

1. Eastern Kentucky University
Department of Curriculum and Instruction
EME 877, Practicum for Reading Specialists
Credit Hours: 3
2. **Course Description:** Supervised experiences for reading specialists in diagnosis and instruction for students with reading/writing difficulties.
3. **Text:** Johns, J.L. (2008) Basic Reading Inventory: Pre-Primer Through Grade Twelve and Early Literacy Assessments. (10th Ed.). Kendall/Hunt Publishing Co., Dubuque, IA.

4. **Student Learning Outcomes:**

Students completing this course will:

1. Demonstrate knowledge of strategies, skills and dispositions essential to success in teaching reading, writing, speaking, and listening. (KTS 1, 2; IRA 2, 3, 4)
2. Demonstrate understanding of the causes of reading difficulties. (KTS 1, 4, 5; IRA 1)
3. Use informal procedures for diagnosing reading, writing, speaking, and listening difficulties. (KTS 5, 7; IRA 3)
4. Use appropriate strategies of intervention and instruction, and materials, for students with specific reading, writing, speaking, and listening difficulties. (KTS 5)
5. Identify strengths and preferred learning modalities for struggling readers. (KTS 1, 5, 7)
6. Adapt instruction to meet needs in reading/writing for students who differ in ability and/or who are culturally different. (KTS 2, 3); (CF 5); (IRA 4)
7. Utilize technology for specific instructional needs in literacy. (KTS 6; IRA 2.3)
8. Examine attitudes, beliefs and philosophy of teaching and learning based upon current research. (KTS 1)

5. **Evaluation Methods:**

Students will receive a grade of **S** or **U** based on the following:

1. Student lesson plans/reflections on practicum sessions
2. Digital “storybook” activity
3. College instructor's observational evaluations
4. Case Report outlining the assessment, instructional plan, and lessons for addressing a child’s reading/writing needs (Portfolio item)
5. Attendance (excluding days your school is still in session)

6. **Student Progress:** Students' grades will be posted on Blackboard as they become available. This will occur in a timely manner so that students are aware of their progress throughout the semester.

7. **Attendance Policy:**

Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences.

The last day to drop a course or to withdraw from the university is on the Colonel Compass site.

8. **Last Day to Drop Course:**

Last day to drop course or to withdraw from the University listed Colonel's Compass - <http://www.eku.edu/compass/>

9. **Disability Statement:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. **Academic Integrity Statement:** Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

11. **Course Requirements:**

1. During approximately 75 contact hours with students who need corrective and remedial reading instruction, individuals taking practicum will have experience in:
 - a. utilizing criteria for selecting students for corrective and remedial reading instruction,
 - b. diagnosing specific strengths and weakness,
 - c. planning corrective and remedial instruction based upon current research,
 - d. grouping students according to instructional needs,

- e. implementing instruction designed for students with specific identified needs in literacy,
 - f. evaluating instructional effectiveness,
 - g. charting literacy progress and record keeping for students with reading difficulties,
 - h. conferring with students and parents to provide feedback and develop metacognitive involvement, and
 - i. adapting usage of computer software for specific instructional needs of struggling readers.
2. Students will keep daily written lesson plans/reflections of their practicum sessions.
3. Students will develop, with their tutees, a digital “storybook”.
4. Students taking practicum will participate in brief daily group meetings for planning and discussion of experiences.
5. Students will develop a Case Report (See template in Blackboard) (CF 5; KTS 4, 7, 8; IRA 4)
6. Proposal writing to obtain funding for instructional changes in literacy (IRA 6)

12. Topical Outline:

1. Diagnosing reading/writing problems
2. Planning and providing corrective and remedial instruction
3. Assessing and monitoring progress of students with reading/writing difficulties
4. Revising interventional program subsequent to assessment of progress

Official E-mail: An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail

Course P/N	Course Title
EME 877	Practicum for Reading Specialists

RELATIONSHIP TO:

College of Education Conceptual Framework

Conceptual Framework Elements	Course	Performance Assessment
Diversity-Reflects the Unit's commitment to preparing candidates to support learning for all students.	EME 877	Case Report Assignment

Kentucky Teacher Standards – Advanced

Kentucky Teacher Standard- Advanced	Course	Performance Assessment
Teacher Implements and Manages Instruction	EME 877	Case Report Assignment
Reflects on and Evaluates Teaching and Learning	EME 877	Case Report Assignment
Collaborates with Colleagues/Parents/Others	EME 877	Case Report Assignment

Relationship to the International Reading Association Standards

<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 align="center">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> <p align="center">.</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> <p align="center">.</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 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"> • 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 time in the perceptions of reading and writing development, processes, and components.</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 readers. 	<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"> • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading 	<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>education.</p>	<p>(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 align="center">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>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 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School),</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>curriculum for all students.</p>	<p>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. [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>	<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>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. 	<p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</p>
	<ul style="list-style-type: none"> • Support classroom teachers and education support personnel to implement instructional approaches for all students. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806</p>

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	<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. 	<p>(Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</p> <p>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</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. 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. 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: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</p> <p>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</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 align="center">Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</p>		

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<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., reliability content, and construct validity). 	<p>Performance Assessment: EMS 875 (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>

<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"> • 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. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum
3.3: Use assessment information to plan and evaluate instruction.	<ul style="list-style-type: none"> • Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum
	<ul style="list-style-type: none"> • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum
	<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. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum
	<ul style="list-style-type: none"> • Plan and evaluate professional development initiatives using assessment data. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum
3.4: Communicate assessment results and implications to a variety of audiences.	<ul style="list-style-type: none"> • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. 	Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study
<p align="center">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>		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, 	Performance Assessment: EME 874 (Language Arts in the Curriculum) Research

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<p>importance in 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>	<p>especially those who struggle with reading and writing.</p>	<p>Based Instructional Design Project Performance Assessment: EME 877 (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 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 and developing students as agents of their own literacy learning. 	<p>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School),</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>
		and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment
	<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. 	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"> • Collaborate with others to build strong home-to-school and school-to-home literacy connections. 	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"> • 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. 	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
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.
	<ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.

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	<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. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.
	<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. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.
<p align="center">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>		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<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. 	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"> • Modify the arrangement to accommodate students' changing needs. 	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
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	<ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with reading and writing. 	Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project
	<ul style="list-style-type: none"> • Model for and support teachers and other professionals in doing 	Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806

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<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>the same for all students.</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"> • 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)- Reading/Writing Practicum</p>
	<ul style="list-style-type: none"> • Support teachers in doing the same for all readers. 	<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 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 align="center">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)-Professional Book Study Assignment</p>
	<ul style="list-style-type: none"> • Use the research base to assist in building an effective, school-wide professional development program. 	<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</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>
		writing to obtain funding for instructional changes in literacy.
	<ul style="list-style-type: none"> • Demonstrate effective interpersonal, communication, and leadership skills. 	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"> • Demonstrate effective use of technology for improving student learning. 	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 Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<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). 	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"> • 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. 	Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum
	<ul style="list-style-type: none"> • Support teachers in their efforts to use technology in literacy 	Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806

<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>assessment and instruction.</p>	<p>(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 national policy decisions.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies that affect reading and writing 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>
	<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>