

**Master of Education in Literacy
and
Reading Specialist Program**

Student Handbook

**Department of Professional Studies in Education
College of Education and Educational Technology
Indiana University of Pennsylvania**

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I. The University

Founded in 1875, Indiana University of Pennsylvania draws its more than 15,000 students from nearly every state and from scores of foreign countries. Located in the foothills of the Allegheny Mountains, IUP is the largest of the fourteen universities in the Pennsylvania State System of Higher Education and the only one that grants doctoral degrees. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college.

IUP is classified as a Carnegie Doctoral/HSS University (Doctoral, Humanities/Social Sciences dominant) with over 2,000 graduate students in more than fifty graduate programs. IUP students enjoy traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship. With its original 1875 building standing at the heart of its campus, Indiana University of Pennsylvania has a long tradition of academic excellence. In addition to the Pennsylvania State System of Higher Education, IUP is a member of the Council of Graduate Schools.

II. Program Description

The M.Ed. in Literacy and Reading Specialist Program is a graduate program housed in the Department of Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices. Students who complete the 36-credit M.Ed. program will also earn Reading Specialist certification by passing the state Praxis exam for reading specialists.

Students who seek only the Reading Specialist Certification must complete twenty-seven credits from categories A-C (part of the 36 master's credits) and pass the state Praxis exam for reading specialists.

The Master of Education in Literacy and Reading Specialist Program at IUP has been evaluated by the International Reading Association (IRA) and identified as a nationally recognized program. Consistent with IRA standards, the program is performance-based and requires that students demonstrate their proficiency in literacy instruction with students in the K-12 classroom. Most courses in the program have a field component, so students must have access to classrooms where they can show their ability to enhance the literacy skills of K-12 students.

III. Program Objectives

The Master of Education in Literacy and Reading Specialist Program is designed to prepare practitioners who:

- Are thoroughly grounded in educational and literacy theory and knowledgeable about historical and current literacy practice.
- Demonstrate ability to assess literacy skills and design programs to meet students' strengths and needs.
- Display positive dispositions toward literacy, teaching, and fulfillment of students' literacy potential.
- Are active professionals and lifelong learners in the field of literacy.

IV. The Faculty

All full-time faculty members have doctoral degrees in the discipline. Faculty members represent diverse cultural groups. Faculty members with reading specialist certification and many years of teaching experience supervise Practicum activities with children and adolescents.

Program Coordinators:

Dr. DeAnna Laverick
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V. Admission to the Program

Students seeking admission to the Master of Education in Literacy and Reading Specialist Program must meet the following criteria:

- Hold a Bachelor's degree from a regionally accredited college or university.
- Be certified in teaching.
- Have a minimum undergraduate GPA of 3.0 (on a 4.0 scale) or commensurate with requirements of the Pennsylvania Department of Education.
- Be admitted to the School of Graduate Studies and Research.

VI. Applying to the School of Graduate Studies and Research

Apply online at <http://www.iup.edu/admissions/graduate>. Applicants may contact the School of Graduate Studies and Research at 724-357-2222 to for more information on the application process.

To complete the application process, applicants must:

- Submit official transcripts from every college or university attended, including those institutions from which a degree was not obtained. Transcripts must be sealed by the registrar and remain sealed until their arrival at the School of Graduate Studies and

Research. These can be sent directly from the Registrar's Office or included with your application materials. IUP undergraduates are not required to submit official transcripts for degree(s) earned at IUP.

- Submit at least two letters of recommendation that address your potential for graduate study. Letters of recommendation may not be obtained from the program coordinators.
- Submit a signed and dated 250-300 word goal statement indicating career and academic goals. The goal statement serves as a sample of professional writing and, thus, is an important part of the application.
- Submit the non-refundable application fee as specified on the School of Graduate Studies and Research application website. Follow the directions on the application website to make a payment online.

VII. Recommended Dates for Application

Students who want to attend as full-time students should apply by February so that they can register for fall and summer classes in March.

Students who want to attend as part-time students can apply in any semester, but should allow 4-6 weeks for the admission process, and should be prepared to register for spring semester in October and for fall and summer in March. Upon admission, students should contact their advisor for recommendations about which classes to schedule.

VIII. Graduate Assistantships

IUP offers both 20 hour assistantships (20 hours/week of assistantship service) and 10 hour assistantships (10 hours/week of assistantship service). Assistantships are available to full-time and part-time graduate students. Part-time graduate students are eligible for 10-hour assistantships only. Students awarded an assistantship may receive a stipend and a tuition waiver, a stipend only, or a stipend-tuition based award (pro-rated according to the type of assistantship and semesters of the award). Information about finances and graduate assistantships may be found at the graduate admission website <http://www.iup.edu/admissions/graduate>.

IX. Course Requirements

Students seeking a Master of Education in Literacy are required to complete 36 semester hours (non-thesis option) or 30 semester hours plus six research hours (thesis option*). This program requires courses from categories A-E. Students seeking certification as reading specialists must complete a minimum of 27 semester hours from categories A-C. The categories are as listed below. See Appendix A for IUP Course Descriptions and Appendix B for Field Experiences and Practicum.

Categories

Semester Hours

A. Literacy (Required-21 semester hours)

LTCY 600 Foundations of Literacy Instruction	3
LTCY 644 Issues and Trends in Language Arts	3
LTCY 701 Assessment and Acceleration	3
LTCY 702 Reading and Writing in the Content Areas	3
LTCY 705 Organization and Administration of Reading/Writing Programs	3
LTCY 770 Practicum and Seminar for Reading Specialists I	3
LTCY 771 Practicum and Seminar for Reading Specialists II	3

B. Diversity (Required-3 semester hours)

LTCY 635 Literacy in Inclusive Classrooms	3
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C. Related Area (Required-3 semester hours)

LTCY 607 Instruction and Learning with Literature	3
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THE FOLLOWING ARE **NOT** PART OF THE READING SPECIALIST REQUIRED COURSES.

