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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM	DD	YYYY
09	15	2008

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

P-8, 7-12

_____

(1) e.g. Early Childhood; Elementary K-6

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 Licensure Endorsement

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)

The graduate reading specialist program (MSE in Reading) at Arkansas State University is housed in the Department of Teacher Education in the College of Education. This program is designed for candidates who have an initial teaching license and who wish to focus on all aspects of literacy from emergent to adolescent. Emphasis on literacy cognition, literacy leadership, and literacy interventions is included. Candidates will expand their knowledge in teaching and coaching literacy paraprofessionals and colleagues. Candidates may also choose an area of emphasis which might include: Reading for Diverse Learners; National Board of Professional Teaching Standards (NBPTS), Literacy Leadership, or Literacy Generalist.

According to the Arkansas Department of Education, eligibility as a Reading Specialist, Grades P-8 and 7-12, requires that the candidates: (1) possess an initial or standard teaching license; (2) complete an approved graduate level performance-based program of study identified by the university, or completes a master's degree in reading; (3) submit documentation of a least one year of teaching experience; (4) successfully complete the Praxis II Test (# 203000) with a score of 560 or higher.

It should also be noted that the MSE Reading program includes three core courses that candidates in the graduate degree areas of early childhood and middle-level education also take: ELFN 6773, Statistics and Research; TE 6243, Technology as a Tool for Teaching; and TE 6253, Perspectives on Professionalism. TE 6243, Technology as a Tool for Teaching, and TE 6253, Perspectives on Professionalism, have both been aligned with IRA Standards, and assessments in these courses require candidates in the graduate reading program to complete their work with a focus on literacy/reading instruction.

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)

The graduate reading specialist program (MSE in Reading) at Arkansas State University involves numerous and varied field and clinical experiences. These experiences take place in area schools and in the Arkansas State University (ASU) Child Development Center. The field experiences provide the candidate with opportunities to assess and teach P-12 students as well as work with and support paraprofessionals, teachers, parents, and other colleagues. Arkansas State University faculty supervise the candidates at the ASU Child Development Center and in selected field experiences. Candidates also document field-based work through: (1) signed evaluation forms; (2) logs;
(3) observations by colleagues and administrators; and (4) student artifacts.

Field and clinical experiences are implemented throughout the program as evidenced by Table: Content I, Number 2

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)

Candidates must formally apply to Arkansas State University Graduate School. The following

requirements must be met to be admitted into the MSE in Reading program.

Admission requirements for the MSE in Reading program include the following:

1. Meet all requirements of the Graduate School which include:

Unconditional Admission Status

The following Graduate School admission requirements are minimum standards which identify the pool of applicants from which departments select students to be admitted to candidacy in a degree program. To be granted Unconditional Admission Status in the Graduate School, applicants must have:

1. Submitted a completed application for admission and the designated nonrefundable application fee to the office of the Graduate School at least 30 days in advance of registration.

2. Earned a baccalaureate degree from an accredited institution (or its equivalent as determined by the Graduate School).

3. Achieved a minimum cumulative undergraduate grade point average of 2.75 on a 4.00 scale or a 3.00 GPA on the last 60 hours of attempted coursework. All courses attempted, including any repeated courses, are considered in computing the GPA.

4. Achieved a minimum 3.00 GPA on any previous graduate courses completed at either Arkansas State University or another accredited university.

5. Submitted official transcripts from each college or university attended. Official transcripts must be submitted directly from the registrar of other institutions to the office of the Graduate School at Arkansas State University. If official transcripts have not been received within 30 days after the beginning of the semester, the student's registration in graduate-level courses will be canceled.

Conditional Admission Status

An applicant who fails to meet the GPA requirements for Unconditional Admission Status, who lacks the appropriate undergraduate background for a particular degree program, or whose baccalaureate degree is from an unaccredited institution, may be granted Conditional Admission Status after:

1. Submission of a competed application for admission and the designated nonrefundable application fee to the office of the Graduate School.

2. Submission of an official transcript from each college or university attended to the office of the Graduate School at Arkansas State University. If official transcripts have not been received within 30 days after the beginning of the semester, the student's registration in graduate-level courses will be canceled.

3. Achieving a minimum cumulative grade point average of 2.50 or a 2.75 on the last 60 hours of attempted coursework. All courses attempted, including any repeated courses, are considered in computing the GPA.

