that have influenced reading instruction.	Response indicates <b>adequate grasp of key concepts</b> and summarizes seminal reading studies that have influenced reading instruction.	Response demonstrates <b>questionable knowledge of</b> seminal reading studies that have influenced reading instruction.	Response demonstrates <b>limited knowledge of</b> seminal reading studies that have influenced reading instruction.
<b>1.1 Foundational Knowledge (3)</b>	Response is <b>entirely relevant</b> and <b>clearly</b> explains, compares, contrasts, and critiques the theories related to reading.	Response is <b>relevant</b> and <b>clearly</b> explains, compares, contrasts, and critiques the theories related to reading.	Response is <b>relevant</b> and explains, compares, contrasts, and critiques the theories related to reading at an <b>acceptable</b> level.	Response is <b>limited</b> , at times <b>inaccurate</b> , and/or <b>marginally</b> explains, compares, contrasts, and critiques the theories related to reading.	Response <b>inaccurately</b> explains, compares, contrasts, and critiques the theories related to reading.
<b>1.3 Foundational Knowledge (2)</b>	Response <b>coherently</b> identifies and explains the theories <b>logically</b> compares and contrasts the theories and research in the areas of language development and learning to read.	Response contains <b>no major gaps in</b> identifying and explaining the theories and compares and contrasts the theories and research in the areas of language development and learning to read.	Response contains <b>limited</b> detail, but adequately identifies, explains, compares, and contrasts the theories and research in the areas of language development and learning to read.	Response provides <b>weak</b> identification, explanation, comparisons, and contrasts of the theories and research in the areas of language development and learning to read.	Response provides <b>poor and/or inaccurate</b> identification, explanation, comparisons, and contrasts of the theories and research in the areas of language development and learning to read.
<b>Referencing (1)</b>	Response includes <b>5 or more different citations</b> from current research or educational literature.	Response includes <b>4 different citations</b> from current research or educational literature.	Response includes at least 3 <b>different citations</b> from current research or educational literature.	Response contains <b>no more than 2 different citations</b> from current research or educational literature.	Response contains <b>no more than 1 citation</b> from current research or educational literature.
<b>Writing (2)</b>	Response <b>meticulously observes rules of grammar, organization, and writing mechanics</b> .	Response is basically <b>well written</b> ; however, an <b>occasional error of grammar and writing mechanics</b> may be present.	Response meets <b>minimal standards</b> with regard to writing <b>organization, clarity, grammar, and mechanics</b> .	Response contains <b>poor, unorganized writing</b> .	Response is so problematic with regard to writing organization, grammar and mechanics that is <b>virtually incomprehensible</b> .

**Rubric for Question 1**

**Total Question Score<sup>1</sup>:** \_\_\_\_\_ **Reader Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Comments: (Please use reverse side of this sheet to write comments.)**

<sup>1</sup> Steps to calculate total question score: 1) multiply each scale score by its criterion weight; 2) add 5 weighted scores; 3) divide the sum by 10.

<b>Criteria (with Weight)</b>	<b>Excellent -5 (Broad wealth of knowledge, excellently presented)</b>	<b>Good-4 (Accurate, general knowledge, well presented)</b>	<b>Fair-3 (Moderate knowledge, adequately expressed)</b>	<b>Poor -2 (Limited conceptual understanding, inadequately expressed)</b>	<b>Unacceptable-1 (Lack of conceptual understanding, poor presentation)</b>
<b>2.2 Instructional Strategies and Materials (2)</b>	Response provides <b>very insightful</b> support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods <b>beyond what is asked for.</b>	Response provides <b>good</b> support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods at an <b>appropriate level.</b>	Response provides support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods at an <b>adequate</b> level.	Response demonstrates <b>questionable knowledge</b> of the type of support required for classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods.	Response demonstrates <b>limited knowledge</b> of the type of support required for classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods.
<b>2.3 Instructional Strategies and Materials (3)</b>	Response is <b>entirely relevant</b> and <b>clearly</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response is <b>relevant</b> and <b>clearly</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response is <b>relevant</b> and supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials at an <b>acceptable</b> level.	Response provides <b>limited</b> , at times <b>inappropriate</b> , and/or <b>marginal</b> support to classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response <b>inappropriately</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.
<b>4.2 Creating a Literate Environment (2)</b>	Response provides <b>superior</b> assistance to the classroom teacher regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Response contains <b>no major gaps</b> in the type of assistance offered to the classroom teacher regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Response contains somewhat <b>limited, but adequate</b> assistance to the classroom teacher regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Response demonstrates <b>weak</b> knowledge of the type of assistance required for classroom teachers regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Response provides <b>poor and/or inappropriate</b> assistance to the classroom teacher regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
<b>Referencing (1)</b>	Response includes <b>5 or more different citations</b> from current research or educational literature.	Response includes <b>4 different citations</b> from current research or educational literature.	Response includes at least <b>3 different citations</b> from current research or educational literature.	Response contains <b>no more than 2 different citations</b> from current research or educational literature.	Response contains <b>no more than 1 citation</b> from current research or educational literature.
<b>Writing (2)</b>	Response <b>meticulously observes rules of grammar, organization, and writing mechanics.</b>	Response is basically <b>well written</b> ; however, an <b>occasional error of grammar and writing mechanics</b> may be present.	Response meets <b>minimal standards</b> with regard to writing <b>organization, clarity, grammar, and mechanics.</b>	Response contains <b>poor, unorganized writing.</b>	Response is so problematic with regard to writing organization, grammar and mechanics that is <b>virtually incomprehensible.</b>

**Rubric for Question 2**

**Total Question Score<sup>2</sup>:** \_\_\_\_\_ **Reader Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Comments: (Please use reverse side of this sheet to write comments.)**

<sup>2</sup> Steps to calculate total question score: 1) multiply each scale score by its criterion weight; 2) add 5 weighted scores; 3) divide the sum by 10.