D. Research (Required-6 semester hours)

GSR 615 Elements of Research	3
LTCY 698 Analysis of Research in Literacy (Recommended-take GSR 615 prior to LTCY 698 course)	3

E. Electives (Required-3 semester hours)

(Omit if selecting thesis option)	3
LTCY 648 Creativity and the Elementary School Child	
EDEX Courses (with advisor approval. If you received your initial certification after September 2007 or before 2013, Select an EDEX elective.)	

Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. Check with your advisor prior to registration if not sure.

** With special permission from advisor

*With permission from advisor, students may pursue a thesis option, enrolling for a 6-credit thesis, LTCY 795, and omitting LTCY 698 and the elective.

X. Program Sequence

Courses are offered in the following semesters, and certain courses have prerequisites. Note: Courses marked with an asterisk are the courses required for the Reading Specialist certification. See Appendices C, D, and E for Program Checklist and Progression Charts.

Fall classes:

- LTCY 600* Foundations of Literacy Instruction
- LTCY 644* Issues and Trends in the Language Arts (LTCY 600 is a pre- or co-requisite)
- LTCY 635* Literacy in Inclusive Classrooms (LTCY 600 is a pre- or co-requisite)
- GSR 615 Elements of Research

Spring Classes:

- LTCY 607* Instruction and Learning with Literature
- LTCY 698* Analysis of Research in Literacy (GSR 615 should be taken before this class)
- LTCY 701* Assessment and Acceleration (LTCY 600 is a pre- or co-requisite; recommended the spring prior to LTCY 770/771)
- GSR 615 Elements of Research

Summer

- LTCY 648 Creativity and the Elementary School Child (an elective)
- LTCY 702* Reading and Writing in the Content Area (LTCY 600 is a prerequisite)
- LTCY 705* Organization and Administration of Reading/Writing Programs (taken after/with LTCY 600, 644, 607, 698, 701, 702)
- LTCY 770* Practicum and Seminar for Reading Specialists I
(taken after LTCY 600, 644, 607, 698, 701, 702, 705; taken with LTCY 771)
- LTCY 771* Practicum and Seminar for Reading Specialists II
(taken after LTCY 600, 644, 607, 698, 701, 702, 705; taken with LTCY 770)
- GSR 615 Elements of Research

XI. Candidacy

Students entering the program are admitted with pre-candidacy status. Candidacy status is granted after students have completed 12 credits and maintained a 3.0 GPA.

XII. Continuous Progression Through the Program

Students may progress through the program as full or part-time students. Progression through the program should be continuous. Students who need to take a semester off must notify their advisor. Students who do not enroll in classes for two consecutive semesters will need

permission to continue in the program. Students may need to submit passing PRAXIS scores to be readmitted. There is a five-year limit for completing the program.

XIII. Involvement in a Professional Literacy Organization

All candidates in the Master of Education in Literacy Program or Reading Specialist Program are required to join and document participation in a professional literacy organization.

XIV. Professionalism

Candidates in the Master of Education in Literacy and Reading Specialist Program are expected to maintain a high degree of professionalism as scholars and practitioners, and in their interactions with faculty and colleagues, students and their families, school personnel, and administrators. Candidates' professionalism will be evaluated each semester using the Student Review Rubric (page 9).

Policies:

Students must submit must provide evidence of current clearances in order to enroll in LTCY 770 & 771, Seminar and Practicum for Reading Specialists I and II. The required clearances are: Act 114, Act 34, Act 151, Act 24, TB, and liability insurance.

Students are required to use their IUP e-mail account and are encouraged to check it frequently.

Beginning Fall 2015, Students are required to purchase LiveText for their electronic portfolios. LiveText is available at the IUP bookstore or it may be purchased online.

Master of Education in Literacy and Reading Specialist Program
Student Review Rubric

Candidate _____ Date _____
 Status _____ Letter _____

1=significantly weaker 3=meets expectations 5=significantly stronger than expectations

Target skills	Description	1	2	3	4	5	Comments
Academic Aptitude And Coursework	Open to new concepts and ideas Prepares quality work Communicates clearly and correctly in oral presentations Communicates clearly and correctly in written work Demonstrates scholarship						
Professionalism	Prepares for class and assignments Submits assignments when due Work is candidate's own, and is appropriately cited Collaborates well with peers Appropriate interactions with faculty						
Field Experiences	Interactions with school personnel are ethical and appropriate Interactions with parents are ethical and appropriate Interactions with students are ethical and appropriate Demonstrates knowledge of the child development and reading process Conducts assessments that are appropriate to student ability Plans learning experiences that are suited to student needs Demonstrates ability to create a positive learning environment						

XV. Remediation Plan

This plan will be enacted if a candidate fails to meet key aspects of the Master of Education in Literacy and Reading Specialist Program.

A. Purpose of the Plan:

- To address inability to meet program standards.
- To communicate concerns clearly to candidates.
- To provide due process.

B. Procedures:

Candidate reviews will take place each semester at Literacy Committee meetings by literacy faculty and the program coordinator using the Student Review Rubric or referral to the Literacy Committee.

- A candidate who is referred for remediation will receive a letter. A remediation plan will be designed and signed by candidates and faculty/advisors.
- All faculty members in the program will receive a copy of remediation plan.
- A member of the faculty or the advisor will monitor progress in the plan according to a designated time line, and provide feedback to the candidate.
- Faculty review will determine subsequent course of action.

C. Examples of Problematic Behavior:

- Excessive absence.
- Chronic tardiness.
- Lack of participation in class.
- Unprofessional/unethical conduct.
- Academic concerns (for example, failure to turn in assignments, poor performance on assignments, poor oral/written communication skills, cheating/plagiarism, lack of scholarship, inability to conduct assessments, inability to plan/implement learning experiences, etc.).
- Interpersonal concerns (unprofessional interactions with faculty, unwillingness to respect others' points of view, poor hygiene/self-care).
- Unwillingness to accept and incorporate feedback.
- Unable/unwilling to work collaboratively with others.
- Inappropriate use of technology.