2. In addition to meeting the admission requirements of the Graduate School stated previously, students seeking admission into the Master of Science in Education degree program in Reading must meet the specific program requirements. Applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate.

Retention requirements for the MSE in Reading program include the following:

1. Candidates are required to meet with their Graduate Reading Advisors once they had been admitted to the MSE Reading program. At this initial meeting the program and rotation of courses are discussed with the candidates. After this meeting, the candidates are required to meet with their advisors each semester to review their program goals, course selections, and progress in the reading specialist program.

Exit requirements for the MSE in Reading program include the following:

1. Candidate must have a cumulative GPA of 3.0.

2. Candidates must successfully complete all required course work.

3. Candidates must successfully complete the MSE Reading comprehensive examination.

4. Candidates must take the Praxis II, Reading Specialist examination.

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

The MSE Reading Program is closely aligned with the unit's conceptual framework for advanced programs. The conceptual framework, Empowering Teachers as Leaders, developed by the Department of Teacher of Education for advanced programs in content areas serves as the foundation for the reading program. This model is designed to provide candidates with the competencies to be successful in their professional careers. There are four underlying principles which guide the program. We believe that competent educators must: (1) engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences; (2) embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students; (3) employ reflective decision making to enhance professional performance; and (4) demonstrate a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.

As previously stated, the foundation for the Reading Specialist program outcomes is based upon Empowering Teachers As Leaders, the Advanced Programs Conceptual Framework. In the following chart, the Advanced Programs Candidate Proficiencies are listed beside the candidate outcomes of the Reading Specialist program. The outcomes found in the Reading Specialist program outcomes serve as a guide in developing a program that will "Empower Teachers as Leaders" not only in their classroom, but in their school, district, state, region and nation.

See attached Table for Section 1 #4: : Relationship of the Program to the Unit's Conceptual Framework

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(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)

The Conceptual Framework for the Department of Teacher Education guides the Reading Program. The Conceptual Framework was revised Summer 2008 and assessments for this Conceptual Framework are now in place with the exception of Praxis II. At the Advanced Program level, the unit's assessment system is comprised of the Praxis II exams which are also required of all candidates seeking advanced licensure. The Praxis II: Reading Specialist Test (0300) is used in the MSE Reading program as Assessment # 1. In 2005-2006, two candidates took the Praxis II: Reading Specialist Test. One candidate passed the test and one did not for a passing rate of 50%. In 2006-2007, two candidates completed the test and both passed it for a 100% passing rate. In 2007-2008, there were no candidates reporting test scores. However, with the arrival of the new program these numbers should increase drastically as the number of program completers increases. Summer 2008 found six persons successfully completing the test and this fall we have nine candidates scheduled to complete the program. Although these candidates are finishing under the old program, we hope to use the data to validate the program changes which have been made and continue to be made.

The current reading faculty has been hired since the last NCATE visit and in fact, within the last three years with the exception of one member whose assignment was teaching undergraduate reading courses. With the arrival of new faculty and the departure of previous faculty, the Reading Area group was formed and began meeting regularly to analyze and make improvements to the Graduate Reading

Program and reading courses offered in the undergraduate program. It was in Fall 2007, that the Reading Area group realized the old program needed realignment to meet the current IRA standards for reading specialist. The old program at that time only contained 24 hours of reading including the 6 hours of practicum. With this realization, the reading faculty began working diligently to completely revamp the current MSE Reading program to meet IRA standards. Through the work of the conscientious new reading faculty, a new program was written. The program has gone through all department, college, and university committees for approval. Upon approval by the State Department of Education the program went into effect Fall 2008. At this time data will be collected using the new assessments which are closely aligned with the unit's advanced program conceptual framework, Empowering Teachers as Leaders, and the IRA Standards for Reading Professionals, 2003.

A consultant brought in by the Arkansas Department of Education on January 17, 2008 was questioned regarding the old versus the new program. We were in a quandary about which assessment data to include. At this point we were advised to only write the report for the new program, and explain this in the "context" section. The same question was asked at the NCATE meeting in Washington, D.C. on April 5, 2008 and the same answer was received. Therefore, data collection will begin Fall 2008 and program analysis will commence.

(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.)

