

NATIONAL RECOGNITION REPORT

Preparation of Reading Education Professionals

NCATE recognition of this program is dependent on the review of the program by representatives of the International Reading Association (IRA).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

MSE Reading (Reading Specialist)

Program Type

Advanced Teaching

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comment:

Data are not included to determine the program pass rate on Praxis II Reading Specialist Test (0300). Program faculty have changed when candidates will be required to take the test to assist in receiving the scores prior to program completion.

Summary of Strengths:

There is an effort to align to the standards with a redesign of program. Assessment 2 is a strong comprehensive exam with a good rubric.

PART B - STATUS OF MEETING SPA STANDARDS

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

Standard 1.1. Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

Assessments 1, 2, and 8 provide evidence of alignment with standard. Met with conditions because data are missing.

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

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

Assessments 2, 7, and 8 provide evidence of alignment with standard. Met with conditions because data are missing.

Standard 1.3. Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

Assessments 2, 7, and 8 provide evidence of alignment with standard.
Met with conditions because data are missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 2, 3, and 5 provide evidence of alignment with standard.
Met with conditions because data are missing.

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, the candidates:

Standard 2.1. Support classroom teachers and paraprofessionals 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 4 and 5 meet the standard at the classroom teacher level. Assessment 4 appears to provide evidence of alignment with standard. Assessment 4 and Assessment 6 assignment directions are not clear; rubric indicates alignment. This standard is met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and support teachers and paraprofessionals. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Met with condition because data are missing.

Standard 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 evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 3 and 5 meet the standard only at the classroom teacher level. This standard is met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and

support teachers and paraprofessionals. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Met with conditions because data are missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 3, 4 and 5 meet the standard only at the classroom teacher level. This standard is met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and support teachers and paraprofessionals. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Met with conditions because data are missing.

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, candidates:

Standard 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 tests 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 3 meets the standard only at the classroom teacher level. Assessments 5 and 6 do not have clear assignment directions; therefore, reviewers cannot see the alignment of assignments and rubrics to the standard. Assessments 5 and 6 appear to provide evidence of alignment with standard. Assessments 5 and 6 assignment directions are not clear; rubrics indicate alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html

Met with conditions because data are missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 3 meets the standard only at the classroom teacher level. Reviewers do not see clear alignment between Assessment 5 and the standard. This standard is met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and support teachers and paraprofessionals. Assessment 5 appears to provide evidence of alignment to the standard. Assessment 5 assignment directions are not included but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Met with conditions because data are missing.

Standard 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 schoolwide assessment data to implement and revise school reading programs.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 4 and 5 meet the standard only at the classroom teacher level. The reviewers were unsure about Assessment 6 as it appears to be extension of Assessment 5. Assessments 4 and 5 appear to provide evidence of alignment to the standard. Assessments 4 and 5 assignment directions are not clear but the rubrics indicate alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Assessment 6 assignment directions are not included but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and support teachers and paraprofessionals. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Data are missing.

Standard 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 teacher, and parents).

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 5 meets the standard only at the classroom teacher level. Reviewers are unsure about Assessment 6 as it appears to be similar to be an extension of Assessment 5. Assessment 5 directions are not clear, so the program needs to add components in the assignment directions that address this standard. This standard is met at the classroom teacher level but the reading specialist/literacy coach level requires coaching to assist and support teachers and paraprofessionals. Please refer to column 4, reading specialis/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, dollaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Data are missing.

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, candidates:

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 and Assessment 6 assignment directions are not clear but the rubrics indicate alignment. Assessment 4 appears to provide evidence of alignment to the standard. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Assessment 6 assignment directions are not included but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialis/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
Data are missing.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 and Assessment 6 assignment directions are not clear but the rubrics indicate alignment. Assessment 4 appears to provide evidence of alignment to the standard. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Assessment 6 assignment directions are not included but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
 Data are missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 appears to provide evidence of alignment with standard. Assessment 4 and Assessment 6 assignment directions are not clear; rubric indicates alignment. Assessment 6 meets the standard only at the classroom teacher level. This standard requires coaching which requires candidates to assist and support teachers and paraprofessionals. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to your assessments and rubric that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
 Data is missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 and Assessment 6 assignment directions are not clear but the rubrics indicate alignment. The program needs to add components in the assignments directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html
 Data are missing.