D. Potential Remediation/ Possible Outcomes:

- Referral to individual/group counseling.
- Focused reading in a particular area.

- Taking “incomplete” and attending course for 2nd time.
- Receiving more specific feedback from instructor.
- Volunteer work in schools.
- Referral to writing center.
- Referral to student judicial board.
- Decrease in course load.
- Prescribed courses.
- Additional coursework.
- Recommendation for dismissal from program.
- Suspension from program.

XVI. Transfer Credits

Transfer credits are not automatically entered on students’ transcripts; the student must send a written request to the Graduate School and provide a course description and a transcript (*when course is completed.*) Refer to “Transfer Credits” in the Graduate Catalog.

To request a substitution of a course in another IUP department, students must submit a request to the graduate school. Students who wish to take a class at another institution after admission to the Master of Education in Literacy Program and Reading Specialist Certification must receive permission before taking the class.

For these situations, contact the program coordinator or advisor at least one semester before applying for graduation.

XVII. Application for Graduation

Graduation can be completed on-line at www.iup.edu/ursa. Application deadlines are:

May 1 for May graduation
 August 1 for August graduation
 December 1 for December graduation

Submit Electronic Portfolio by the last day of LTCY 770/771 in order for it to be evaluated for graduation. See Appendix F for instructions on how to submit your electronic portfolio. See Appendix G for the Portfolio Evaluation rubric. See Appendix G for the International Reading Association Standards for Reading Professionals.

XVIII. Reading Specialist Certification

Students seeking reading specialist certification are required to achieve passing scores on the PRAXIS test for Reading Specialists. Submit your scores to the program coordinators. The scores may be included on the electronic portfolio. The best time to take the test is the summer that the student takes the Practicum. All students should review previous course material before taking the test.

To gain information about the test, go the ETS website: www.ets.org

Follow these steps:

- Under “Tests” in the middle of the page, click on PRAXIS.
- Under “For Test Takers” in the middle of the page, click on PREPARE FOR A TEST.
- Using the drop down list for “Select a Test;” find and click on READING SPECIALIST.
- Under “Free Test Preparation,” click on TEST AT A GLANCE.
- On the left, you will find more information about the test, including sample test questions.

XIX. Applying for Reading Specialist Certification After Passing the PRAXIS Test

A. Check your transcript to determine that you have completed all requirements. Application may be made in the semester that students take the Practicum.

B. Apply online using the Teacher Information Management System (TIMS) at www.education.state.pa.us website. Log in to your account and then apply for Reading Specialist Certification. Select the credit card payment option.

C. Submit the following:

- A copy of your TIMS cover sheet and a copy of your Marketplace payment receipt to:
Indiana University of Pennsylvania
Teacher Education Office
104 Stouffer Hall
1175 Maple Street
Indiana PA 15705

Your certificate WILL NOT arrive in the mail. You will be able to print copies of your certificate anytime you need

Appendices

Appendix A

IUP Course Descriptions:

LTCY 600 Foundations of Literacy Instruction 3 cr.

Introduces literacy instruction which recognizes social, cultural, historical, and political perspectives. Emphasis is placed on the nature of reading and writing processes, the characteristics and developmental processes of the learner, and instructional strategies that enhance literacy in the classroom.

LTCY 607 Instruction and Learning With Literature 3 cr.

Acquaints students with examining literature, developing instructional materials using the literature, and analyzing literature in its many forms, including electronic technology. Diversity in literature and diversity in student needs will be emphasized. Students will utilize electronic technology to access children's literature from national and international libraries.

LTCY 635 Literacy in Inclusive Classrooms 3 cr.

This course examines curricular materials, teaching approaches, and strategies used in inclusive classrooms to develop the literacy skills of students who speak English as a second language, students with learning exceptionalities, and students from diverse backgrounds/cultures. The course is taught by instructors with expertise in special education, multiculturalism, and/or teaching English language learners. Prerequisite or Co-requisite: LTCY 600

LTCY 644 Issues and Trends in the Language Arts 3 cr.

Emphasizes effective communications through the study of current trends, resources, and the contributions of research in the various areas of language arts. Special emphasis will be placed on an integrated model for organizing the language arts. **Prerequisite or co-requisite:** LTCY 600.

LTCY 648 Creativity and the Elementary School Child 3 cr.

Includes a study of creative thinking and ways to develop creativity in children, including strategies and techniques to use in the classroom. Ways of measuring creativity and analyzing the role of the teacher are included. Students are encouraged to develop their own creativity.

LTCY 698 Analysis of Research in Literacy 3 cr.

Examines quantitative and qualitative research in reading, writing, and other literacy and language issues. Designed to ensure that students will be able to read, interpret, and evaluate statistical and ethnographic research in literacy. The use of the Internet for access to research is required. **Prerequisite:** LTCY 600 or permission of coordinator.

LTCY 701 Assessment and Acceleration 3 cr.

Examines traditional and current teaching strategies, formal and informal assessment, theory and research of literacy difficulties. Emphasis is placed on intervention. A knowledge of basic computer technology is required. Electronic technology, including databases, spreadsheets, and the Internet will be incorporated. **Prerequisite:** LTCY 600.

LTCY 702 Reading and Writing in the Content Areas 3 cr.

Emphasizes strategies, techniques, and materials related to literacy and study skills in the content areas at elementary and secondary levels. A variety of materials, including electronic technology, will be incorporated. **Prerequisite:** LTCY 600 or permission of coordinator.

LTCY 705 Organization and Administration of Reading/Writing Programs 3 cr.

