



LITERACY SPECIALIST

ENDORSEMENT (P-12)

- 16 KAR 1:020 Professional Code of Ethics for Kentucky school certified personnel
- 16 KAR 2:010 Kentucky Teaching Certificates
- 16 KAR 6:010 Written examination prerequisites for teacher certification

Graduate Catalog: <http://www.gradschool.eku.edu/gradcatalog/>

May 1, 2012; July 16, 2012

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I. EXECUTIVE SUMMARY

The theme of the College of Education at Eastern Kentucky is to “Prepare Highly Effective Professional Educators” while enhancing the proficiencies of our candidates in the areas of Knowledge, Pedagogy, Dispositions, Technology and Diversity. We expect our colleagues/candidates to be absolutely committed to individualized teaching and learning. We are “a school of opportunity,” with an emphasis upon giving each individual student opportunities to move from where he or she is to where he or she needs and wants to be. To this end, the Literacy Specialist P-12 Endorsement provides opportunities, through coursework and a practicum, for our candidates to move from where they are as they enter our program to the end that is described in the unit’s theme.

In order to be admitted into the Literacy Specialist P-12 Endorsement program, candidates must possess an initial Kentucky teaching certificate and have passed the required Praxis test for that certificate. Additionally, they must meet the entrance requirements of the Graduate School at the university.

Candidates must complete the endorsement with a GPA of 3.0 on a 4.0 scale with no grade lower than a “C.” Candidates are eligible to apply for the endorsement upon the completion of these 12 hours. Each candidate must also complete performance assessments which are scored in the college of education’s electronic portfolio assessment system (e.g., Taskstream). Finally, students must pass the appropriate PRAXIS II exam to receive this endorsement and be deemed ready to take on the responsibility of leading a school reading program.

The Literacy Specialist P-12 Endorsement program presents candidates with the opportunity to further develop their knowledge base in the area of literacy development, instruction, assessment, and leadership of school literacy programs. This is accomplished via their participation in the varied activities associated with each course in the program. Offered each semester in a variety of delivery formats, this program is designed to offer the advanced program candidate a variety of experiences that help them enhance their development in the Teacher Standards, the Conceptual Framework Elements, as well as assessment and “Closing the Achievement Gap.”

Finally, the implementation of this endorsement program allows candidates the opportunity to not only advance their knowledge base in the area of literacy education, but also the opportunity to advance their position in their school/school district. Candidates may take on a variety of leadership roles related to literacy education, including but not limited to providing professional development for their colleagues, serving as literacy coaches, and working as literacy mentors.

II. RELATIONSHIP TO THE UNIT CONCEPTUAL FRAMEWORK

The Literacy Specialist P-12 Endorsement addresses the unit’s conceptual framework via the courses offered in the endorsement. Individually the courses may not address each of the five elements of the framework. However, taken as a whole, they do address each of the elements noted in the table below. It is this blending of coursework that makes this endorsement valuable to the candidates in the program, therefore, building upon their existing knowledge of literacy education to ultimately produce a more advanced teacher.

As noted in the table below, the coursework offered in this endorsement addresses the areas of teaching and learning, content/pedagogical knowledge, dispositions, technology, and diversity through a variety of assignments associated with the courses. This set of performance assessments are further detailed on the individual course syllabi that accompany this review document.

<http://coeaccreditation.eku.edu/ncate/conceptual-framework>

Conceptual Framework Element	Course	Performance Assessment
Knowledge Element-Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.	EMS 875 EME 874 ELE 871, EMG 806, ESE 774 EME877	Diagnostic Instructional Assessment/Case Study Research-based Instructional Design Project Professional Book Study Assignment Reading/Writing Practicum
Pedagogical Skills-Enables the professional educator to facilitate learning for all students.	EMS 875 EME 874 ELE 871, EMG 806, ESE 774 EME877	Diagnostic Instructional Assessment/Case Study Research-based Instructional Design Project Professional Book Study Assignment Reading/Writing Practicum
Dispositions-Includes the professional attitudes, values, and beliefs that support student learning and development.	ELE 871, EMG 806,	Professional Book Study Assignment

	ESE 774 EMS 875 EME 874 EME 877	Code of Ethics Research-based Instructional Design Project Proposal Writing Task
Technology-Focuses on preparing candidates who are able to use educational technology to help all students learn.	ELE 871, EMG 806, ESE 774 EME 874	Professional Book Study Assignment Research-based Instructional Design Project
Diversity-Reflects the Unit's commitment to preparing candidates to support learning for all students.	EME 877 EME874 EMS 875	Reading/Writing Practicum Proposal Writing Task Research-based Instructional Design Project Diagnostic Instructional Assessment/Case Study

III. RELATIONSHIP TO THE UNIT CONTINUOUS ASSESSMENT PLAN

The Literacy Specialist P-12 endorsement shares the same continuous assessment plan as the institution's other approved programs. As stated in the guidelines, this was not elaborated upon since it is the same as found in existing programs.