Table: Content I, Number 2	Table for Section 1 #4: : Relationship of the Program to the Unit's Conceptual Framework
MSE Reading Courses	MSE Reading Checklist

See **Attachments** panel below.

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: MSE Reading		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	23	4

| 2006-2007 | 18 | 6 |
| 2005=2006 | 34 | 6 |

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	Deborah Owens
Highest Degree, Field, & University[5]	PhD, Curriculum & Instruction, Reading, Mississippi State University
Assignment: Indicate the role of the faculty member[6]	faculty, partnership school/univiversity liaison, & university supervisor
Faculty Rank[7]	Assistant Professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Sponsor Arkansas State University Student Chapter of the International Reading Association Publications: Fishing for Reading Success: Programs and Professional Development (2009). Principal (scheduled for publication in Jan./Feb. ed.). Oxford University Summer Research Fellowship
Teaching or other professional experience in P-12 schools[11]	Research: Examining Response to Intervention with 1st 4th Grade Struggling Readers; Reading Reform in 18th Century England: The Life of Joseph Lancaster; Assessment Readability Levels Professional Development for Local School Districts and Teacher Cooperatives on a variety of topics: Response to Reading Intervention; Reading Block Management; Teaching Phonics in a Constructivist Classroom; Reading Assessments. National Board Certification Early Childhood Generalist Lead Literacy Teacher, K-3 Demonstration Classrooms: 2006-07: Jackson, MS 2005-06: Hattiesburg, MS Barksdale Reading Institute (BRI) Liaison: 2002-05: Philadelphia, MS Reading Lab/Classroom Teacher: 1996-2001

Faculty Member Name	Dixie Keyes
Highest Degree, Field, & University[5]	Ed.D, Curriculum & Instruction, University of Houston
Assignment: Indicate the role of the faculty member[6]	faculty, partnership school/univ. liaison, & University supervisor
Faculty Rank[7]	Assistant Professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presenter at AERA (3 made); Served on Best Dissertation Award committee for SIG, Narrative Research, & chaired a session ALAN Assembly on Literature for Adolescents for NCTE (State representative) *Currently conducting (since Jan 2008) a longitudinal study with the narrative inquiry method, in regard to middle grade teachers interacting with and incorporating critical literacy into their curriculum-making practices.
Teaching or other professional experience in P-12 schools[11]	13 years teaching 6-12 English Language Arts; 1 year as a Reading Specialist/Literacy Coach. Provided numerous inservices for teachers on topics of Writing Process, Revision techniques, Synectics, Reading for struggling readers and more. Certifications: 6-12 ELA 6-12 ESL K-12 Reading Specialist

Faculty Member Name	JaneMarie Dewailly
Highest Degree, Field, & University[5]	EdS, Reading, Florida State University; Doctoral Candidate (ABD)
Assignment: Indicate the role of the faculty member[6]	Instructor
Faculty Rank[7]	Instructor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	President-Elect of Crowley s Ridge Reading Council (leadership in Professional Association) ASU ERZ Education Renewal Zone Planning committee (leadership in Professional Association and service) Literacy Specialist for Brookland School District (service)
Teaching or other professional experience in P-12 schools[11]	Nettleton County Schools, Jonesboro, AR 2006 2007 Special Education and Title I Teacher Reading & Math for grades 4-8 in Title I; inclusion services for spec. educ. grades 4-7 Volusia County, Daytona Beach, FL 2001 2006 Reading Coach Intensive Reading Teacher National Trainer for American Reading Company State Presenter for Families Building Better Readers Arkansas Certifications: P-4 Early Childhood 5-6 Middle School Endorsements K-12 Reading K-12 Special Education

Faculty Member Name	Lina L. Owens
Highest Degree, Field, & University[5]	PhD in Curriculum & Instruction, University of Mississippi
Assignment: Indicate the role of the faculty member[6]	faculty, partnership school/univiversity liaison, & university supervisor
Faculty Rank[7]	Associate Professor
Tenure Track	⊵ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Publications: Gilbert, B. B. (2004). Cultural diversity through literature: Developing children s awareness. Lewisville, NC: Kaplan. Editor: Sparks Children s Book Review Journal (on-line journal featuring reviews of literature app. 30 publishers contribute literature for review) http://www.clt.astate.edu/sparks/ Presentations 2004-2007: 18 National Presentations made IRA (3), NCTE (1) NAEYC (6), ACEI (6), Holmes (1), ATE (2). 12 dealt with children s literature & 6 dealt with pre-service teachers & partnership schools.
Teaching or other professional experience in P-12 schools[11]	Clinical Supervisor Work with teachers & students at PDS site to review books for SPARKS. Students read and review books which are featured in the journal. 12 years teaching 1st grade and 2nd grade reading. 17 years college teaching (9 at ASU)