Acquaints students with issues in analyzing and improving curriculum, evaluating approaches to instruction, providing guidelines for selection of textbooks, materials, and technology, exploring challenges of family and community involvement, implementing changes, and conducting staff development. Emphasizes the role of reading specialist, resource specialist, supervisors, and classroom teachers. **Prerequisites or co-requisite:** LTCY 701, 644, 607, 702

LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

Assignment to the Literacy Center includes developing and implementing a program of assessment and acceleration for individual clients or small groups. Experiences with observational techniques, record keeping, interviewing, family conferencing, and report writing will be included. An electronic portfolio will be maintained. Supervision of the Reading Specialist Program faculty will be on site and through videoconferencing. **Prerequisites:** LTCY 702, 705, 698.

LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

Assignment to an approved school site includes developing and implementing a program of assessment and acceleration for individual clients or small groups. Experiences with observational techniques, record keeping, interviewing, family conferencing, and report writing will be included. An electronic portfolio will be maintained. Supervision of the Reading Specialist Program faculty will be on site or through videoconferencing. **Prerequisites:** LTCY 702, 705, 698.

LTCY 699 Independent Study in Reading Education 1-3 cr.

The student, with the cooperation of the reading faculty member with whom he/she expects to work and his/her reading faculty advisor, engages in a study individually or with a small group on some program or field not clearly defined in existing courses. **Prerequisite:** Permission of the coordinator.

LTCY 795 Thesis 1-6 cr. **Prerequisite:** Permission of the coordinator.

Appendix B

Description of Field Experiences and Practicum

LTCY 600 Foundations of Literacy : Candidates create appropriate questions and interview the parents of a child at the emergent stage of literacy, gathering information about the child's literacy habits, the parents' support for literacy and their views of appropriate literacy instruction. The candidates summarize the data gathered in the interview and write a paper that makes connections between the data and class discussions and readings on emergent literacy and philosophies of reading. The candidate then prepares a brochure for the parent of research-based suggestions for advancing the child's literacy abilities.

Candidates also prepare a word identification lesson and teach it to an elementary school child or children, providing evidence of the children's learning that resulted from the lesson, and reporting the results back to the class.

LTCY 635 Literacy in Inclusive Classrooms: Candidates design a Diversity Newsletter for school personnel and families that advocates for appreciation and support of diversity, provides practical suggestions and adaptations, and summarizes relevant research. The suggestions that are included in the newsletter should be used by the candidates in order to show that they use and engage in a literacy curriculum that supports diversity.

LTCY 701 Assessment and Acceleration: Candidates administer both formal and informal reading assessments to two different children. They develop case reports that chronicle the students' strengths and needs in literacy. They also recommend and plan for appropriate instruction based on the analysis of each assessment.

LTCY 702 Reading and Writing in the Content Areas: Candidates design a literature-based content area unit, incorporating study strategies that they teach to intermediate level or young adult learners. The unit includes an annotated bibliography of trade books from various genres and applies content area reading and study strategies to texts and trade books as well as any related text materials that make up the unit.

LTCY 607 Instruction and Learning with Literature: Candidates assess a group of children's interests in reading and suggest to the teacher print and technology-based children's literature that will be motivating and appropriate for the children's reading level as well as their cultural and linguistic background. Candidates also teach a literature extension lesson to a student or group of students to foster the habit of lifelong reading.

LTCY 644 Issues and Trends in Language Arts: Candidates give a diagnostic spelling test, such as the Monster Spelling Test to a primary or intermediate level student. The test results are analyzed to determine the learner's developmental level. Candidates report the test results along with recommendations for spelling activities appropriate for the student in a 1-2 page paper.

LTCY 770 and LTCY 771 (The Practicum) is offered in the Summer II semester. Children from area schools enroll in the Summer Reading Program. Parents send information about the children before the session begins and the instructor of the Practicum pairs each child with a candidate who has not had experience teaching a child of that age. In this way, candidates are assured a teaching experience at various age levels. Candidates work with a child or small group of children for 30 hours, using formal and informal assessments to identify the student's strengths and areas of need, then devise an acceleration plan and teaching lessons that are part of that plan. In addition to preparing a formal case report, candidates also report to parents what the Practicum student is learning and make suggestions that parents can implement at home.

Appendix C

INDIANA UNIVERSITY OF PENNSYLVANIA M. ED. IN LITERACY AND READING SPECIALIST CERTIFICATION CHECKLIST

Name: _____ Banner ID: @ _____

Semester of Acceptance into Program: _____ Circle: Full or Part time

Circle one or both: M. ED in Literacy Reading Specialist

M.Ed. in Literacy:

Students seeking a M. Ed. in Literacy are required to take thirty-six (36) hours from categories A-E. The M.Ed. in Literacy includes the courses needed to become a Reading Specialist. Students seeking Reading Specialist certification must also pass the PRAXIS II reading specialist exam.

Thesis option: Students must take thirty (30) hours from categories A-D, plus six 6 thesis credits.

Reading Specialist:

Students seeking certification as a Reading Specialist must complete a minimum of twenty-seven (27) semester hours from categories A-C, and pass the PRAXIS II reading specialist exam.