<b>Criteria (with Weight)</b>	<b>Excellent -5 (Broad wealth of knowledge, excellently presented)</b>	<b>Good-4 (Accurate, general knowledge, well presented)</b>	<b>Fair-3 (Moderate knowledge, adequately expressed)</b>	<b>Poor -2 (Limited conceptual understanding, inadequately expressed)</b>	<b>Unacceptable-1 (Lack of conceptual understanding, poor presentation)</b>
<b>4.1 Creating a Literate Environment (2)</b>	Response provides <b>very insightful</b> support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods <b>beyond what is asked for.</b>	Response provides <b>good</b> support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods at an <b>appropriate level.</b>	Response provides support to classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods at an <b>adequate</b> level.	Response demonstrates <b>questionable knowledge</b> of the type of support required for classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods.	Response demonstrates <b>limited knowledge</b> of the type of support required for classroom teachers and paraprofessionals regarding the use of a wide range of instructional practices, approaches, and methods.
<b>5.4 Professional Development (3)</b>	Response is <b>entirely relevant</b> and <b>clearly</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response is <b>relevant</b> and <b>clearly</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response is <b>relevant</b> and supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials at an <b>acceptable</b> level.	Response provides <b>limited</b> , at times <b>inappropriate</b> , and/or <b>marginal</b> support to classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.	Response <b>inappropriately</b> supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.
<b>5.1 Professional Development (2)</b>	Response demonstrates <b>superior</b> knowledge of the connections between teacher dispositions and student achievement.	Response demonstrates <b>no major gaps regarding</b> knowledge of the connections between teacher dispositions and student achievement.	Response demonstrates somewhat <b>limited, but adequate regarding</b> knowledge of the connections between teacher dispositions and student achievement.	Response demonstrates <b>weak</b> knowledge of the type of assistance required for classroom teachers regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Response provides <b>poor and/or inappropriate</b> assistance to the classroom teacher regarding book selection, technology-based, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
<b>Referencing (1)</b>	Response includes <b>5 or more different citations</b> from current research or educational literature.	Response includes <b>4 different citations</b> from current research or educational literature.	Response includes at least 3 <b>different citations</b> from current research or educational literature.	Response contains <b>no more than 2 different citations</b> from current research or educational literature.	Response contains <b>no more than 1 citation</b> from current research or educational literature.
<b>Writing (2)</b>	Response <b>meticulously observes rules of grammar, organization, and writing mechanics.</b>	Response is basically <b>well written</b> ; however, an <b>occasional error of grammar and writing mechanics</b> may be present.	Response meets <b>minimal standards</b> with regard to writing <b>organization, clarity, grammar, and mechanics.</b>	Response contains <b>poor, unorganized writing.</b>	Response is so problematic with regard to writing organization, grammar and mechanics that is <b>virtually incomprehensible.</b>

**Rubric for Question 3**

**Total Question Score<sup>3</sup>:** \_\_\_\_\_ **Reader Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Comments: (Please use reverse side of this sheet to write comments.)**

<sup>3</sup> Steps to calculate total question score: 1) multiply each scale score by its criterion weight; 2) add 5 weighted scores; 3) divide the sum by 10.

## **Assessment #2 -CONTENT KNOWLEDGE:**

Handbook for Effective Literary Instruction – EDUC 262

### **Description**

Assessment #2 requires candidates to develop a handbook for effective literary instruction based on a developmental framework that can be placed in a professional library. Candidates develop a handbook that provides professional development information on a particular grade for elementary students. The maximum passing score is 4 and the minimum passing score is 3.

### **Alignment with IRA standards**

Assessment #2 is aligned with Standards 1, 2, 4, and 5: Foundational Knowledge, Instructional Strategies & Curriculum Materials, Creating Literate Environments, and Professional Development.

Specifically, Assessment #2 is aligned with the following:

- 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
- 2.1 Support classroom teachers and paraprofessionals in the use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.
- 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
- 4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.
- 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

### **Analysis of Data**

Data were not analyzed for the revised report. Assessment #2 was revised based on program revisions and feedback received from the initial report.

### **Interpretation of Evidence for Meeting Standards**

Future data on Assessment #2 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

## Handbook for Effective Literary Instruction

Directions: Biological, Psychological, and Social (biopsychosocial) development of children plays an important role in the selection of children's literature. Your task is to create a handbook that can be kept in a professional library for teachers to use as a guideline for selecting and using literature in the classroom. The handbook should address the developmental needs of elementary students by providing information about a selected grade level (K-5).

For the grade level chosen, handbooks should contain the following.

- A narrative description of the cognitive, psychological, linguistic, and social development of students at the grade level/age chosen (2-3 pages). Cite theories/research.
- Provide a "Best Practices" section that should inform teacher dispositions and enhance student achievement by providing background information on instruction, instructional grouping, material selection, and books (1-2 pages). Cite theories/research.
- Include a section entitled "Recommended Books and Lessons" for classroom use. For this section, list 10 children's book (title, author, publisher, and genre) and provide an Interactive Read Aloud lesson for each book based on the District of Columbia Public School standards for this grade. Use Interactive Read Aloud template (see next page).
- Insert District of Columbia Public School Standards for the grade level.
- Provide 10 recommended readings (with abstracts) from peer-reviewed journals as references for teachers to learn more information about readers in this grade or age range. Group the recommended readings thematically based on three categories: Development, Diverse Learners, and Pedagogy (i.e. you may have four articles that address "Diverse strategies"). Use APA style.
- Insert Reference section (APA style)
- Include cover page and table of contents (be sure to bind handbook for durability).

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Interactive Teacher Read Aloud Planning Sheet    Teacher: \_\_\_\_\_

Title: \_\_\_\_\_

Genre: \_\_\_\_\_                      Content Connection: \_\_\_\_\_

Strand	Standards

**I will model the reading strategy/strategies (solving words, monitoring and correcting, searching for and using information, summarizing, maintaining fluency, adjusting, predicting, making connections, inferring, synthesizing, analyzing, critiquing\*) by:**

\_\_\_\_\_

\_\_\_\_\_

Vocabulary I will highlight (list words & pages): \_\_\_\_\_

\_\_\_\_\_

Links I could make (list pages):

Text to Text: \_\_\_\_\_

Text to Self: \_\_\_\_\_

Text to World: \_\_\_\_\_

**Specific places where stoppages will occur**

Page # of Stop	Target area: concept (C), Specific vocabulary (V), or strategy (S)?*	Reason for stop
	C                      V	S
	C                      V	S
	C                      V	S
	C                      V	S

**I will ask students to share their thinking and personal response to the book by:**

\_\_\_\_\_

Teacher Reflection: (What went well? What would you change? Why?) – Complete on reverse. Adapted from K. Harrell

**Literary Handbook Grading Rubric**

<b>Criteria</b>	<b>Superior (4)</b> (Broad wealth of knowledge, excellently presented)	<b>Good (3)</b> (Accurate, general knowledge, well presented)	<b>Poor (2)</b> (Limited knowledge and/or inadequately expressed)	<b>Unacceptable (1)</b> (Lacks conceptual understanding, inadequately expressed)
1.1 Handbook refers to major theories in the foundational areas as they relate to reading.				
1.2 Handbook summarizes seminal reading studies and articulate how these studies impacted reading instruction.				
1.3 Handbook Identifies, explain, compare, and contrast the theories and research in the areas of language development and learning to read.				
2.1 Handbook supports and provides information to classroom teachers and paraprofessionals in the use of instructional grouping options. Handbook helps teachers select appropriate options. Handbook demonstrates lessons options and explains the evidence-based rationale for changing configurations to best meet the needs of all students.				
4.1 Handbook assists the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.				
4.2 Handbook assists the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.				
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.				
5.2 Handbook assists classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Handbook advocates the advance of the professional research base to expand knowledge-based practices by providing appropriate recommended readings.				
Handbook contains all required sections.				
Handbook is organized, well written, and easy to comprehend.				
Grade = Subtotal divided by 9 (4=A, 3=B, 2=C, 1=F) _____ / 10 = _____				

**Assessment #3 – Assessment of Candidate Ability to Plan and Implement  
Appropriate Teaching and Learning Experiences**

Classroom Literacy Environment Project

**Description**

Assessment #3 requires candidates to provide professional development with at least 3 teachers and/or paraprofessionals by conducting a professional study group about the literacy environment and its relationship to effective teaching and learning. The professional development should be in the form of a presentation and can be delivered through traditional means or via distance methods. After conducting the professional study group, candidates provide teachers with the Classroom Literacy Environmental Profile (CLEP) to assess his/her classroom. Thereafter, teachers in the study group complete the CLEP and return to candidates. Candidate completes a CLEP for each teacher in the study group as well. Candidate compiles results by examining inter-rater reliability between teachers and candidate as means for professional development with the group. Aggregate results are shared with the group to facilitate discussion and individual recommendations are provided to the teacher. The maximum possible score is 100 and the minimum passing score is 80.