[http://coe.eku.edu/DataDashBoard/Unit/PECAP_Final_1.pdf](http://coe.eku.edu/DataDashboard/Unit/PECAP_Final_1.pdf)

IV. REQUIRED PROGRAM EXPERIENCES COMPONENTS

The Department of Curriculum and Instruction offers a Literacy Specialist P-12 endorsement which includes 12 hours of graduate coursework. In addition, candidates may choose to pursue a Master of Arts in Education –Teacher Leader option which includes this endorsement. The Master of Arts in Education degree program fulfills course requirements for a Rank II classification. This 30 semester hour MAEd program contains the following types of course requirements: Professional Education Core (15 hours), Specialization (Subject Matter 12 hours) and Literacy Elective (3 hours).

In the endorsement, each candidate takes 12 hours of course work as follows: One of the following ELE 871, EMG 806, or ESE 774 and the following three courses EMS 875, EME 874 and EME 877. The Practicum for Reading/Writing Specialists (EME 877) provides for 75 contact hours, the equivalent of 6 credit hours of practicum. This is accomplished by working with a diverse group of students from various grade levels, and through collaboration with teachers/colleagues in the summer reading and writing practicum.

Candidates must complete the endorsement with a GPA of 3.0 on a 4.0 scale with no grade lower than a “C.” Candidates are eligible to apply for the endorsement upon the completion of these 12 hours. Each candidate must also complete performance assessments which are scored in the electronic evaluation portfolio (e.g., Taskstream). Candidates must achieve a satisfactory rating for each performance assessment associated with each course. Finally, students must pass the appropriate PRAXIS II exam to receive this endorsement.

A. Courses and Experiences

1. Performance assessments

There are five performance assessments provided throughout the endorsement program to address the unit’s conceptual framework, and various state and national standards. These include the following: ELE 871, EMG 806, and ESE 774 (Professional Book Study), EME 874 (Research-based Instructional Design Project), EMS 875 (Diagnostic Instructional Assessment/Case Study), and EME 877 (Reading/Writing Practicum and Proposal Writing to Obtain Funding for Instructional Changes in Literacy). As candidates progress through the program, they encounter assessments that build upon the one(s) from previous classes so that by the end of the program, they have a strong understanding how these various aspects of literacy are related and dependent upon each other. These performance assessments address a variety of important IRA standards and elements needed to become a literacy specialist. As such, they are noted (Performance Assessment) in the IRA Standards and Elements Table at the end of this narrative.

Specific information about each of these performance assessments is provided in the **Appendix A**. Information is also provided in the tables presented as part of this review document.

2. Code of Ethics

The Code of Ethics that is presented on the EPSB website through various links is an important part of this program’s content. While enrolled in EMS 875, candidates will verify that they have read, understood, and adhered to the Code of Ethics. They will document this electronically in the evaluation portfolio. The Code of Ethics is also emphasized as it relates to various topics and assignments covered in each course.

3. Teaching of writing - SB1, Section 17(3)

The teaching of writing, as part of this endorsement, is presented in a number of the classes included in the endorsement program. It is addressed in ELE 871, EMG 806, EMS 875, ESE 774, and EME 877. However, it is focused upon in EME 874 (Language Arts in the Curriculum). In this class, candidates learn about the different genres of writing, various approaches to the teaching of writing in the K-12 schools, and the analysis/assessment of writing.

4. Teaching of reading – SB163, Section 1(2)(d)

The teaching of reading, as part of this endorsement, is also presented in all the classes included in the endorsement program. In these classes, candidates learn about and implement research-based reading instruction at the primary/elementary level, middle school level, and secondary school level. Additionally, candidates are exposed to issues related to literacy assessment and the instructional planning that must follow this assessment. Finally, the program culminates in a practicum in which the candidates apply all that they have learned in a six week reading/writing summer program for struggling readers (EME 877).

B. Kentucky Teacher Standards

The Kentucky Teacher Standards-Advanced are addressed through the classes that make up the Literacy Specialist P-12 Endorsement. While each of the standards cross over a number of classes, they are particularly strongly demonstrated in the classes that were selected to be included in the table below. Additionally, as noted in the table below, the particular performance assessment associated with the class and standard is presented. For further elaboration on the performance assessment, please see the appropriate course syllabus.