	Grade	Date
A. Literacy – Required (21 s.h.)		
LTCY 600 Foundations of Literacy Instruction <i>fall</i>	3 s.h.	_____
LTCY 644 Issues and Trends in Language Arts <i>fall</i>	3 s.h.	_____
*Pre or co-requisite: LTCY 600	3 s.h.	_____
LTCY 701 Assessment and Acceleration <i>spring</i>	3 s.h.	_____
*Prerequisite: LTCY 600	3 s.h.	_____
LTCY 702 Reading and Writing in the Content Areas <i>summer 1</i>	3 s.h.	_____
*Prerequisite: LTCY 600	3 s.h.	_____
LTCY 705 Org. and Administration of Reading/Writing Programs <i>summer 1</i>	3 s.h.	_____
*Prerequisites: LTCY 607, 644, 701; Pre or co-requisite: LTCY 702	3 s.h.	_____
LTCY 770 Practicum and Seminar for Reading Specialists I <i>summer 2</i> (taken with LTCY 771)	3 s.h.	_____
LTCY 771 Practicum and Seminar for Reading Specialists II <i>summer 2</i>	3 s.h.	_____
*Prerequisites: LTCY 607, 644, 701,702, 705	3 s.h.	_____
B. Diversity – Required (3 s.h.)		
LTCY 635 Literacy in Inclusive Classrooms <i>fall</i>	3 s.h.	_____
*Pre or co-requisite LTCY 600	3 s.h.	_____
C. Related Area – Required (3 s.h.)		
LTCY 607 Instruction and Learning with Literature <i>spring</i>	3 s.h.	_____

THE FOLLOWING ARE **NOT** PART OF THE READING SPECIALIST REQUIRED COURSES.

D. Research – Required (6 s.h.) <i>If thesis option is selected, 3 cr.</i>		
GSR 615 Elements of Research	3 s.h.	_____
LTCY 698 Analysis of Research in Literacy (recommended—take GSR 615 prior to this class)	3 s.h.	_____
E. Electives – Required (3 s.h.) <i>Omit if selecting thesis option</i>		
LTCY 648 Creativity and the Elementary School Child	3 s.h.	_____

(If you received your initial certification after Sept. 2007 or before 2013, select an EDEX elective.)

Appendix D

CHART: PROGRESSION THROUGH THE M. ED. IN LITERACY PROGRAM

The program is offered in cycles to enable students to take courses in sequential order as outlined below. Students may be admitted and begin in Fall or Summer I; sequence will be adjusted accordingly. All students must meet with their advisor to plan a course of study. IUP Master's degree programs may not exceed five years.

Practicum courses (LTCY 770/771) are offered together in Summer II.

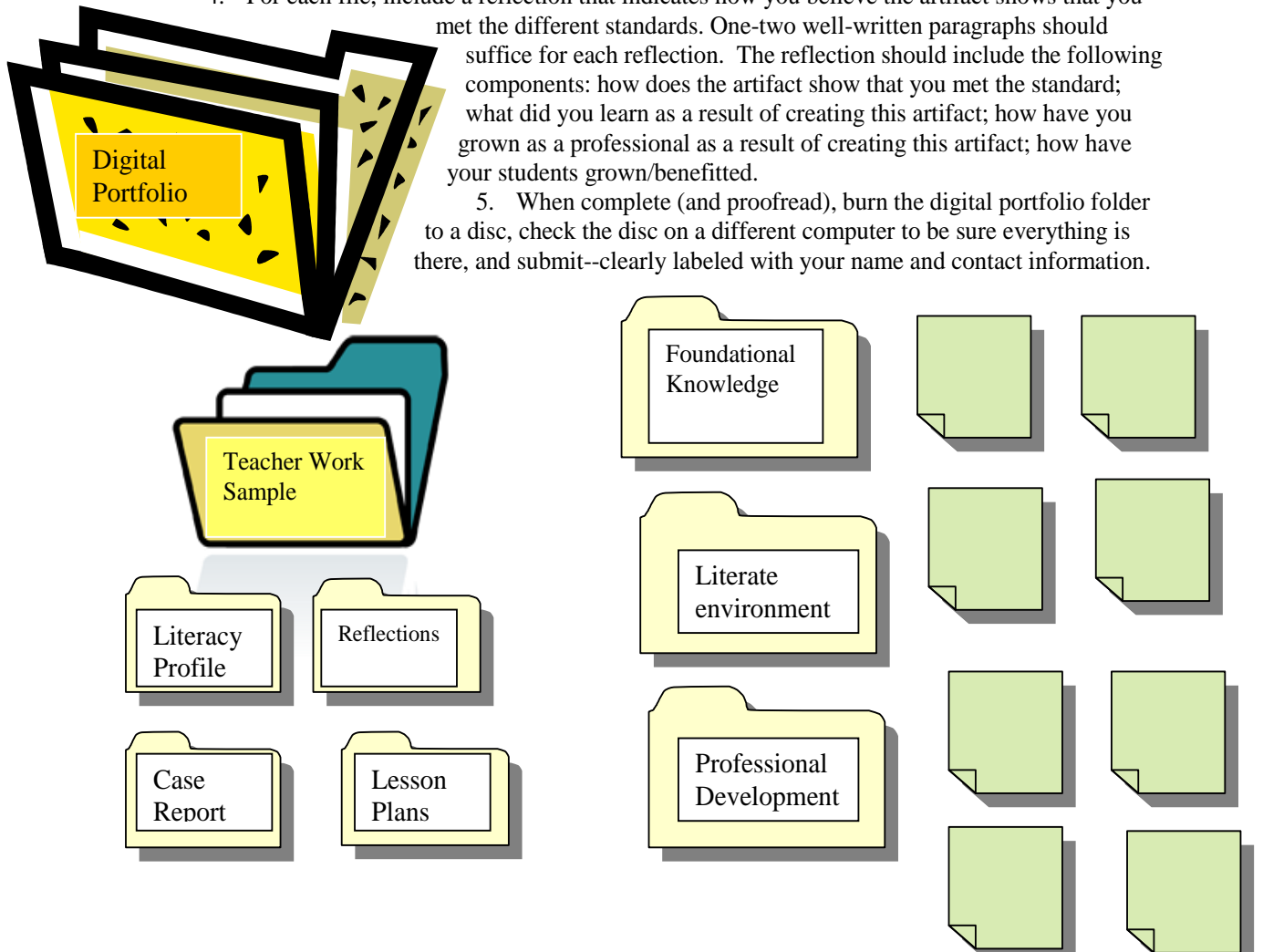
	PROGRAM DELIVERY		
	M. ED. IN LITERACY FULL TIME	M. ED. IN LITERACY ONE-TWO COURSES PER SEMESTER	M. ED. IN LITERACY ONE COURSE PER SEMESTER
FIRST SEMESTER (FALL)	LTCY 600 LTCY 644 LTCY 635	LTCY 600 LTCY 644	LTCY 600
SECOND SEMESTER (SPRING)	LTCY 701 LTCY 698 LTCY 607	LTCY 607 LTCY 701	LTCY 607
THIRD SEMESTER (SUMMER I)	LTCY 702 LTCY 705	LTCY 648 (elective)	LTCY 648 (elective)
FOURTH SEMESTER (SUMMER II)	LTCY 770/ 771	GSR 615	GSR615
FIFTH SEMESTER (FALL)	GSR 615 LTCY 648 (elective)	LTCY 635	LTCY 644
SIXTH SEMESTER (SPRING)		LTCY 698	LTCY 698
SEVENTH SEMESTER (SUMMER I)		LTCY 702 LTCY 705	LTCY 702
EIGHTH SEMESTER (SUMMER II)		LTCY 770/771	
NINTH SEMESTER (FALL)			LTCY 635
TENTH SEMESTER (SPRING)			LTCY 701
ELEVENTH SEMESTER (SUMMER I)			LTCY 705
TWELFTH SEMESTER (SUMMER II)			LTCY 770/771
TOTAL	36 CREDITS	36 CREDITS	36 CREDITS) 36 CREDITS (M.Ed.)