**Alignment with IRA standards**

Assessment #3 is aligned with Standards 3, 4, and 5: Assessment, Diagnosis, & Evaluation, Creating Literate Environments, and Professional Development.

Specifically, Assessment #3 is aligned with the following:

- 1.1 Refers to major theories in the foundational areas as they relate to reading.
- 3.1 Trains classroom teachers to administer and interpret the CLEP.
- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
- 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
- 4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.
- 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.
- 5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.
- 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

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**Analysis of Data**

Data were not analyzed for the revised report. Assessment #3 was revised based on program revisions and feedback received from the initial report.

**Interpretation of Evidence for Meeting Standards**

Future data on Assessment #3 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

## Classroom Literacy Environment Project

Directions. The primary focus of the project is to develop teacher dispositions regarding the classroom environment. First, candidates should develop a 15-20 minute professional development presentation on the classroom environment and its relationship to teaching and learning. The presentation should provide directions on administration of the CLEP as well. The majority of the content should come from the following article, but may be supplemented as well.

Wolfersberger, M. E., Reutzell, D. R., Sudweeks, R. and Fawson, P. C. (2004). Developing and Validating the Classroom Literacy Environmental Profile (CLEP): A Tool for Examining the "Print Richness" of Early Childhood and Elementary Classrooms', *Journal of Literacy Research*, 36 (2), 211-272.

Second, candidates must identify at least 3 teachers in which to conduct a professional study group. Candidates should present the information (traditionally or via distance) and require teachers to complete the CLEP on their own classrooms.

Third, candidates should complete a CLEP on the same classrooms before reviewing teacher results. Thereafter, candidates should calculate inter-rater reliability, aggregate the data and present the aggregated data to the teachers by adding slides to the original presentation. A second study group meeting should occur to discuss results as a group. However, candidate should provide constructive [written] feedback to teachers individually. The written feedback should summarize results, highlight similarities and differences found, and provide recommendations for improving the classroom environment. A follow-up informal visit should be conducted within two weeks to see what changes were made.

Fourth, candidates should write a reflection (1-2 pages) that summarizes this experience. Candidates should discuss challenges and successes with the study group, noting any changes made by the teachers as a result of this study.

Candidates should turn in:

- PowerPoint (or presentation in some other electronic form)
- Written Feedback to teachers
- Reflection

The Classroom Literacy Environment Project will be graded as followed:

	<b>Exemplary (10)</b> (Component is complete, easy to comprehend, very insightful, and demonstrates effective dispositions)	<b>Proficient (8)</b> (Component is complete, coherent, provides useful insight, and demonstrates effective dispositions)	<b>Unsatisfactory (6)</b> (Component is incomplete, incoherent, not very useful, and/or demonstrates ineffective dispositions)
<b>PowerPoint Presentation</b>			
1.1 Refers to major theories in the foundational areas as they relate to reading.			
3.1 Trains classroom teachers to administer and interpret the CLEP.			
3.4 Communicates assessment information to teachers for both accountability and instructional purposes.			
5.2 Professional study group assists classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocates to advance the professional research base to expand knowledge-based practices.			
5.4 Exhibit leadership skills in professional development. Presentation contains characteristics of sound professional development programs through the use of a solid evidence base.			
<b>Written Feedback</b>			
4.1 Assists the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.			
4.2 Assists the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.			
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.			
5.3 Positively and constructively provides an evaluation of the teachers' practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.			
<b>Reflection</b>			
5.3 Positively and constructively provides an evaluation of their own practices delivering professional development.			
<b>Total Grade</b>			

## **Assessment #4 – Assessment of Student Teaching or Internship**

Professional Development Coaching Initiative – EDUC 374

### **Description**

Assessment #4 requires candidates to support teachers and paraprofessionals by conducting a literacy coaching cycle (which includes pre-conference, lesson demonstration of specific strategy, observation of the teacher demonstrating appropriate strategy, and reflecting conference) for professional development. The maximum possible score is 100 and the minimum passing score is 80.

### **Alignment with IRA standards**

Assessment #4 is aligned with Standards 1, 2, 3, 4, and 5: Foundational Knowledge, Instructional Strategies & Curriculum Materials, Assessment, Diagnosis, & Evaluation, Creating Literate Environments, and Professional Development.

Specifically, Assessment #4 is aligned with the following:

- 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.
- 2.1 Support classroom teachers and paraprofessionals in the use of instructional grouping options. Candidate helps teachers select appropriate options. Candidate demonstrates the options and explains the evidence-based rationale for changing configurations to best meet the needs of all students.
- 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.
- 3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.
- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
- 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
- 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued life-long learners.
- 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate

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students. They demonstrate these techniques and can articulate the research base that grounds their practice.

5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.

5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

### **Analysis of Data**

Data were not analyzed for the revised report. Assessment #3 was revised based on program revisions and feedback received from the initial report.

### **Interpretation of Evidence for Meeting Standards**

Future data on Assessment #4 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

### **Reprint of Assessment** (see below)

## **Professional Development Coaching Initiative**

The Professional Development Coaching Initiative requires candidates to support teachers and paraprofessionals by conducting a literacy coaching cycle for professional development.

The assignment will include four parts: pre-conference, demonstration lesson of a specific reading strategy, observation of the teacher implementing reading strategy, and reflecting conference.

Candidates should identify a teacher who is willing to participate in a complete literacy coaching cycle. Candidates should gain permission to conduct a pre-conference, demonstration lesson (of a specific reading strategy), observation of the teacher implementing the strategy, and a reflecting conference.

### **Pre-conference details**

During the pre-conference, candidates should plan and implement a professional development session by meeting with the teacher to discuss the teacher's strengths and developmental needs as a reading teacher. Candidates should jointly identify a reading strategy as a focus area for teaching improvement. Candidate should jointly plan a lesson with the teacher by identifying an objective to be covered, selecting materials, deciding grouping options, creating/implementing an assessment, and discussing theoretical perspectives that are related to increased achievement. The lesson should contain two parts: a demonstration lesson taught by the candidate and a lesson taught by the teacher. The lesson can be team taught or taught on different days/times.

Candidates should jointly identify or create a data collection instrument to be used during the observation so the teacher is aware of what data will be collected.

### **Demonstration Lesson**

Candidates should complete and reflect on the demonstration lesson discussed in the pre-conference.

### **Observation & Data Collection**

Candidates should observe teacher lesson and collect data on the agreed upon focus area during the pre-conference.

Candidates should complete self-assessment sheet on his/her demonstration lesson and give a self-assessment sheet to teacher to be completed before the reflecting conference.

### **Reflecting Conference**

During the reflecting conference, candidates should first reflect on their own practice by sharing thoughts on the self-assessment sheet and soliciting feedback from the teacher.

After reflecting on the demonstration lesson, candidate should request teacher to reflect on his/her lesson by sharing information written on the reflection sheet.