Kentucky Teacher Standards-Advanced	Course	Performance Assessment
Teacher Demonstrates Applied Content Knowledge	ELE 871, EMG 806, ESE 774 EME874	Professional Book Study Assignment Research Based Instructional Design Project
	EMS 875	Diagnostic Instructional Assessment/Case Study

	EME 877	Reading / Writing Practicum
Teacher Designs and Plans Instruction	ELE 871, EMG 806, ESE 774 EME874	Professional Book Study Assignment Research Based Instructional Design Project
	EMS 875	Diagnostic Instructional Assessment/Case Study
	EME 877	Reading/Writing Practicum
Teacher Creates and Maintains Learning Climate	EME 874	Research Based Instructional Design Project
	EME 877	Reading/Writing Practicum
Teacher Implements and Manages Instruction	EME 877	Reading/Writing Practicum
	EME 874	Research Based Instructional Design Project
Teacher Assesses and Communicates Learning Results	EMS 875	Diagnostic Instructional Assessments/Case Study Assignment
	EME 874	Research Based Instructional Design Project
	EME 877	Reading/Writing Practicum
Teacher Demonstrates the Implementation of Technology	ELE 871, EMG 806, ESE 774	Professional Book Study Assignment
	EME 874	Research Based Instructional Design Project
Reflects on and Evaluates Teaching and Learning	EME 877	Reading/Writing Practicum
	EME 874	Research Based Instructional Design Project
Collaborates with Colleagues/Parents/Others	EME 877	Reading/Writing Practicum
Evaluates Teaching and Implements Professional Development	ELE 871, EMG 806, ESE 774	Professional Book Study Assignment
Provides Leadership Within School/Community/Profession	ELE 871, EMG 806, ESE 774	Professional Book Study Assignment

C. Kentucky Core Academic Standards

The Kentucky Core Academic Standards call for students at all grade levels to become effective communicators who are capable of dealing with information at high levels of understanding. Additionally, these standards call for students to be able to successfully acquire, apply, and integrate knowledge. In order to do this, students have to be successful problem solvers with regard to various types of information and situations. To this end, the Literacy Specialist P-12 Endorsement program seeks to address the Kentucky Core Academic Standards by providing experiences in which candidates learn how literacy education impacts students as they work to become career and college ready.

As candidates progress through the endorsement program, they complete coursework/assignments which are relevant to public school classrooms. For example, candidates identify a KCAS target that is appropriate to their current or future teaching content/level. Then, they develop literacy lessons to address those learning targets and plan assessments to measure students' progress towards those. In other cases, they administer a literacy assessment and then plan instruction to meet students' needs. These experiences strengthen the candidates' abilities to incorporate the knowledge that is being learned in the endorsement program to actual situations they may find in their teaching. Similar experiences are found in all of the different courses that make up the endorsement program.

D. Program Faculty information may be accessed at:

**Faculty Qualification Summary
Curriculum & Instruction
Literacy Specialist Endorsement**

Name of Institution: Eastern Kentucky University

Academic Term(s) Included: Spring 2012 Date Form Completed: May 1, 2012

Name	Highest Degree	Field of Study	Degree-granting Institution	Current Assignment Including Courses Taught	Certification(s) Held	Full or Part Time to Institution, Unit, and Program		
						Institution	Unit	Program
Dent, Delinda	Ed.D.	Reading/Adult Education	Texas Woman's University	Library Science; Reading/Writing; Rank I & Rank II EMG 806, LIB 301	Life Provisional Texas 1975, Texas Education Agency (TEA), (August 1975 - Present) Life Provisional Kindergarten, Texas Education Agency (TEA), (1975 - Present)	Full	Full	Full
Fair, Ginni	Ed.D	Instruction and Supervision	University of Kentucky	Elementary; Middle Grades; Secondary; Reading/Writing; Rank I & Rank II	Kentucky Teaching Certificate, (August 1997 - Present)	Full	Full	Full

				ELE 871, EGC 836, EMG 806, ESE 490, ESE 499				
Deters, Faye	Ed D	Administration and Instruction	University of Kentucky	EME874, ETL 803, MAEd, Rank I	Certified as K-8 Elementary	Full	Full	Full
Martin, Michael	Ph D	Reading	University of Georgia	Elementary; Middle Grades; Secondary (Graduate Level); Reading/Writing; Rank I & Rank II EMS 875, EME 877, ESE 574/774	Certified as an Elementary school teacher, Louisiana Department of Education, Certified as an elementary school teacher, Georgia Department of Education	Full	Full	Full
Porter, Diana	Ph D	Curriculum and Instruction	Kansas State University	Library Science; Reading/Writing; Rank I & Rank II ELE 871, LIB 501/701 / 401	K-8 Elementary Certification, Kansas Department of Education	Full	Full	Full

E. Curriculum Contract/Guidesheet:

The Graduate Degree Works report is the official curriculum guide sheet for this graduate endorsement. The document is electronically updated as the candidate progresses throughout the program. However, the following Planned Program form is also used to advise students. Semester advising is available to students on an as needed basis.