Appendix E

Submitting Your Digital or Electronic Portfolio

The Portfolio is a graduation requirement for the Master of Education in Literacy and Reading Specialist Program. The purpose of the portfolio is to provide you with an opportunity to reflect upon the content you have learned, the growth you have made as literacy professional and the impact your learning had or will have on your students. You should work on your portfolio throughout the program, then revise and submit it to the program coordinator within the month after you take Practicum. See list of artifacts and the standards they meet to determine what artifacts should go in each folder.

1. Establish a folder titled, Literacy Digital Portfolio. Be sure it is saved somewhere that is safe. Within this folder, create four more folders, one for the teacher work sample and one each for foundational knowledge, literate environment, and professional development.
2. For the teacher work sample, make 4 smaller folders, each labeled as the appropriate section of the teacher work sample.
3. To each folder in the portfolio, add files that are labeled by the name of the artifact and the IRA standard(s) the artifacts meet
4. For each file, include a reflection that indicates how you believe the artifact shows that you met the different standards. One-two well-written paragraphs should suffice for each reflection. The reflection should include the following components: how does the artifact show that you met the standard; what did you learn as a result of creating this artifact; how have you grown as a professional as a result of creating this artifact; how have your students grown/benefitted.
5. When complete (and proofread), burn the digital portfolio folder to a disc, check the disc on a different computer to be sure everything is there, and submit--clearly labeled with your name and contact information.



Appendix F

Portfolio Evaluation

Master of Education in Literacy and Reading Specialist Program Professional Studies in Education

Candidate's Name _____ Banner ID _____

<i>IRA Standards for Reading Professionals</i>	<i>Target</i>	<i>Acceptable</i>	<i>Not Acceptable</i>	<i>Comments</i>
1. Foundational Knowledge				
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.				
1.2 Demonstrate knowledge of reading research and histories of reading.				
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.				
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.				
2. Instructional Strategies and Curriculum Materials				
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.				
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.				
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.				
3. Assessment, Diagnosis, and Evaluation				
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.				
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.				
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.				

3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).				
4. Creating a Literate Environment				
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.				
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.				
4.3 Model reading and writing enthusiastically as valued lifelong activities.				
4.4 Motivate learners to be lifelong readers.				
5. Professional Development				
5.1 Display positive dispositions related to reading and the teaching of reading.				
5.2 Continue to pursue the development of professional knowledge and dispositions.				
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.				
5.4 Participate in, initiate, implement, and evaluate professional development programs.				
Reflection, Scholarship, and Practice				
Reflection on teaching and learning				
Link between theory and practice				
Insights related to professional practice				
Appearance and Utility of Portfolio				
Home Page				
Links				
General Appearance				

Portfolio is approved for ___ Candidacy ___ Pre-Practicum ___ Graduation

Evaluator's Signature _____ Date _____

Appendix G

International Reading Association Standards for Reading Professionals, 2010

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1

Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	<p>Identify examples of reading instruction for developing word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p> <p>Identify conditions that support individual motivation to read and write (e.g., access to print, choice, challenge, interests, and family and community knowledge) as factors that enhance literacy learning for all.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.</p> <p>Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) using supporting evidence from theory and research.</p> <p>Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.</p> <p>Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).</p>
Middle and High School Content Classroom Teacher Candidates	<p>Recognize major theories and research evidence of reading and writing processes and development in adolescence, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.</p> <p>Identify and explain the specific reading and writing expectations of their content areas as described in national and state standards.</p> <p>Explain the research and theory of learning environments that support individual motivation to read and write.</p> <p>Value the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to their disciplinary areas.</p> <p>Understand the process of identifying and differentiating the range of literacy needs of adolescent readers.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents.</p> <p>Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English.</p> <p>Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) with supporting evidence from theory and research.</p>

	<p>Explain the research and theory of learning environments that support individual motivation to read and write.</p>
Reading Specialist/Literacy Coach Candidates	<p>Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</p> <p>Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</p> <p>Demonstrate a critical stance toward the scholarship of the profession.</p> <p>Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p> <p>Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.</p>
Teacher Educator Candidates	<p>Critique major theories of reading and writing processes, components, and development across the life span using research evidence.</p> <p>Analyze research evidence about language and reading development in all areas, including knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning for English learners across those components.</p> <p>Create environments in the university classroom that foster individual motivation to read and write (e.g., access to print, choice, challenge, and interests) and teach teachers how to create such environments.</p> <p>Evaluate knowledge claims of reading research, critique research findings, and generate alternative hypotheses.</p>
Administrator Candidates	<p>Recognize major theories and research evidence related to reading and writing development and instruction.</p> <p>Identify specific reading and writing expectations for pre-K–12 students as described in national and state standards.</p> <p>Plan for environments that support individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</p> <p>Value the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to their administrative charges.</p>