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Thereafter, candidates should share the data collected, have teacher reflect on the data, and jointly devise recommendations for future development.

A detailed narrative of the Professional Development Coaching Initiative should be devised based on the items below (completed during each component of the coaching cycle).

### **Pre-conference**

1. Relationship-Building & Establishing Purpose of Conference
2. Discuss Teacher Strengths and Identify a Teaching Behavior Focus (for reading instruction)
3. Discussion of Learning Outcomes of Students & Standards
4. Discussion of Student Issues/Concerns
5. Jointly Planned Lesson and Assessment Technique based on Standards
6. Discussion of Data Collection for Observation
7. Discussion of Logistics (time of observation, reflecting conference, etc)
8. Discussion of Self-Assessment Sheet
9. Opportunity for Questions & Closure

### **Demonstration Lesson**

1. Summary and reflection of Lesson
  - a. Provide a summary of the demonstration
  - b. Discuss whether or not student outcomes and teaching goals for demonstration lesson were met

### **Observation and Data Collection**

1. Observation of Lesson/Event
2. Data Collection on Behavior Focus
3. Data Collection on Student Outcomes & other significant events (e.g. classroom management)

Note: Narrative should provide information on data collection instruments used, details about data collection, and a reflection of the data collection process (successes/challenges)

### **Post-Conference**

1. Relationship-Building
2. Discussion of Self-Assessment Sheets about the Lessons
3. Discussion of Teaching Behavior Focus based on Data Collected
4. Discussion of Learning Outcomes & Standards
5. Considerations for the Future Development and Improvement
6. Behaviors That Teacher Does Well ("Do Agains" i.e. efficacy-building)
7. Invitation To Ask Questions
8. Summary Of What Was Discussed And Future Plans

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## SELF-ASSESSMENT OF A LESSON

1. Assessment of Student Achievement of Stated Learning Outcomes:  
Place an X on the scale.

Achieved \_\_\_\_\_ Not Achieved

Evidence:

If you did not achieve outcomes, write the reason (s) here:

2. Classroom Management:  
Place an X on the scale.

Interfered With \_\_\_\_\_ Supported Learning

Evidence:

3. Met the Needs of Unique Learners

Place an X on the scale.

Accomplished \_\_\_\_\_ Not Accomplished

Evidence:

4. Teaching Behavior Focus was \_\_\_\_\_

Place an X on the scale.

Mastered \_\_\_\_\_ Not Mastered

Evidence:

SUMMARY: Check one:

\_\_\_\_\_ Competency achieved. New teaching behavior focus: \_\_\_\_\_

\_\_\_\_\_ Competency not achieved. Continue same teaching behavior focus.

**Professional Development Coaching Initiative Rubric**

Pre-Conference	<b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)
2.1 Candidate supports classroom teachers and paraprofessionals in the use of instructional grouping options. Candidate helps teachers select appropriate options. Candidate demonstrates the options and explains the evidence-based rationale for changing configurations to best meet the needs of all students.				
2.2 Candidate supports classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Candidate helps teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.				
3.4 Candidate communicates assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).				
4.1 Candidate assists the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.				
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.				
Subtotal for Pre-Conference (Number of Points)				

**Professional Development Coaching Initiative Rubric**

<p>Demonstration Lesson</p>	<p><b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)</p>	<p><b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)</p>	<p><b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>	<p><b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)</p>
<p>2.1 Candidate demonstrates the options and explains the evidence-based rationale for changing configurations to best meet the needs of all students.</p>				
<p>2.2 Candidate supports classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Candidate helps teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Candidate demonstrates the options in their own teaching and in demonstration teaching.</p>				
<p>2.3 Candidate supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Candidate helps teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Candidate demonstrates the options in their own teaching and in demonstration teaching.</p>				
<p>4.3 Candidate demonstrates and models reading and writing for real purposes in daily interactions with students and education professionals. Candidate assists teachers and paraprofessionals to model reading and writing as valued life-long learners.</p>				
<p>Subtotal for Demonstration Lesson (Number of Points)</p>				

**Professional Development Coaching Initiative Rubric**

Observation and Data Collection	<b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)
5.4 Candidate exhibits leadership skills in professional development. Candidate plans, implements, and evaluates professional development efforts at the grade, school, district, and/or state level. Candidate is cognizant of and can identify and describe the characteristics of sound professional development programs. Candidate can articulate the evidence base that grounds their practice.				
Subtotal for Observation and Data Collection (Number of Points)				

**Professional Development Coaching Initiative Rubric**

<p>Reflecting Conference</p>	<p><b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)</p>	<p><b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)</p>	<p><b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>	<p><b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)</p>
<p>1.4 Candidate is able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</p>				
<p>2.1 Candidate supports classroom teachers and paraprofessionals in the use of instructional grouping options. Candidate helps teachers select appropriate options. Candidate demonstrates the options and explains the evidence-based rationale for changing configurations to best meet the needs of all students.</p>				
<p>2.2 Candidate supports classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Candidate helps teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Candidate demonstrates the options in their own teaching and in demonstration teaching.</p>				
<p>2.3 Candidate supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Candidate helps teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Candidate demonstrates the options in their own teaching and in demonstration teaching.</p>				

<p>Reflecting Conference (cont')</p>	<p><b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)</p>	<p><b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)</p>	<p><b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>	<p><b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)</p>
<p>3.2 Candidate supports the classroom teacher in the assessment of individual students. Candidate extends the assessment to further determine proficiencies and difficulties for appropriate services.</p>				
<p>3.3 Candidate assists the classroom teacher to plan instruction for all students. Candidate uses in-depth assessment information to plan individual instruction for struggling readers. Candidate collaborates with other education professionals to implement appropriate reading instruction for individual students. Candidate collects, analyzes, and uses schoolwide assessment data to implement and revise school reading programs.</p>				
<p>4.4 Candidate uses methods to effectively revise instructional plans to motivate all students. Candidate assists classroom teachers in designing programs that will intrinsically and extrinsically motivate students. Candidate demonstrates these techniques and can articulate the research base that grounds their practice.</p>				

Reflecting Conference (cont')	<b>Exemplary (5)</b> (Component is complete, well-defined, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (4)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (3)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unacceptable (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates grossly inappropriate dispositions)
5.2 Candidate assists classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Candidate advocates to advance the professional research base to expand knowledge-based practices.				
5.3 Candidate positively and constructively provides an evaluation of their own or others' teaching practices. Candidate assists classroom teachers and paraprofessionals as they strive to improve their practice.				
5.4 Candidate exhibits leadership skills in professional development. Candidate plans, implements, and evaluates professional development efforts at the grade, school, district, and/or state level. Candidate is cognizant of and can identify and describe the characteristics of sound professional development programs. Candidate can articulate the evidence base that grounds their practice				
Subtotal for Reflecting Conference (Number of Points)				
Total Number of Points _____ + _____ + _____ + _____ = _____				

**90-100 Points = A**

**80-89 Points = B**

**70-79 Points = C**

**Below 70 Points = F**

**Assessment #5 – Assessment of candidate effect on student learning:**

Diagnostic Case Study – EDUC 374 Clinical Practicum in Reading

**Description**

Assessment #5 requires candidates to conduct an assessment-instruction project by conducting a diagnostic case study and engaging in an in-depth reading intervention over a 5-week period. Candidates are required to administer pre- and post-test results to assess the effectiveness of their interventions. Progress monitoring assessments are used as needed. The maximum possible score for Assessment #5 is 4 points and the minimum passing score is 3.