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF CURRICULUM AND INSTRUCTION
LITERACY SPECIALIST P-12
Certification and Endorsement

Name _____
Last
First
Middle
Student ID Number

Address _____

Email Address _____ Phone _____

Base Certification _____
Level/Subject
Institution
Date

Admission: Candidate must possess an initial teaching certificate and meet the entrance requirements of the Graduate School. Candidates must also have some level of teaching experience, and possess the knowledge, skills, and dispositions necessary to be successful in their work with students, teachers, and additional school personnel.

Transfer Credit: (if appropriate)

Course Number:	Credit Hours	Grade	Date Completed	Comment
Title:				
Institution:				

Program Requirements: (12 hours)

<u>Course Number</u>	<u>Hours</u>	<u>Date Completed</u>	<u>Grade</u>
Select one of the following: ELE 871, EMG 806, or ESE 774	3		
EMS 875 Diagnostic Assessment	3		
EME 874 Language Arts in the Curriculum	3		
EME 877 Practicum	3		

for Reading/Writing Specialist			
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Additional Program and Exit Requirements:

G.P.A.: 3.0 on 4.0 scale with no grade lower than “C”

Professional Improvement Plan (PIP) _____ Program Portfolio _____
Date Submitted Date of Final Approval

_____	_____	_____	_____
Advisor	Date	Student	Date
_____	_____	_____	_____
Department Chair	Date	Dean, College of Education	Date

PRAXIS II DISCLAIMER: Teacher certification requirements are subject to change. Before registering for the test, please refer to the Education Professional Standards Board (EPSB) website at <http://www.epsb.ky.gov/assessment/index.asp> for current requirements or contact The Division of Professional Learning and Assessment at 502-564-5778 or 888-598-7667. Candidates earning an endorsement that leads to certification must successfully complete the required PRAXIS Series exam as a requirement for certification. Candidates are encouraged to review the schedule for PRAXIS registration deadlines prior to their final semester.

Candidate should not deviate from planned program without prior advisor approval.

F. Syllabi:

The endorsement courses may be found under the Department of Curriculum and Instruction link at <http://coeaccreditation.eku.edu/data-dashboard/index/Syllabi-index>.

G. Mode of Delivery

Courses are offered each semester in a variety of delivery formats: face-to-face, on-line, web-assisted, short term, independent study and at extended campus sites. Extended campus sites may include: Corbin, Danville, Manchester, or Somerset. This program is designed to offer the advanced program candidate a variety of experiences that help them enhance their development in the Teacher Standards – Advanced Level, the Conceptual Framework Elements of knowledge, pedagogy skills, dispositions, technology, diversity, as well as assessment and “Closing the Achievement Gap.”

V. Specialized Program Content Required for this Endorsement: Literacy Specialist P-12

A. Areas of literacy: reading, writing, speaking, and listening

The Literacy Specialist Endorsement P-12 addresses reading, writing, speaking, and listening in each of the classes in the program. For example, in ELE 871 (Literacy Programs: P-5) candidates are exposed to various theories, instructional practices, and forms of assessment that address each of these areas of literacy. These are noted in the course syllabus under Student Learning Objectives 8. In EME 874 (Language Arts in the Curriculum) candidates are exposed to various methods of teaching and assessing writing as noted on the course syllabus under Student Learning Objective 7. In EMG 806 (Reading Instruction in the Middle School) and ESE 774 (Teaching Reading in the Secondary School) candidates are exposed to methods for teaching students to use these areas of literacy to learn content area materials. These are noted on the EMG 806 course syllabi under Student Learning Objectives 1, 10, 11, 13, and 18. Finally, in EMS 875 (Diagnostic Assessment of Students with Reading Difficulties) and EME 877 (Practicum for Reading Specialist), candidates are taught how to assess children's literacy development, plan instruction to address the identified instructional and individual needs, and implement that plan. These are noted on the EMS 875 course syllabus under Student Learning Objectives 2, and 3, and on the EME 877 course syllabus under Student Learning Objectives 1, 3, and 4. How/where these are taught within the courses needs further elaboration using this language.

