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
08	01	2011

This report is in response to a(n):

- ◯ Initial Review
- ◯ Revised Report
- ◯ Response to Conditions Report

Program(s) Covered by this Review

MSE-Reading

Grade Level[1]

P-12

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

Program Type

Other School Professionals

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

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

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

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

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

Comments, if necessary, concerning Test Results:

Results now exist from one testing period. There was an 83 percent pass rate in that testing period.

Summary of Strengths:

The program faculty have demonstrated a concentrated effort to align to the Reading Specialist/Literacy Coach standards through a comprehensive redesign of program and assessments. The program's revisions incorporate coaching experiences at the Reading Specialist/Literacy Coach level. Assessment 2 is a strong comprehensive exam with an effective rubric.

The program now has multiple levels of supervision for the six hours of practicum. Instructors provide on-site supervision of candidates a minimum of two times in each practicum, and candidates are required to provide videotapes of coaching and teaching experiences. These videos are reviewed and discussed with the instructor and peers.

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
jn	jn	jn

Comment:

Evidence is found in data collected in Assessments 7 and 8. On Assessment 7, three applications of data indicate that one hundred percent of candidates performed at the acceptable or target level. On Assessment 8, two applications of data indicate that one hundred percent of candidates performed at the acceptable or target level.

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

j∩   j∩   j∩

Comment:

Evidence is found in data collected for Assessments 6, 7, and 8. On Assessment 6, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level. On Assessment 7, three applications of data indicate that one hundred percent of candidates performed at the acceptable or target level. On Assessment 8, two applications of data indicate that one hundred percent of candidates performed at the acceptable or target level.

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

j∩   j∩   j∩

Comment:

Evidence is found in data collected for Assessments 6, 7, and 8. On Assessment 6, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level. On Assessment 7, three applications of data indicate that one hundred percent of candidates performed at the acceptable or target level. On Assessment 8, two applications of data indicate that one hundred percent of candidates performed at the acceptable or target level.

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

j∩   j∩   j∩

Comment:

Evidence is found in two applications of data collected for Assessments 3 and 5. On Assessment 3, one application of data from the revised rubric indicates that one hundred percent of candidates performed at the acceptable or target level. On Assessment 5, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level.

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

j∩   j∩   j∩

Comment:

Evidence is found in two applications of Assessment 5. On Assessment 5, two applications of data

indicate that one hundred percent of the candidates performed at the acceptable or target level. This element is addressed at the coaching level.

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:

Evidence is found in Assessments 3, 5, and 6. This element is addressed at the coaching level in Assessments 5 and 6. On Assessment 3, one application of data from the revised rubric indicates that one hundred percent of candidates performed at the acceptable or target level. On Assessment 5, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level. On Assessment 6, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level.

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:

Evidence is found in Assessments 3, 5, and 6. See comments under Standard 2.2.

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:

Evidence is found in Assessments 3 and 5. See comments under Standard 2.2.

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:

Evidence is found in Assessments 3, 4, and 5. It is addressed at the coaching level in assessment 5. On Assessments 3 and 4, one application of data from the revised rubrics indicate that one hundred percent of candidates performed at the acceptable or target level on both assessments. On Assessment 5, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level.

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:

Evidence is found in Assessments 3, 4, 5, and 6. It is addressed at the coaching level in Assessments 5 and 6. On Assessments 3 and 4, one application of data from the revised rubrics indicate that one hundred percent of candidates performed at the acceptable or target level on both assessments. On Assessment 5, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level. On Assessment 6, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level.

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:

Evidence is found in Assessments 3, 4, 5, and 6. See comments under Standard 3.3.

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:

Evidence is found in Assessments 3 and 5. See comments under Standard 2.2.

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:

Evidence is found in Assessments 3 and 5. See comments under Standard 2.2.

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:

Evidence is found in Assessment 3. On Assessment 3, one application of data from the revised rubric indicates that one hundred percent of candidates performed at the acceptable or target level.

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:

Evidence is found in Assessment 3. See comments under Standard 4.3.

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:

Evidence is found in Assessments 3 and 8. On Assessment 3, one application of data from the revised rubric indicates that one hundred percent of candidates performed at the acceptable or target level. On assessment 8, two applications of data indicate that one hundred percent of candidates performed at the acceptable or target level.

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:

Evidence is found in Assessment 4. On Assessment 4, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level.

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:

Evidence is found in Assessments 4, 5, 6, and 8. The standard is addressed at the coaching level in Assessments 5 and 6. On Assessment 4, one application of data from the revised rubrics indicate that one hundred percent of candidates performed at the acceptable or target level on both assessments. On Assessment 5, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level. On Assessment 6, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level. On Assessment 8, two applications of data indicate that one hundred percent of the candidates performed at the acceptable or target level.

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:

Evidence is found in Assessment 4. On Assessment 4, one application of data indicates that one hundred percent of candidates performed at the acceptable or target level.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessments 1 and 2 provide evidence of candidates' content knowledge. Eighty-three percent of candidates pass one application of the state test, and one hundred percent of candidates performed at the acceptable or target level on one application of Assessment 2.

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

Assessment 3 provides evidence of candidates' pedagogical and professional content knowledge, skills, and dispositions.

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

Assessments 3 and 5 provide evidence of candidates' effect on P-12 student learning.

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)

There was no Section V in the current report. However, the program responded to the specific conditions as requested in previous reports.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Evidence that assessments are evaluated and applied to the improvement of candidate performance and strengthening of the program across data sources is an area for further development (Section V).

PART F - ADDITIONAL COMMENTS

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

None.

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

None.

PART G -DECISIONS

Please select final decision:

jn Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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