**Alignment with IRA standards**

Assessment #5 is aligned with Standards 1-5: Foundational Knowledge, Instructional Strategies & Curriculum Materials, Evaluation, Assessment, Diagnosis, Creating Literate Environments, and Professional Development.

Specifically, Assessment #5 is aligned with the following:

- 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.
- 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.
- 3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their own practice, and they can train classroom teachers to administer and interpret these assessments.
- 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.
- 3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.
- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
- 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued life-long learners.
- 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.
- 5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.

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5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

**Analysis of Data**

Data were not analyzed for the revised report. Assessment #5 was revised based on program revisions and feedback received from the initial report.

**Interpretation of Evidence for Meeting Standards**

Future data on Assessment #5 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

## Diagnostic Case Study

The Diagnostic Case Study is a semester long project whereby candidates will work with a student to improve student learning by developing and implementing an instructional plan based on informal and formal reading assessments. The case study will be divided into four parts. 1) Background Data Gathering 2) Screening and Diagnostics 3) Delivering Instruction and 4) Assessing Student Growth and Communicating Results

### Part I – Data gathering

Candidates should spend time with the potential student to gather background information from the student, the student's teacher and/or parent to learn about the student's interest through conversation, general observations, and an interest inventory. Background information gathered should include student academic history, student strengths, and developmental needs of the student in general and specifically about reading. A detailed report should be developed including:

Student Name (pseudonym)

Date of Birth

Grade

School (pseudonym)

Examiner

Narrative Summary

- Student Previous Educational History
- General Observations & Issues Gleaned from Conversations with Student
- Student Strengths and Developmental Needs (communicated by an informed adult)
- Interest Inventory Results

### Part II – Screening and Diagnostics

The student selected should be screened using the *Qualitative Reading Inventory 4 (QRI-4)* to determine whether or not grade-level text is at the independent, instructional, or frustration level for the student. Thereafter, the student should undergo a complete diagnostic assessment using the Woodcock-Johnson III Diagnostic Reading Battery (WJIII DRB). A summary of the instruments should be compiled using the reporting software and shared with the student, teacher, and/or parent. Original copies of all assessments should be included in the final product.

### Part III – Delivering Instruction

Plans for instruction should be collaboratively developed with the teacher and/or parent. Resources for instruction should be identified and a 12-session (minimum) instructional session (~30 minutes each) should be implemented over a 4-5 week period. A summary of the instructional plan should be written and an overall assessment of the quality of instruction, challenges, and other issues should be summarized.

### Part IV – Assessing Student Growth and Communicating Results

After completing the instructional sessions, student changes should be measured by administering a different version of the *QRI-4*. Results should be reported using instrument guidelines and progress should be graphically displayed using Chartdog 2.0 at

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[www.interventioncentral.org](http://www.interventioncentral.org) . A summary report of student progress should be reported to the teacher and recommendations for continued instruction should be provided.

### **Part V – Reflection**

A narrative reflection should be written containing reflections of components I-IV

**Note: Final products can be in paper or electronic form. Paper products should be bound (i.e. binder, coils, etc) and should not include sheet protectors. Final products should include a cover page, a table of contents, and clearly delineated sections.**

**Diagnostic Portfolio Scoring Rubric**

	<b>Exemplary (4)</b> (Component is complete, well-written, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (3)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unsatisfactory (1)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)
<b>Part I: Data Gathering</b>				
3.3 Assists the classroom teacher to plan instruction for all students. Use in-depth assessment information to plan individual instruction for struggling readers. Collaborate with other education professionals to implement appropriate reading instruction for individual students.				
<b>Part II: Screening &amp; Diagnostics</b>				
1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.				
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. Demonstrate appropriate use of assessments in their own practice.				

<p><b>Part II: Screening &amp; Diagnostics (cont')</b></p>	<p><b>Exemplary (4)</b> (Component is complete, well-written, provides insightful reflection, and demonstrates effective dispositions)</p>	<p><b>Proficient (3)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)</p>	<p><b>Needs Improvement (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>	<p><b>Unsatisfactory (1)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>
<p>3.2 Support the classroom teacher in the assessment of individual students. Extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>				
<p>3.3 Assist the classroom teacher to plan instruction for all students. Use in-depth assessment information to plan individual instruction for struggling readers. Collaborate with other education professionals to implement appropriate reading instruction for individual students. Collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.</p>				
<p>3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>				

	<b>Exemplary (4)</b> (Component is complete, well-written, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (3)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unsatisfactory (1)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)
<b>Part III: Delivering Instruction</b>				
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Demonstrate the options in their own teaching and in demonstration teaching.				
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued life-long learners.				
4.4 Use methods to effectively revise instructional plans to motivate all students. Assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. Demonstrate these techniques and can articulate the research base that grounds their practice.				
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.				

	<b>Exemplary (4)</b> (Component is complete, well-written, provides insightful reflection, and demonstrates effective dispositions)	<b>Proficient (3)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)	<b>Needs Improvement (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)	<b>Unsatisfactory (1)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)
<b>Part IV – Assessing Student Growth and Communicating Results</b>				
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).				
<b>Part V – Reflection</b>				
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.				
<b>Total Grade = Total Points</b> _____ / 12 = _____				

**Assessment #6 –Additional Assessment:**

Instructional Media Kit – EDUC 272

**Description**

Assessment #6 requires candidates to develop an electronic resource on effective websites for student use. This project is designed to give candidates experience evaluating websites based on developmental considerations and literacy levels of the student. The final product results in an electronic resource that can be shared with teachers. The maximum possible score for Assessment #6 is 4 points and the minimum passing score is 3.

**Alignment with IRA standards**

Assessment #6 is aligned with Standards 1-4: Foundational Knowledge, Instructional Strategies & Curriculum Materials, Assessment, Diagnosis, & Evaluation, and Creating a Literate Environment.

Specifically, Assessment #6 is aligned with the following:

1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.

1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

2.1 Support classroom teachers and paraprofessionals in the use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their own practice, and they can train classroom teachers to administer and interpret these assessments.

3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.

4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

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4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.

**Analysis of Data**

Data were not analyzed for the revised report. Assessment #6 was revised based on program revisions and feedback received from the initial report.