Additional information concerning how each class in the program addresses these areas of literacy is in the course syllabi under Course Requirements and further defined in the Appendix.

B. IRA Standards for Reading Professionals

See section D below.

C. Kentucky Core Academic Standards for English/Language Arts

The students are going to address standards within the English/Language Arts, dependent upon their current instructional role. The Kentucky Core Academic Standards for English/Language Arts call for students at all grade levels to become effective communicators who are capable of dealing with various aspects of the language arts (reading, writing, speaking, listening, and observing) for the purpose of processing information at high levels of understanding. Additionally, these standards call for students to be able to successfully acquire, apply, and integrate knowledge. In order to do this, students have to be successful problem solvers. The Literacy Specialist P-12 Endorsement program seeks to address the Kentucky Core

Academic Standards for English/Language Arts, by providing experiences in which candidates learn how literacy education impacts students as they work to become college and career ready.

As candidates progress through the endorsement program, they complete coursework/assignments which are relevant to public school classrooms. For example, candidates identify a KCAS target that is appropriate to their current or future teaching content/level. Then, they develop literacy lessons to address those learning targets and plan assessments to measure students' progress towards those. In other cases, they administer a literacy assessment and then plan instruction to meet students' needs. These experiences strengthen the candidates' abilities to incorporate the knowledge that is being learned in the endorsement program to actual situations they may find in their teaching. Similar experiences are found in all of the different courses that make up the endorsement program.

D. IRA Standards for Reading Specialist/Literacy Coach

The Literacy Specialist P-12 Endorsement is closely aligned with the IRA Standards for the Reading Specialist/Literacy Coach. The standards have been carefully incorporated into the various courses that make up the endorsement (see course syllabi). Additionally, the courses incorporate a variety of suggested assignments that enable the candidates to become involved in activities that are related to the standards. Below is the table which presents the IRA standards, with specific information concerning which courses in the endorsement address which standards. Additionally a performance assessment piece is listed for each course.

Relationship to the International Reading Association Standards

<p style="text-align: center;">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p style="text-align: center;">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p style="text-align: center;">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p style="text-align: center;">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>		
<p>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<ul style="list-style-type: none"> • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Demonstrate a critical stance toward the scholarship of the profession. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>

<p style="text-align: center;">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p style="text-align: center;">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p style="text-align: center;">How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p style="text-align: center;">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<ul style="list-style-type: none"> • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<p>Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.</p>	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Assignment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
<p>1.2: Understand the historically shared knowledge of the profession and changes over</p>	<ul style="list-style-type: none"> • Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>time in the perceptions of reading and writing development, processes, and components.</p>	<p>readers.</p>	<p>(Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
<p>1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</p>	<ul style="list-style-type: none"> • Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</p>		

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
	<ul style="list-style-type: none"> • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
<p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<ul style="list-style-type: none"> • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>[McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of <i>cognitive model of reading</i>).]</p>		Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project
	<ul style="list-style-type: none"> • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. 	Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project
	<ul style="list-style-type: none"> • Support classroom teachers and education support personnel to implement instructional approaches for all students. 	Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment
	<ul style="list-style-type: none"> • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. 	Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
	<ul style="list-style-type: none"> • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
<p>Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</p>		
<p>3.1: Understand types of assessments and their purposes, strengths, and limitations.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
	<ul style="list-style-type: none"> • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring and measuring outcomes. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Recognize the basic technical adequacy of assessments (e.g., 	<p>Performance Assessment: EMS 875</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<p>reliability content, and construct validity).</p>	<p>(Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
	<ul style="list-style-type: none"> • Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
<p>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p> <p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
	<ul style="list-style-type: none"> • Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>3.3: Use assessment information to plan and</p>	<ul style="list-style-type: none"> • Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>evaluate instruction.</p>		<p>Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> Plan and evaluate professional development initiatives using assessment data. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>3.4: Communicate assessment results and implications to a variety of audiences.</p>	<ul style="list-style-type: none"> Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p> <p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p>
<p>Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>		
<p>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities</p>	<ul style="list-style-type: none"> Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p> <p>Performance Assessment: EME 877</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>		<p>(Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Assist teachers in developing reading and writing instruction that is responsive to diversity. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p>	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Support classroom teachers in providing differentiated instruction 	<p>Performance Assessment: ELE 871</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<p>and developing students as agents of their own literacy learning.</p>	<p>(Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment.</p>
	<ul style="list-style-type: none"> • Collaborate with others to build strong home-to-school and school-to-home literacy connections. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
<p>4.3: Develop and implement strategies to</p>	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>advocate for equity.</p>		<p>writing to obtain funding for instructional changes in literacy.</p>
	<ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>
	<ul style="list-style-type: none"> • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>
	<ul style="list-style-type: none"> • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>
<p>Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>		
<p>5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</p>	<ul style="list-style-type: none"> • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Modify the arrangement to accommodate students’ changing needs. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
		<p>(Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
<p>5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with reading and writing. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Model for and support teachers and other professionals in doing the same for all students. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Create supportive environments where English learners are encouraged and given many opportunities to use English. 	<p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
<p>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p>	<ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Create effective routines for all students, especially those who struggle with reading and writing. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<ul style="list-style-type: none"> • Support teachers in doing the same for all readers. 	<p>Reading/Writing Practicum</p> <p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>	<ul style="list-style-type: none"> • Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Support teachers in doing the same for all students. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
<p>Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>		
<p>6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p>	<ul style="list-style-type: none"> • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. 	<p>Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) & ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Use knowledge of students and teachers to build effective professional development programs. 	<p>Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) & ESE 774 (Teaching of Reading in the Secondary School)-</p>