Element 1.2

Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Education Support Personnel Candidates	Not applicable
Pre-K and Elementary Classroom Teacher Candidates	Identify major milestones in reading scholarship and interpret them in light of the current social context.
Middle and High School Content Classroom Teacher Candidates	Not applicable
Middle and High School	Identify major milestones in reading scholarship and interpret them in light of the current social

Reading Classroom Teacher Candidates	context.
Reading Specialist/Literacy Coach Candidates	<p>Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</p> <p>Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</p>
Teacher Educator Candidates	<p>Analyze historically shared knowledge in reading and writing scholarship and explain its role in an evolving professional knowledge base.</p> <p>Reevaluate the relevance of historically shared knowledge for meeting traditional print, digital, and online reading education goals.</p>
Administrator Candidates	<p>Identify evidence-based instructional approaches, techniques, and procedures relevant to the reading and writing demands of pre-K–12 instruction.</p> <p>Critically examine practices that contribute to applied knowledge of reading education.</p>

Element 1.3

Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Education Support Personnel Candidates	Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
Pre-K and Elementary Classroom Teacher Candidates	<p>Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.</p> <p>Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</p> <p>Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</p> <p>Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</p>
Reading Specialist/Literacy Coach Candidates	<p>Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</p> <p>Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>
Teacher Educator Candidates	Communicate the importance of fair-mindedness, empathy, and ethical behavior in professional activity.
Administrator Candidates	<p>Encourage reading professionals to show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</p> <p>Model such behaviors when working with professional staff.</p>

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

Element 2.1

Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	Implement lessons that are part of the reading and writing curriculum with teacher guidance and supervision.
Pre-K and Elementary Classroom Teacher Candidates	<p>Explain how the reading and writing curriculum is related to local, state, national and professional standards.</p> <p>Implement the curriculum based on students' prior knowledge, world experiences, and interests.</p> <p>Evaluate the curriculum to ensure that instructional goals and objectives are met.</p> <p>Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Explain how reading and writing relate to their content areas and to local, state, national and professional standards.</p> <p>Implement the curriculum based on students' prior knowledge, world experiences, and interests.</p> <p>Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content areas.</p> <p>Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students' literacy needs.</p> <p>Support students as agents of their own learning and critical consumers of the discipline.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Explain how reading and writing relates to their content area and the local, state, national, and professional standards.</p> <p>Implement the curriculum based on students' prior knowledge, world experiences, and interests.</p> <p>Evaluate the curriculum to ensure that instructional goals and objectives are met.</p> <p>Work with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts.</p>
Reading Specialist/Literacy Coach Candidates	<p>Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</p> <p>Develop and implement the curriculum to meet the specific needs of students who struggle with reading.</p> <p>Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.</p> <p>Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.</p>
Teacher Educator Candidates	<p>Demonstrate knowledge of and evaluate the pre-K–12 reading and writing curriculum.</p> <p>Convey knowledge and understanding of the curriculum to reading professionals.</p>

	Provide opportunities for reading professionals to develop an integrated, comprehensive, and balanced curriculum.
Administrator Candidates	Monitor instruction to determine that local, state, and national standards are met. Provide opportunities for review and alignment of the curriculum with local, state, and national standards.

Element 2.2

Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Education Support Personnel Candidates	Use a wide range of instructional approaches selected and supervised by the teacher.
Pre-K and Elementary Classroom Teacher Candidates	Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. Differentiate instructional approaches to meet students’ reading and writing needs. Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.
Middle and High School Content Classroom Teacher Candidates	Select and implement content area reading and writing instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. Differentiate instructional approaches to meet students’ reading and writing needs in the content areas. Implement and evaluate content area instruction in each of the following areas: vocabulary meaning, comprehension, writing, motivation, and critical thinking. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.
Middle and High School Reading Classroom Teacher Candidates	Select and implement reading and writing approaches that are evidence based and meet student needs. Differentiate instructional approaches to meet students’ reading and writing needs in the content areas. Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.
Reading Specialist/Literacy	Use instructional approaches supported by literature and research for the following areas: concepts

Coach Candidates	<p>of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</p> <p>Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</p> <p>Support classroom teachers and education support personnel to implement instructional approaches for all students.</p> <p>As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>
Teacher Educator Candidates	<p>Provide opportunities for preservice teachers and other reading professionals to understand conceptual underpinnings and evidence-based rationales of instructional approaches.</p> <p>Provide opportunities for preservice teachers and other reading professionals to select, implement, and evaluate instructional approaches based on knowledge of students' needs and interests, and theory-based knowledge.</p>
Administrator Candidates	<p>Provide ongoing, integrated professional development opportunities that allow the demonstration and modeling of evidence-based approaches.</p> <p>Provide opportunities for teachers' self-reflection and interaction with peers.</p> <p>Provide professional materials and encourage study/discussion groups.</p>

Element 2.3

Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Education Support Personnel Candidates	<p>With guidance from teachers, select and use a wide range of materials.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.</p> <p>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Demonstrate knowledge about various materials and their uses.</p> <p>Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.</p> <p>Build an accessible, multilevel, and diverse classroom library for their content areas that contains traditional print, digital, and online resources.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses.</p> <p>Guided by evidence-based rationale, select and use traditional print, digital, and online resources.</p> <p>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.</p>
Reading Specialist/Literacy Coach Candidates	<p>Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.</p> <p>Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.</p>