**Interpretation of Evidence for Meeting Standards**

Future data on Assessment #6 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

### **Instructional Media Kit Assignment**

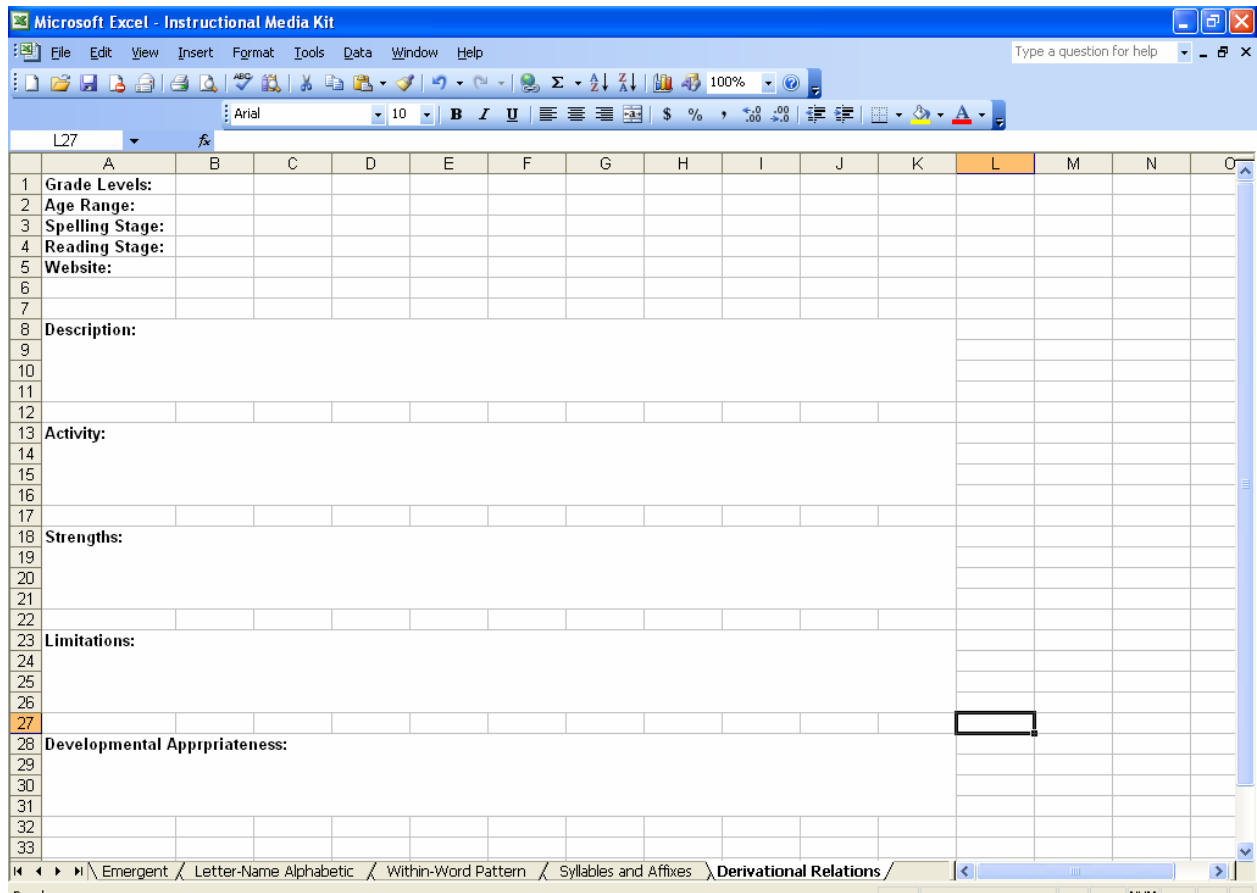
In this assignment, the overall goal is to develop a phonics-based instructional media resource that can be used in your classroom. As you know, there are a number of learning centers and grouping options that can be used when teaching reading. A huge portion of your time will likely be dedicated to working with small groups and helping teachers work with small groups. While the teacher is occupied, students in other centers (individual, cooperative, etc.) must be engaged in effective tasks. One way to facilitate effective tasks without a huge amount of supervision is through the use of instructional media.

For this assignment, candidates will select 3 free phonics-based websites (or freeware) and evaluate them based on quality. Each student will have a specific stage of spelling (Bear et. al, 2008) in which they will focus. Media guidelines will be shared with colleagues to develop a complete instructional media kit (containing all 5 stages of spelling) which can be used at a later time.

#### **Requirements:**

- Each student should select 3 appropriate websites (or other freeware) for their designated stage of spelling and develop 3 entries for the Instructional Media Kit.
- Before selecting a website to include, sites must be evaluated based on strengths, weaknesses, and developmental appropriateness. Students should consider rate of response time for students, layout of webpages, size of font and other visual stimuli, potential for student engagement, and Piaget's stages of cognitive development (Preoperational, Sensorimotor, etc).
- After considering the factors above, students should write a narrative (short paragraph) for each section [Strengths, Limitations, and Developmental Appropriateness]. Sections should include teacher professional judgment, but should also make connections to the research presented in the text about Bear's et. al stages of spelling and Piaget's stages of cognitive development.
- An excel template for this assignment has been developed and should be used for consistency. After template is completed, entries should be combined with your colleagues so that you have information for all 5 spelling stages.

See Screen Capture of Excel Template on Next Page



**Instructional Media Kit Scoring Rubric**

<b>Components of template</b>	<b>Exemplary (4)</b> (Component is complete, provides a strong evidential base, and demonstrates effective dispositions)	<b>Proficient (3)</b> (Component is complete, provides an adequate evidential base, and demonstrates appropriate dispositions)	<b>Needs Improvement (2)</b> (Component is incomplete, provides a limited evidential base, and/or demonstrates questionable dispositions)	<b>Unsatisfactory (1)</b> (Component is incomplete, lacks an evidential base, and/or demonstrates questionable dispositions)
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction.				
1.4 Help teachers determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.				
2.1 Help teachers select appropriate options.				
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.				
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.				

<b>Components of template</b>	<b>Exemplary (4)</b> (Component is complete, provides a strong evidential base, and demonstrates effective dispositions)	<b>Proficient (3)</b> (Component is complete, provides an adequate evidential base, and demonstrates appropriate dispositions)	<b>Needs Improvement (2)</b> (Component is incomplete, provides an limited evidential base, and/or demonstrates questionable dispositions)	<b>Unsatisfactory (1)</b> (Component is incomplete, lacks an evidential base, and/or demonstrates questionable dispositions)
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their own practice, and they can train classroom teachers to administer and interpret these assessments.				
3.3 Assist the classroom teacher to plan instruction for all students.				
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.				
4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.				
4.4 Assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. Articulate the research base that grounds their practice.				
<b>Total Grade = Total Points</b> _____ / 10 = _____				

**Assessment #7 –Additional Assessment:**

Word Study Project – EDUC 272

**Description**

Assessment #7 requires candidates to complete a word study project (4-week tutoring session) with a small group of students. Candidates share and gather feedback with teachers in the field, colleagues in course, and the instructor. The maximum possible score for Assessment #7 is 4 points and the minimum passing score is 3.

**Alignment with IRA standards**

Assessment #7 is aligned with Standards 3, 4, and 5: Assessment, Diagnosis, & Evaluation, Creating a Literate Environment, and Professional Development.

Specifically, Assessment #7 is aligned with the following:

- 3.1 Demonstrate appropriate use of assessments in their own practice.
- 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.
- 3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.
- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
- 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.
- 5.3 Positively and constructively provide an evaluation of their own or others' teaching practices.

**Analysis of Data**

Data were not analyzed for the revised report. Assessment # was revised based on program revisions and feedback received from the initial report.