Faculty Member Name	Patty Murphy
Highest Degree, Field, & University[5]	EdD, Curriculum & Development, Tennessee State University; Endorsement: Reading Specialist
Assignment: Indicate the role of the faculty member[6]	Faculty, Partnership school/University liaison, & University supervisor
Faculty Rank[7]	Assistant Professor
Tenure Track	⊵ YES
Scholarship[8], Leadership in Professional Associations, and	Publications: Complexities of Effective Literacy Instruction (2009). Tennessee Reading Journal (scheduled for publication in spring 2009) Using Picture Books

Service[9]:List up to 3 major contributions in the past 3 years[10]	to Engage Middle School Students (2009). Middle School Journal (scheduled for publication in fall 2009) Presenter at College Reading Association, 2007 & 2008
Teaching or other professional experience in P-12 schools[11]	Provide professional development in Classroom Management to local schools Taught 3rd grade for 3 years all subjects Taught Kindergarten for 3 years Taught Middle School for 2 years Language Arts, Spelling, and Math Tennessee Certifications: K-6 Early Childhood Tennessee Endorsement: Reading Specialist K-12

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)	Praxis II	State Licensure Test (Praxis II for Reading Specialist K-12)	Completion of program or towards the end of the program in last semester of coursework.
Assessment #2: Assessment of content knowledge in reading education (required)	Master's Comprehensive Exam	Comprehensive Exam (Written)	Completed near the end of the program when candidates have mastered literacy education content knowledge at the reading specialist/literacy coach level.
Assessment #3: Assessment of candidate ability to plan instruction (required)	Individualized Literacy Plan	Individualized Literacy Plan	Completed midway through the program in RDNG 6553 Adolescent Literacy
Assessment #4:			Completed near the

Assessment of internship, practicum, or other clinical experience (required)	Professional Development Project	Semester-long Professional Development Project	end of the program in RDNG 6353 Reading Practicum II: Leadership in Literacy
Assessment #5: Assessment of candidate effect on student learning (required)	Intervention Case Study	Semester-long Intervention Case Study	Completed midway through the program in RDNG 6333 Reading Practicum I: Diagnosis and Intervention
Assessment #6: Additional assessment that addresses IRA standards (required)	Stakeholders' Report	Evaluation Report	Completed midway through the program in RDNG 6333 Reading Practicum I: Diagnosis and Intervention
Assessment #7: Additional assessment that addresses IRA standards (optional)	Research Project	Research Report	Completed relatively early in program in RDNG 6313 Theory & Practice
Assessment #8: Additional assessment that addresses IRA standards (optional)	Review of Literature	Review of Literature	Completed relatively early in the program in RDNG 6563 Principles of Literacy Cognition

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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.	b	b	e	e	e	e	b	b
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	b	b	e	e	e	e	b	b
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	b	b	e	e	e	e	b	b

	#1	#2	#3	#4	#5	#6	#7	#8
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.	ƀ	ƀ	ƀ	∈	ƀ	∈	∈	∈

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.	ƀ	∈	∈	ƀ	ƀ	∈	∈	∈
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.	ƀ	ƀ	∈	ƀ	ƀ	∈	∈	∈
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.	ƀ	ƀ	∈	ƀ	ƀ	∈	∈	∈

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.	ƀ	ƀ	ƀ	∈	ƀ	∈	∈	∈
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.	ƀ	ƀ	ƀ	∈	ƀ	∈	∈	∈
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.	ƀ	ƀ	∈	ƀ	ƀ	ƀ	∈	∈
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).	ƀ	∈	∈	ƀ	ƀ	ƀ	∈	∈

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.	b	b	b	b	b	b	e	e
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.	b	b	b	b	b	b	e	e
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.	b	b	e	b	e	b	e	e
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.	b	e	e	b	e	b	e	e

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

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

Section IV, Assessment 1	Table for Section IV – Assessment #1 Narrative: Content Knowledge Chart

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

Section IV, Assessment 2	Section IV, Assessment 2, 5b Comprehension Exam Scoring Rubrics
Table for Section IV – Assessment #2 Narrative Comprehensive Examination Alignment Table	

See **Attachments** panel below.