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

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments 2 and 3 provide evidence of alignment to the standard. Assessment 4 appears to provide evidence of alignment to the standard. Assessment 4 assignment directions are not clear but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19. This requires adding components to the assessments and rubrics that provide support and assistance to teachers and paraprofessionals to support their professional development through communication, collaboration, and demonstration. See the IRA Web site for "Suggestions for Coaching" at http://www.reading.org/resources/community/ncate_support.html.
Met with conditions because data are missing.

Standard 5.2. Conduct professional study groups for paraprofessional 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 appears to provide evidence of alignment to the standard. Assessment 4 assignment directions are vague but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. (Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19.)
Data are missing.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 appears to provide evidence of alignment to the standard. Assessment 4 assignment directions are vague but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. (Please refer to column 4, reading specialist/literacy coach in the IRA Standards for Reading Professionals-Revised 2003, pages 10-19.)

Data are missing.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessment 4 appears to provide evidence of alignment with the standard. Assessment 4 assignment directions are vague but the rubric indicates alignment. The program needs to add components in the assignment directions that address this standard at the reading specialist/literacy coach level. (Please refer to column 4, reading specialis/literacy coach in the IRA Standards for Reading Professionals- Revised 2003, pages 10-19.)
Data are missing.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment 1 does not provide evidence of candidates' knowledge of content. Assesement 2 does assess candidates' content knowledge' however, there are no data. Assessments 7 and 8 will provide evidence of meeting elements 1.1, 1.2, 1.3; however there are no data.

C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessments 3, 4, 5, and 6 provide explanations that indicate alignment with the standards; however, there is no evidence that standards were addressed in the assignment directions given to candidates. A major component of the IRA standards address the reading specialist/literacy coach role to support teachers and paraprofessionals in the candidates' application of pedagogical and professional content knowledge, skills, and dispositions. The program needs to include a clear link that shows that candidates provide support and assistance for teachers and paraprofessionals. This must be included in assignment directions and rubrics.

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

Assessment 5 does not address candidate effects on P-12 student learning. The program does not include Assessment 5 as providing evidence for meeting standards 4.1-4.4. Please see C.2 that indicate issues with Assessment 4.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has made efforts to redesign the MSE Reading program after determining that the program did not meet IRA Standards. Based on Section V in program report, the faculty are new and are attempting to meet the standards. Since no data are available from new assessments within the newly redesigned program, little improvement could be made to strengthen the program. It appears that the

institution has made changes based on some candidate performance data; however, changes have been made primarily based on the inconsistency of the program to align with IRA Standards. The program should concentrate on ways to use data for preparing candidates who can support and assist classroom teachers and paraprofessionals.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program needs to consider addressing the standards at the reading specialist/literacy coach level and to provide evidence with clear links to the standards on assignment directions and on scoring rubrics. Data are needed for all assessments.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The Course of Study identifies the six credits of supervised practica in the "Reading Major Courses." However, the program does not have the 24 graduate credit hours in reading/literacy when removing the practica credits. The program requires only 21 hours in reading/literacy. In addition, within the areas other than the "reading major courses" the program allows candidates to take some electives that are not reading/literacy (i.e. TE 6263 and the thesis option). The program needs to explain how it meets the IRA requirement for a minimum of 24 credits of reading/literacy course work.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G -DECISIONS

Please select final decision:

- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
02 / 01 / 2011

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to*

submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
09 / 15 / 2010

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

1. Address IRA standards at the Reading Specialist/Literacy Coach level. Refer to the IRA Web site "Suggestions for Coaching."
2. Provide evidence of 24 hours of reading/literacy courses in addition to the 6 credits of supervised practica.
3. Provide data for assessments used in the program review.
4. Revision of assessment directions to candidates to clearly link the standards to assignment directions and scoring rubrics.
5. NCATE requires Assessment 3 to assess candidate's ability to plan instruction, Assessment 4 to assess candidate's internship and Assessment 5 to candidate's ability to impact student learning; it is not clear that each of the assessments submitted accomplish that goal.
6. Assessment 4 does not clearly state what assessment information is communicated to different audiences.
7. In Assessments 5 and 6 it is not clear if candidates work with one student or a group of students.
8. Assessment 7 is labeled a Research Paper, yet candidates write a grant; however there are no guidelines given for grant writing.
9. The rubric for Assessment 8 does not clearly indicate what is required among the levels; it has only three cells for the entire paper.

9. There is no evidence that candidates impact student learning; they work with students, but do not show HOW they impact student learning.

Please click "Next"

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