**Interpretation of Evidence for Meeting Standards**

Future data on Assessment #7 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

### **Word Study Project Guidelines**

The primary purpose of this project is to enhance your assessment skills and provide developmentally appropriate instruction for a small group of students (3-7). As you may recall in class, we talked about the importance of appropriately supporting and challenging your students. An important step in developing appropriate supports and challenges for your student is assessment. For this project, you will be required to complete a number of activities. See below.

- Review video on Assessment as a refresher before administration – (The video is on the Words Their Way DVD Tutorial)
- After consulting with a teacher, pick 3-7 students and select an appropriate spelling inventory to assess the students
- Administer the inventory
- Tally the results to identify the spelling stages
- Review video on spelling stages as a refresher (The video is on the Words Their Way DVD Tutorial)
- Select at least 3 students with similar results as your tutoring group
- Implement 8-10 tutoring sessions over a 4-week period using activities in the WTW text and reassess student progress after weeks. Feel free to modify these activities. Be sure to post experiences on Blackboard using guidelines below.
  - Provide a brief reflection on your experiences implementing the activities each week. Discuss issues such as preparation, effectiveness, modifications made, and pedagogical improvements you could make. Respond to at least 2 classmates as well. Perhaps look for similarities and differences in successes and challenges. Provide any other feedback that you deem appropriate. Please complete weekly postings before 11:55pm on Mondays. Tuesday will mark the beginning of a new set of discussions.

## Final Project Presentations

The purpose of the presentation is to reflect on and present your experiences working with your student. Each presentation should last about 20-25 minutes.

- Prepare a PowerPoint presentation for your Final Project.
- The presentation should not exceed 25 minutes and 9-10 slides.
- Slide 1 – **Introduction** (include your name, student name [pseudonym], grade level, and demographic information about your student).
- Slide 2 – **Selection** – Provide some background knowledge about why you chose to work with these students.
- Slide 3 – **Assessment** – Describe the instruments used and the student results (using the 3 categories for reporting student results)
- Slide 4 – **Assessment Reflection** – Discuss your experience administering the instrument (fluency in administration, interpretation of assessment, problems encountered, etc.)
- Slides 5-8 – **Activities (Weeks 1-4)**. Describe each activity completed, successes and challenges faced, and areas for improvement (personal pedagogical improvements or the activity itself).
- Slide 9- **Student Progress** Discuss any observed changes (positive and/or negative) in student skills after completing these activities.
- Slide 10 – **Optional** – Insert any other information you would like to share.

**Instructional Media Kit Scoring Rubric**

<p><b>Components of Presentation and Online Discussions</b></p>	<p><b>Exemplary (4)</b> (Component is complete, well-written, provides insightful reflection, and demonstrates effective dispositions)</p>	<p><b>Proficient (3)</b> (Component is complete, provides sufficient reflection, and demonstrates appropriate dispositions)</p>	<p><b>Needs Improvement (2)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>	<p><b>Unsatisfactory (1)</b> (Component is incomplete, provides insufficient reflection, and/or demonstrates some inappropriate dispositions)</p>
<p>3.1 Demonstrate appropriate use of assessments in their own practice.</p>				
<p>3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>				
<p>3.3 Assist the classroom teacher to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.</p>				
<p>3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>				
<p>4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.</p>				
<p>5.3 Positively and constructively provide an evaluation of their own or others' teaching practices.</p>				
<p><b>Total Grade = Total Points _____ / 6 = _____</b></p>				

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### **Assessment #8 –Additional Assessment:**

Structured Literature Review for Professional Development – EDUC 372

#### **Description**

Assessment #8 requires students to write an integrative literature review on a literacy topic of interest to them as it relates to African Americans and other diverse learners in urban schools.

#### **Alignment with IRA standards**

Assessment #8 is aligned with Standards 1 and 5: Foundational Knowledge and Professional Development.

Specifically, Assessment #8 is aligned with the following:

- 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
- 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.
- 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.
- 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

#### **Analysis of Data**

Data were not analyzed for the revised report. Assessment # was revised based on program revisions and feedback received from the initial report.

#### **Interpretation of Evidence for Meeting Standards**

Future data on Assessment #8 will be collected, analyzed, and interpreted for program improvements beginning Fall 2008.

**Reprint of Assessment** (see below)

### **Structured Literature Review for Professional Development**

The primary purpose of this project is to assist you in becoming a subject-matter expert on a literacy topic of interest to you. Therefore, candidates should select a topic (children's literature, classroom assessment, etc.) and conduct a thorough literature review on the topic as it relates to African Americans and other diverse learners in urban schools. Candidates will conduct an integrative literature review to identify historical occurrences, current trends, and future directions for the topic selected. Literature reviews should be at least 20 pages long with at least 30 references. Your literature review should answer the following questions.

- What is known about the topic?
- What gaps in the literature are present?
- What type of consensus/contention exists about the topic?
- What methods are typically used to investigate the topic?
- How has the research shaped the teaching of reading (as it relates to your topic)? What trends are present?
- What are some recommendations for future research?

Literature review should contain traditional components of a manuscript (Introduction, Methods, Conclusions, etc). See APA manual for more guidance on components of a manuscript.)

**Structured Literature Review Scoring Rubric**

<b>Literature Review Components</b>	<b>Exemplary (4)</b> (Component is complete, well-written, and demonstrates a very thorough review of the research)	<b>Proficient (3)</b> (Component is complete, adequately written, and demonstrates a solid review of the research)	<b>Needs Improvement (2)</b> Component is incomplete, inadequately written, and/or demonstrates a limited review of the research)	<b>Unsatisfactory (1)</b> Component is incomplete, inadequately written, and/or demonstrates a negligible review of the research)
1.1 Refer to major theories in the foundational areas as they relate to reading. Explain, compare, contrast, and critique the theories.				
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. Recount historical developments in the history of reading.				
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.				
5.2 Advocate to advance the professional research base to expand knowledge-based practices.				
5.4 Articulate the evidence base that grounds practice.				
<b>Total Grade = Total Points</b> _____ / 4 = _____				

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

N/A - Assessments were newly created based on program revisions and feedback received from the initial review.

## **SECTION VI—For Revised Reports Only**

The revised program report addresses weaknesses or unmet standards based on the feedback from Parts B, C, & E of the National Recognition Report. With the exception of Part B, the verbatim “Feedback” from the reviewer is pasted below by section and “Response to Feedback” is provided.

### **PART B - STATUS OF MEETING SPA STANDARDS**

Verbatim feedback was not pasted for Part B because all assessments were recreated since the last report submission. In summary, the key issues associated with Part B were misalignment or no alignment with the appropriate standards. Specifically assessments, assessment directions, and/or rubrics did not align with the standards. Furthermore, the standards used in the previous report were incorrect. The generic “Element” standards in the leftmost column of the Standards for Reading Professionals were used in the initial report rather than the “Reading Specialist/Literacy Coach Candidates” standards. These issues have been corrected, resulting in resubmission of Section II-List of Assessments, Section III-Relationship of Assessment to Standards, and Section IV-Relationship of Assessment to Standards.

Note: Verbatim feedback is italicized and in quotations. Response to feedback is listed directly below the feedback.