_____

(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.

Section IV, 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

Section IV, Assessment 4	Section IV, Assessment 4 Scoring Rubric

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

| Section IV, Assessment 5 | SECTION IV, Assessment 5 Scoring Rubric |

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

| Section IV, Assessment 6 | SECTION IV, Assessment 6 Scoring Rubric |

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

| Section IV, Assessment 7 | SECTION IV, Assessment 7 Scoring Rubric |

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

| Section IV, Assessment 8 | SECTION IV, Assessment 8 Scoring Rubric |

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)

As stated previously, a new program went into effect Fall 2008. At this time there is no data on student learning, content knowledge, professional and pedagogical knowledge, skills and dispositions in the new program to examine. However, the decision to make major changes in the old program was based upon feedback gathered from the following varied sources:

(1) Current reading faculty. The current reading faculty have been hired within the past three years with the exception of one member whose major assignment was teaching undergraduate reading courses. This new faculty saw the need for a thorough examination of the old program course offerings. The Reading Area group was formed and began meeting regularly regarding the Graduate Reading Program and reading courses offered in the undergraduate program. It was in Fall 2007, that the Reading Area group realized the old program did not meet the current IRA standards for reading specialist. The old program at that time contained only 24 hours of reading including the six hours of practicum. Current IRA guidelines require 24 hours of reading plus an additional six hours of practicum for a total of 30 hours. With this realization, the reading faculty began working diligently to completely revamp the current MSE Reading program to meet IRA standards.

(2) MSE Reading Graduates. Exit evaluations regarding the overall effectiveness of the MSE Reading program are completed by candidates when MSE Reading Comprehensive Exams are given. This assures faculty that input from all candidates is received. Upon examining the data from the past three years, areas where candidates felt "slight preparation" or "no preparation" were noted. Although a majority of graduates did not self-report this mind-set, the Reading Area Group was concerned that some of our graduates may have felt slightly unprepared after completing the old MSE Reading program.

The 2005-2006 areas of deficit reported by candidates were: knowledge of learning theory factors that affect student motivation and achievement; comprehension of various classroom management strategies and techniques; comprehension of the principle of retention; ability to classify educational research according to type; knowledge of technologies relevant to that specialty area; knowledge of the specialty area to modify and adjust instruction; understanding of multicultural aspects of the specialty areas; and, comprehension of appropriate assessment instruments and techniques.

In 2006-2007 areas of deficit reported by candidates were: knowledge of learning theory factors that affect student motivation and achievement; understanding of the principles of effective instruction; comprehension of the principle of retention; ability to classify educational research according to type; knowledge of lesson plan design; knowledge of the specialty area to modify and adjust instruction; knowledge of current trends and issues of the specialty area, and comprehension of appropriate assessment instruments and techniques. In the area of reading specifically, areas of concern included: faculty who were competent and relevant; and, courses were up to date, significant and organized.

In 2007-2008 areas of deficit reported by candidates were: knowledge of philosophical traditions that impact educational thought; knowledge of learning theory factors that affect student motivation and achievement; comprehension of the principle of retention; ability to classify educational research according to type; comprehension of statistics and research terminology; knowledge of lesson plan design; and comprehension of appropriate assessment instruments and techniques. In the area of reading specifically, areas of concern included: curriculum that was comprehensive; and, faculty who were competent and relevant.

(3) Stakeholders' Input. During 2006-2007, Dean John Beineke visited twenty school districts in

northeast Arkansas and met individually with each superintendent. The meeting also included local stakeholders for each district, e.g. principals, curriculum coordinators, classroom teachers. At this time the stakeholders expressed concerns about curriculum, quality of graduates, and specifically math/science and reading were noted as areas where immediate improvement was needed.

With following information available, the reading faculty began working diligently to completely revamp the current MSE Reading program to meet IRA standards, to address concerns of recent graduates, and to deal with suggestions made by stakeholders. Through the work of the conscientious new reading faculty, a new program was written and is in progress beginning Fall 2008. At this time data will be collected examining the program using the new assessments along with information gathered from questionnaires by program completers and area stakeholders.

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.)

Please click "Next"

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