<p style="text-align: center;">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p style="text-align: center;">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p style="text-align: center;">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p style="text-align: center;">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<ul style="list-style-type: none"> • Use the research base to assist in building an effective, school-wide professional development program. 	<p>Professional Book Study Assignment</p> <p>Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) & ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
<p>6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]</p>	<ul style="list-style-type: none"> • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Join and participate in professional literacy organizations, symposia, conferences, and workshops. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>
	<ul style="list-style-type: none"> • Demonstrate effective interpersonal, communication, and leadership skills. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Demonstrate effective use of technology for improving student 	<p>Performance Assessment: ELE 871</p>

<p style="text-align: center;">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p style="text-align: center;">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p style="text-align: center;">How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p style="text-align: center;">**All assessment titles are listed under Course Requirements in the course syllabus</p>
	<p>learning.</p>	<p>(Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
<p>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>	<ul style="list-style-type: none"> • Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Support teachers in their efforts to use technology in literacy assessment and instruction. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
<p>6.4: Understand and influence local, state, or</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies 	<p>Performance Assessment: ELE 871</p>

<p align="center">IRA Standards and Elements Reading Specialist/Literacy Coach</p>	<p align="center">Evidence that demonstrates competence may include, but is not limited to the following:</p>	<p align="center">How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p align="center">**All assessment titles are listed under Course Requirements in the course syllabus</p>
<p>national policy decisions.</p>	<p>that affect reading and writing instruction.</p>	<p>(Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>
	<ul style="list-style-type: none"> • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Advocate with various groups (e.g., administrators, schools boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. 	<p>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.</p>

APPENDIX A

PERFORMANCE ASSESSMENT DESCRIPTIONS

ELE 871 Literacy Programs P-5
EMG 806 Reading Instruction in the Middle School
ESE 774 Teaching Reading in the Secondary School

Professional Book Study Assignment Guide

Within this performance assessment, the candidates are taught how to implement a book study as that could be used as part of a school-wide professional development program. With funds being cut, many teachers will no longer have the opportunity to attend PD events, and this is a way to assure that learning and growth continue. Using grade-level appropriate books written by leaders in the field of literacy to address major theories of the reading and writing processes, candidates assume roles and work within small groups to read and critically evaluate the information.

The roles are as follows:

1. **First responder:** This role is the person who "kicks off" the discussion by telling how many and which pages their group has chosen to read for the week. Then, they should respond on the first available day to one or more of the questions that the professor has posted. This person should also pose some further questions to their group to get the discussion started.
2. **Connector:** This role needs to make personal/professional connections between the readings and self/text/world. In other words: your own life/another book you've read, our text, or a movie you've viewed/events that are occurring in our world today. They should invite the other members to do the same.
3. **Questioner:** This role should pose some higher-level questions to the group. These would be at the level of analysis, synthesis, and/or evaluation. They should really get the group thinking critically!
4. **Final responder:** This role will clarify and extend the contributions of the other group members and invite their fellow group members to do the same. Then, they will provide a brief summary of the points covered and offer clarification on any issues that seem to remain unanswered. The person assuming this role should draw the discussion to a close near the final day that the post is open for discussion.

Personal, critical, and creative prompts guide the candidates' interpretations of the ideas presented and help focus the book club discussions. These prompts are answered in writing prior to the oral discussion to provide reflective thinking that has been proven to be an effective scaffold for subsequent oral speaking/listening engagement.

An example of prompts that guide candidates in looking more closely at point of view follow:

1. You are currently investigating an aspect of reading more deeply. What point of view do you and the members in your group hold on this aspect of reading?
2. What point of view is the author presenting in this text?