### **PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

#### **Feedback Received about C.1.**

##### **Candidates’ knowledge of content**

*“Alignment with IRA standards at the reading specialist/literacy coach level are not reflected in the assessment and rubric for Assessment #1. Assessment #2 is a test with fill in the blank questions, but the standards are not reflected in the test and no rubric is provided to indicate what level of proficiency is required. The standards are not reflected in any of the other assessments that focus on content knowledge.”*

##### **Response to Feedback about C.1**

Assessments 1 & 2 were recreated and new rubrics were developed to align with standards.

#### **Feedback Received about C.2**

##### **Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions**

*“For all performance-based assessments, there is virtually no alignment with IRA standards in either the directions to candidates or the scoring rubrics. Assessment #4 uses the INTASC standards rather than the IRA standards, and even though there is an attempt to link the INTASC and IRA standards they are only referred to globally. There are also incomplete or an absence of directions to candidates and/or scoring rubrics in a number of assessments.”*

### **Response to Feedback about C.2**

All assessments were recreated and new rubrics were developed to align with standards.

### **Feedback Received about C.3**

#### **C.3. Candidate effects on P-12 student learning**

*“For all performance-based assessments there is virtually no alignment with IRA standards in either the directions to candidates or the scoring rubrics. Assessment #4 uses the INTASC standards rather than the IRA standards, and even though there is an attempt to link the INTASC and IRA standards, they are only referred to globally. There are also incomplete or an absence of directions to candidates and/or in scoring rubrics in a number of assessments.*

*Assessment #5 only refers to the standards globally, and there are no directions to candidates indicated for the assessment. There is no rubric included. In addition, the program acknowledges that student learning is not assessed.”*

### **Response to Feedback about C.3**

#### **Candidate effects on P-12 student learning**

All assessments were recreated and new rubrics were developed to align with standards.

Assessments #4 and #5 were recreated based on the feedback from above to facilitate alignment with the IRA program standards. The Teacher Candidate Assessment Instrument (formerly Assessment #4, which was based on the INTASC standards) is still in use as a common Unit assessment, but is no longer in use as a Program assessment. Assessments have been revised so that student learning is assessed in Assessments 4, 5, & 7 (Professional Development Coaching Initiative, Diagnostic Case Study, & Word Study Project).

## **PART E - AREAS FOR CONSIDERATION**

*“Note concerns that the MAT program does not meet IRA requirements for review of an advanced program in which candidates are certified teachers with experience who are studying to get their advanced reading/literacy MEd degree.”*

### **Response to Feedback from Above**

Program revisions were being conducted by the newly appointed Program Coordinator and elimination of the M.A.T. program was a proposed recommendation (See #2 under “Recommendations for Reading Education Graduate Programs at Howard University”) in the initial report. Revisions of the program have been approved and the M.A.T. degree in Reading Education is no longer available.

*“Only two faculty members have scholarship in reading education. This raises questions regarding qualifications to teach in a graduate reading program that must be aligned with IRA Standards.”*

### **Response to Feedback from Above**

The reading program at Howard University has been relatively dormant for a number of years. There has been faculty attrition over this same time period as well. Currently, there are no students in the M.Ed. program. The Program Coordinator was hired as an initial stage in reviving the reading program. The initial charge for the Program Coordinator was to revise the

program and apply for re-affirmation/re-accreditation. Thereafter, a major student recruitment plan will be devised, funding will be pursued, and faculty lines will be appointed to meet needs.

*“The standards are not aligned with the assessments in the directions to candidates or scoring rubrics. Some directions to candidates and scoring rubrics are not included. The program must include expanded, detailed directions to candidates that focus on meeting specific IRA Standards and must develop scoring rubrics that align with IRA Standards at the reading specialist/literacy coach level (column four in the Standards book). There are no coaching initiatives to support and assist classroom teachers in any of the assessments.”*

#### **Response to Feedback from Above**

All assessments were recreated and new rubrics were developed to align with standards. Coaching initiatives and simulated coaching initiatives of varying degrees are now present in most of the assessments, with the strongest evidence being in Assessments 1, 3, & 4. In addition, a new course, EDUC 372 Supervision and Leadership in Reading Programs, that focuses primarily on coaching and leadership was added to the program of study as well.

*“Technology does not appear to be a part of the program.”*

#### **Response to Feedback from Above**

Technology is a part of the program, but was not represented in the initial assessments submitted. Assessments 4, 5, 6, and 7 demonstrate the inclusion of technology in the program. In addition, candidates are required to take EDUC 216-Advanced Instructional Technology and Computers.

*“Another concern is that in the current course of study that is noted in the context, 24 semester hours are listed for AREA OF SPECIALIZATION, but the course listing only includes 18 credits of course work (6 courses).”*

#### **Response to Feedback from Above**

The concern listed above was a typographical error. Before the program revisions, there were 18 credit hours required. A new version of the course of study is included in the revised program report, based on the approved changes since the initial report. The “Area of Specialization” is 21 credits, with an additional reading research course that is categorized as “Research Skills”.

Note: Although no weaknesses were noted with Section-I (Context), it was re-submitted as well for reviewer information. Most of the information is the same, with the exception of few changes as a result of the program revisions. The primary change is the revised program course of study and elimination of the M.A.T. program.

**ATTACHMENT A**  
**Candidate Information**  
**Reading Education**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<b>Program: M.ED.</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
2006-2007	1	0
2005-2006	0	0
2004-2005	1	0

**Table 1 – Field Experiences**  
**Degree Program: Reading Education**

<b>Course</b>	<b>Description</b>	<b>Type</b>	<b>Total # of hours</b>
EDUC 262 Literature for Children and Adolescents	Library Visit – candidates visit local school library to learn about material organization, selection, and management of students in such a facility	Early Field Experience	3 hours (one class period)
EDUC 272 Language, Literacy, & Applied Phonics	Word Study Project – Candidates assess and develop student word recognition skills over a 4-week period by providing developmentally appropriate tutoring lessons	Early Field Experience	~10 hours
EDUC 274 Diagnostic and Remedial Techniques in Reading	Reading Assessment Portfolio – candidates assess a student or a small group of students, develop an intervention, implement the intervention, and examine student response to intervention	Early Field Experience	~25 hours
EDUC 372 Supervision and Leadership in Reading Programs	Reading Specialist Interview and Action Plan for Materials Management – Candidates interview a reading specialist about challenges of the job and his/her system for materials management. A plan for materials management is developed thereafter.	Early Field Experience	~1 hour
EDUC 374 Clinical Practicum in Reading	Candidates participate in full-time teaching of reading/coaching while reflecting on practice	Internship/Clinical Practicum	72 hours
EDUC 379 Research in Curriculum & Teaching	Action Research Project-candidates identify a reading issue, develop and implement a proposal, and report results	Early Field Experience	~20 hours (Varies greatly)

**Table 2**  
**Degree Program: Reading Education**  
**Admission, Retention, & Exit Requirements**

	<b>M.Ed.</b>
<b>Admission</b>	
Bachelor's degree	X
Minimum overall GPA of 2.7	X
Official transcripts	X
Autobiographical sketch	X
Statement of intent	X
Three (3) letters of recommendation	X
Passing Praxis I test scores	X
2 years experience in the area of curriculum and teaching	X
<b>Retention</b>	
Must maintain 3.0 throughout program	X
9 or more hours below B will result in program suspension	X
<b>Exit</b>	
Professional Portfolio	X
Expository Writing Exam	X
Comprehensive Exam	X