Program Report for the Preparation of Reading Education Professionals
International Reading Association (IRA)

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM	DD	YYYY
02	07	2011

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

MSE-Reading

7. NCATE Category

Reading Specialist

8. Grade levels[1] for which candidates are being prepared

Reading, P-12

_____

9. Program Type

- ⊙ Advanced Teaching
- ⊙ First teaching license
- ⊙ Other School Personnel
- ⊙ Unspecified

10. Degree or award level

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

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

- ⊙ Yes
- ⊙ No

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

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

Reading Specialist, Grades P-8 and 7-12

14. Program report status:

- ⊙ Initial Review
- ⊙ Response to One of the Folliwing Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ⊙ Response to National Recognition With Conditions

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

SECTION I - CONTEXT

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

[ ]

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

[ ]

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

[ ]

4. Description of the relationship [2] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

[ ]

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

[ ]

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

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

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated.

Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University[5]	
Assignment: Indicate the role of the faculty member[6]	
Faculty Rank[7]	
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	
Teaching or other professional experience in P-12 schools[11]	

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

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

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

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

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

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

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

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in reading education (required)			
Assessment #3: Assessment of candidate ability to plan instruction (required)			
Assessment #4: Assessment of internship, practicum, or other clinical experience (required)			
Assessment #5: Assessment of candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses IRA standards (required)			
Assessment #7: Additional assessment that addresses IRA standards (optional)			

Assessment #8: Additional assessment that addresses IRA standards (optional)			

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

Standard 1 Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.	€	€	€	€	€	€	€	€
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	€	€	€	€	€	€	€	€
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	€	€	€	€	€	€	€	€
1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	€	€	€	€	€	€	€	€

2. Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.	€	€	€	€	€	€	€	€
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.	€	€	€	€	€	€	€	€

	#1	#2	#3	#4	#5	#6	#7	#8
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.								

3. Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.								
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.								
3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.								
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).								

4. Standard 4. Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.								
4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.								
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.								
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these								

techniques and they can articulate the research base that grounds their practice.

5. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.	€	€	€	€	€	€	€	€
5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	€	€	€	€	€	€	€	€
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.	€	€	€	€	€	€	€	€
5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
● Content knowledge (Assessments 1 and 2)
● Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
● Focus on student learning (Assessment 5)

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

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section

III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 1

See **Attachments** panel below.

2. Assessment of content knowledge in reading education. IRA standards addressed in this entry could include but are not limited to 1 and 5. Examples of appropriate assessments include comprehensive examinations, research reports, child studies, action research, portfolio projects,[8] and essays. (Answer required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 2

See **Attachments** panel below.

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

3. Assessment that demonstrates candidates can effectively plan reading and literacy instruction, or fulfill other professional responsibilities in reading education. IRA standards that could be

addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans. (Answer required)

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

Data Assessment 3

See **Attachments** panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 4

See **Attachments** panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 5

See **Attachments** panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 6

See **Attachments** panel below.

7. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and

follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 7

See **Attachments** panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Data Assessment 8

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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

    1. **Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)**

NATIONAL RECOGNITION REPORT
Preparation of Reading Education Professionals
REJOINDER: RESPONSE TO CONDITIONS REPORT

FEBRUARY 7, 2011

This report addresses the areas of consideration delineated in the National Recognition Report submitted

July 29, 2010 by NCATE/IRA reviewers. As noted in our earlier response/rejoinder submitted for review in March of 2010, the MSE-Reading program at Arkansas State University was redesigned and implemented in the fall of 2008. Therefore, at the time of the submission of our initial report to NCATE/IRA reviewers and our subsequent response to conditions, data was not available for Assessment 1 (Praxis II). Likewise, data was not available at the time of submission of the response to conditions (March, 2010) for revised assessments 3, 4, or 6.