3. If each member of your group agrees with the point of view the author presents, offer an alternative point of view
4. Does the author's point of view or the alternative point of view you offered more closely match your own point of view? Explain

After each section, the candidates share the information gleaned with their peers to model leadership in their schools. The candidates also take one or more of the ideas presented by the author, and design/plan pre/during/post instruction that focuses upon the implementation of the idea(s). These instructional plans must differentiate for the varying needs of diverse student populations, including ELLs, struggling readers/writers, and students living in poverty. The candidate must also consider the factors within their own classroom environment that may be fostering or inhibiting individual motivation to read and write. Utilizing major components of the KTIP format, candidates build instruction around the Kentucky Academic Common Standards (KACS) and demonstrate understanding of assessment of and for learning. In addition, ideas within this instruction must be embedded in quality instructional materials to eliminate the temptation to teach the skills in isolation. This increases teachers' awareness of quality classroom library selections and materials as they work to evaluate, select, and use resources that most effectively address specific student learning outcomes. Once the plans are complete, candidates are further required to implement the plans, as adapted for their particular setting, and evaluate the idea(s) via action research. To complete this research, they will need to gather student work and analyze their findings. To complete this final portion, candidates will report back to the book club on what they found. This offers experience in providing professional development to their peers and provides an opportunity for the candidates to take on a leadership role. They are responsible for disseminating the information on the book they read and its personal significance within their classroom with other educators. This presentation is opened with a book talk that incorporates one of the Web 2.0 technologies as a means of motivating teachers to participate. Experiencing these web-based literacies provides a wide range of digital tools that teachers can select intentionally for future instructional situations to help all students learn. The ultimate goal is for teachers to share the knowledge, resources, and pedagogy gained from the professional book clubs in their schools.

The following specifics concerning this assignment are designed for posting on Blackboard.

Professional Book Club Requirements:

1. Choose a book from selections offered.
2. Work with your small group to get roles assigned and rotated and a schedule of readings established.
3. Read the book and complete strongly supported written responses in accordance to assigned rotating roles. These will be submitted for evaluation following each discussion.
4. Provide detailed/thoughtful discussion to extend the thoughts of peers. Answer and create critical, creative, and personal prompts.

5. Take leadership to share one of the sections of your book with your peers who are reading other books in ELE 871. This will give you practice in leading a book club discussion that can be transferred to a book club within your school.
6. Select an idea(s) from the book read and complete instructional plans to implement the book in your own or a selected classroom. These plans must include pre, during, and post reading strategies that can be implemented from the knowledge gained.
7. Conduct action research on your idea implemented by gathering student work and analyzing data.
8. Prepare a book talk using Web 2.0 to motivate your peers to join in a book club in which this book will be read and use it as the opening for your final presentation.
9. The final presentation should share the information gained from reading your professional book, the findings of your action research, and an explanation of how the book talk and book club approach aligns with current theories of adult learners.
10. Participants will be evaluated on their internalization of the readings as evidenced through their oral discussions and written reflections. They will also be evaluated in their efforts to lead the book discussion and evidence of their understanding of teachers as adult learners.

The final presentation will be submitted in the form of a written paper and uploaded into TaskStream for scoring. This will include their instructional plans along with action research data and findings. In addition, the electronic book talk will be uploaded into TaskStream for evaluation.

EMS 875 Diagnostic Assessments of Students with Reading Difficulties

Diagnostic Instructional Assessment/Case Study Assignment Guide

Within this performance assessment, candidates select, describe, and justify assessments that can be used to gain information about children's strengths and weaknesses in reading. These strengths and weaknesses may be in the areas of concept of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and/or writing. In order to successfully address these important aspects of the assessments, candidates must have knowledge of the state assessment frameworks, proficiency standards, and student benchmarks. The chosen assessments are then administered as a pretest. Once completed, the candidates organize the information gained into a summary chart that outlines the levels of performance and identifies key areas of interest.

The next step is to select materials and recommend reading, writing, speaking, and listening instructional strategies supported by literature and research to address the observed patterns of behavior based on the pretest and provide a justification for each recommendation. As students provide this justification, they will consider validity, reliability, and demonstrate an awareness of

the use/misuse of assessments. This instructional plan is structured using the KTIP lesson plan that examines the context in which the instruction is delivered, promotes assessment both of and for learning, and considers adaptations that may be necessary for students with special needs. For this performance assessment, those special needs will undoubtedly include English learners who require adapted instructional materials and approaches to meet their language proficiency needs and students who struggle with reading and writing.