Assessment 1: Praxis II

The Praxis II Reading Specialist Test is required of all persons seeking Arkansas State Teaching Certification as a reading specialist. The passing score set by the state is 560. Our fist cohort of MSE-Reading candidates completing the redesigned MSE-Reading program took the Praxis II exam on March 13, 2010. Five of the six candidates scored at or above the minimum score of 560. Therefore, 83% of the MSE-Reading candidates who represented our first cohort in our newly redesigned program successfully passed the Praxis II Assessment for Reading Specialist (See Section IV, Data Assessment 1). Our second cohort of ten MSE-Reading candidates is scheduled to take the Praxis II Assessment in late spring of 2011. Given the redesign of unit assessments in response to the previous NCATE/IRA review, it is anticipated that we will maintain a passing rate of 80% or above on Praxis II.

Assessment 3: "Individualized Literacy Plan with an Adolescent Learner" – completed in RDNG 6553, Adolescent Literacy

Assessment 3 was redesigned based on the National Recognition Report submitted by NCATE/IRA reviewers in 2009. The process of revising assessments was not completed until late 2009/early 2010. The two tables (See Section IV Assessment 3) provide data for Assessment 3. The first table (Summer, 2009) provides data for Assessment 3 prior to revision. The second table (Summer, 2010) provides data for the revised Assessment 3 with the addition of IRA Standards 2.2, 2.3, 3.3, 3.4, 4.3, 4.4.

As indicated by the data summaries (See Section IV, Data Assessment 3), 100% of the candidates scored at the Acceptable or Exemplary level for each of the standards assessed with both the unrevised (Summer, 2009) and the revised (Summer 2010) Assessment 3.

Assessment 4: "Leadership in Literacy Portfolio" – completed in RDNG 6353, Reading Practicum II Leadership in Literacy

This assessment was redesigned based on recommendations by NCATE/IRA reviewers. The first administration of this assessment occurred in Spring, 2010. As indicated by the table provided (see Section IV Assessment 4), 100% of the candidates scored at the acceptable or exemplary level on Assessment #4.

Assessment 6: "Brain-Based Literacy Instruction Unit of Inquiry: Researching, Planning, Implementing, and Reflecting" – completed in RDNG 6563, Principles of Literacy Cognition

This assessment was designed in response to NCATE/IRA recommendations. The first administration of this assessment occurred in Spring, 2010. As indicated in the table provided (See Section IV Assessment 6), 100% of the candidates scored at the acceptable or exemplary level.

SUPERVISION OF PRACTICUM EXPERIENCES:

Candidates in the MSE-Reading program participate in two practicum experiences: 1) RDNG 5333: Reading Practicum I: Diagnosis and Intervention; and 2) RDNG 6353: Reading Practicum II: Leadership

in Literacy. These experiences are supervised on multiple levels. Instructors provide on-site supervision of candidates a minimum of two times in each of the respective classes/semesters, observing candidates as they participate in activities such as administering assessments, providing differentiated reading instruction, collaborating with teachers and colleagues, and providing professional development and peer coaching experiences. Additionally, instructors facilitate candidates as they work in teams to provide peer reviews of their teaching and coaching experiences. Classroom meetings are used for collaboration as candidates analyze assessment data, evaluate literacy programs, and develop instructional plans. Candidates are required to maintain continuous contact with instructors/practicum supervisors through email and discussion boards. Candidates are required to provide video-tapes of selected coaching and teaching experiences. These are used to facilitate their own reflective practice and peer review sessions with a team of MSE-Reading candidates participating in the practicum experience.

Components of the practicum experiences require candidates to collaborate with administrators, reading coaches, curriculum specialists, teachers, and other stakeholders. Practicum instructors/supervisors assume the role of facilitator in ensuring that this collaboration takes place. A minimum of two on-site visits in each of the respective practicum courses are supplemented by additional visits to ensure that candidates are able to complete all the respective course requirements and to provide assistance when needed.

ADDITIONAL DATA:

Since submitting the March 10, 2010, rejoinder/response to conditions, additional assessment data has been collected. Tables provided in Section IV provide the cumulative data collected since the revision of the MSE-Reading program for Assessments 2, 5, 7, and 8.

Please click "Next"

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