Once candidates have instructed students in their identified areas of need, the same battery of assessments are administered as a posttest. These posttest results are summarized in a written narrative, considering both quantitative and qualitative data, and future recommendations for assessment and/or instruction are identified. The narrative is written as a report directed to an appropriate audience. That audience may be parents, other teachers, an intervention team, the principal, or another identified stakeholder.

EME 877 Practicum for Reading Specialist

Reading/Writing Practicum

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Proposal Writing to Obtain Funding for Instructional Changes in Literacy Assignment Guide

This assignment requires a candidate to learn and apply the steps involved in the development of a proposal for funding. These steps will vary depending upon the agency or foundations one plans to contact with the proposal. Specifically, candidates will identify a student learning, school improvement and/or community / family involvement problem related to literacy. This issue must be related to needs identified in their current teaching environment and demonstrate advocacy for one or more underserved populations, minority groups, or learners with special needs. If they are not currently teaching, they may select an issue identified in the current research literature that is related to their anticipated teaching environment.

Candidates will plan, develop, and submit a funding proposal after feedback and review from the instructor and classmates. The proposal will be developed to address the linguistic, academic, and /or cultural experiences that link the school and community; advocate for practices and / or institutional structures that help to eliminate learning gaps between groups of learners; and, provide opportunities for collaboration among teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

EME 874: Research Based Instructional Design Project

I. Plan, Teach, Assess, and Analyze

Lesson Plans/Activity Descriptions with Student Work Samples/Task Analysis – As part of EME 874, candidates are responsible for completing and implementing a series of lesson plans on language arts strategies. Candidates will provide learning experiences for groups of students. Candidates are responsible for planning 5 lessons/activities focusing on language arts skills/strategies as assigned in various modules. These must be presented to a group of elementary/middle aged children (grades rising K – 8th). **This section must include each of the lesson plans used and the completed assessment administered to evaluate student learning (student work samples).** Candidates must use the appropriate format when directed to do so. Lesson plans and activities will be collected by the instructor on a regular basis during modules for examination/reflection and will be submitted together as part of your research based instructional design project at the end of the course. *Lesson plans should show your understanding of the language arts teaching strategies discussed throughout the semester.* Plans must include lessons targeting speaking, listening, reading, writing, and mechanics (grammar, spelling, and handwriting).

Student Work Samples/Task Analysis – Candidates will choose work samples/assessments from at least three students in their groups (select at minimum a high, a medium, and a low achiever) for each activity/lesson completed (keep copies of student work). Candidates will analyze these work samples using the provided form and will plan instruction based on the analysis of need in Modules 5 & 6. Candidates will submit these student work samples/assessments as evidence with their lesson plans along with your reflection on the lesson.

II. Reflect and Connect

After each teaching episode, candidates will reflect on the success of the teaching methods used and the students' progress with literacy strategies taught. Reflections will expand upon the task analysis completed for each lesson/activity and evaluate the teacher's (candidate's) effectiveness in implementing the lesson/activity effectively. Candidates will connect their evaluations to research supporting the teaching methods used and/or strategies taught and identify effective practices, ineffective practices, and any factors that may have contributed to different results than those obtained in the research cited. Research must be properly cited in the reflections/connections.

III. Plan

As part of this course, candidates will learn about thematic units as a way to organize language arts instruction and will evaluate materials to be used to support the teaching of a thematic unit. Candidates will decide upon a topic for a thematic unit at the candidate's grade level using the KACS/POS/KCC. Candidates will develop a unit curriculum plan for that topic including standards targeted, learning targets, descriptions for lessons/activities that target each of the language arts (listening, speaking, reading, writing, viewing, and visually representing), and assessments to be used in evaluating student progress.

IV. Theme Resource Collection –Using the theme topic, candidates will collect resources to support the teaching of the unit including trade books and websites. Candidates will choose ten trade books for review that would support the teaching of the topic. These are to be books with **original copyright dates within the last ten years** and must be commercially available for purchase through bookstores or at libraries (cannot be books available only with textbooks programs). Since every elementary/middle classroom has a diverse range of reading levels, candidates must choose books that cover a range of levels. *For example, at elementary levels*, five must be appropriate for use with Kindergarten through 2nd grade level readers. Five must be appropriate for use with 3rd through 5th grade level readers. *For middle levels*, five must be appropriate for use with 3rd through 5th grade level readers. Five must be appropriate for use with 6th through 8th grade level readers. In addition, candidates will find and evaluate a minimum of three web resources that could support the teaching of the unit. The purpose of this portion of the assignment is to familiarize candidates with recently published, high-quality trade books and current web resources that may be used in a language arts classroom to support the teaching of content area information (that does not mean that they must all be nonfiction, since many fictional books teach a great deal of content).