Teacher Educator Candidates	<p>Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.</p> <p>Provide opportunities for preservice teachers and other reading professionals to review and critique a wide variety of quality traditional print, digital, and online resources.</p> <p>Provide opportunities for preservice teachers and other reading professionals to establish criteria for selecting quality traditional print, digital, and online resources for all students, including English learners.</p>
Administrator Candidates	<p>Demonstrate a critical stance toward instructional materials used for reading and writing instruction.</p> <p>Provide opportunities for demonstrations, evaluations, and usage of a wide range of instructional materials that support student learning.</p>

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system-wide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

Element 3.1

Candidates understand types of assessments and their purposes, strengths, and limitations.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	Demonstrate an understanding of established purposes for assessing student performance.
Pre-K and Elementary Classroom Teacher Candidates	<p>Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</p> <p>Describe strengths and limitations of a range of assessment tools and their appropriate uses.</p> <p>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</p> <p>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in assessing student performance.</p> <p>Describe the strengths and limitations of a range of assessment tools and their appropriate uses.</p> <p>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</p> <p>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</p> <p>Describe the strengths and limitations of a range of assessment tools and their appropriate uses.</p> <p>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</p> <p>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</p>

Reading Specialist/Literacy Coach Candidates	<p>Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</p> <p>Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</p> <p>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</p> <p>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</p>
Teacher Educator Candidates	<p>Prepare preservice teachers and other reading professionals to select, analyze, and use assessment tools based on established purposes.</p> <p>Analyze and critique a range of assessment tools based on established purposes.</p> <p>Contribute to the scholarly dialogue about assessment.</p> <p>Read and understand the literature and research related to assessments and their uses and misuses.</p>
Administrator Candidates	<p>Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</p> <p>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</p> <p>Explain large-scale assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.</p>

Element 3.2

Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Education Support Personnel Candidates	Administer assessments under the direction of certified personnel.
Pre-K and Elementary Classroom Teacher Candidates	<p>Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</p> <p>Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</p> <p>Interpret and use assessment data to analyze individual, group, and classroom performance and progress.</p> <p>Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Select or develop assessment tools to analyze instructional effectiveness within the content areas.</p> <p>Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</p> <p>Interpret and use assessment data to analyze individual, group, and classroom performance and progress.</p> <p>Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</p> <p>Administer classroom and school-based assessments using consistent, fair, and equitable assessment</p>

	<p>procedures.</p> <p>Recommend and administer assessments for students in need of reading and writing assistance.</p> <p>Interpret and use assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines.</p> <p>Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.</p>
Reading Specialist/Literacy Coach Candidates	<p>Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.</p> <p>Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.</p> <p>Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.</p>
Teacher Educator Candidates	<p>Prepare preservice teachers and other reading professionals to administer and interpret assessments for selected purposes.</p> <p>Analyze and critique a range of diagnostic assessment tools for students in need of reading and writing assistance.</p>
Administrator Candidates	<p>Provide time and fiscal resources to facilitate assessment.</p> <p>Support the development of sound assessment design across classrooms.</p>

Element 3.3

Candidates use assessment information to plan and evaluate instruction.

Education Support Personnel Candidates	<p>Support teachers in data collection and record keeping.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</p> <p>Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.</p> <p>Interpret patterns in classroom and individual students' data.</p> <p>Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Analyze and use assessment data to plan and adjust instruction systematically and to select appropriate reading materials for use in the content areas.</p> <p>Analyze and use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.</p> <p>Identify and interpret patterns in classroom and individuals' student data.</p> <p>Collaborate with reading teachers to identify relevant reading and writing strategies and skills for use in the specific content areas or disciplines.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</p>

	<p>Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.</p> <p>Identify and interpret patterns in classroom and individual students' data.</p> <p>Collaborate with content area teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives.</p>
Reading Specialist/Literacy Coach Candidates	<p>Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.</p> <p>Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.</p> <p>Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.</p> <p>Plan and evaluate professional development initiatives using assessment data.</p>
Teacher Educator Candidates	<p>Prepare preservice teachers and other reading professionals to examine the role of assessment in the delivery of effective reading instruction.</p> <p>Prepare preservice teachers and other reading professionals to adjust instruction based on ongoing assessment.</p>
Administrator Candidates	<p>Use student data to facilitate curricular, grouping, and literacy staffing pattern decisions within schools, across schools, and within the district.</p>

Element 3.4

Candidates communicate assessment results and implications to a variety of audiences.

Education Support Personnel Candidates	<p>Understand the importance of student confidentiality and acknowledge the role of certified personnel as communicators of assessment results.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</p> <p>Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</p> <p>Use assessment data and student work samples to discuss implications for the content area or literacy instruction (e.g., highlight differences in student work samples across a content area).</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</p> <p>Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas).</p>
Reading Specialist/Literacy Coach Candidates	<p>Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.</p> <p>Demonstrate the ability to communicate results of assessments to various audiences.</p>

Teacher Educator Candidates	Prepare and coach preservice teachers and other reading professionals to communicate assessment results to various audiences in ways that lead to improved instruction.
Administrator Candidates	Analyze and communicate local, state, and federal assessment results to internal staff and external partners (e.g., community members, policymakers, and other stakeholders). Analyze and communicate literacy performance goals as identified in federal and state laws and the implications of those goals on literacy curriculum, instruction, and assessment.

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

Element 4.1

Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	Recognize the forms of diversity in their own lives and understand how these may limit or enable their reading and writing. Demonstrate an understanding of the forms of diversity that exist in society, with a particular focus on individual and group differences that have been used to marginalize some and privilege others. Value diversity as a resource in a functioning democratic society.
Pre-K and Elementary Classroom Teacher Candidates	Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.
Middle and High School Content Classroom Teacher Candidates	Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. Demonstrate an understanding of the ways in which various forms of diversity interact with adolescent literacy development and content area learning. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.
Middle and High School Reading Classroom Teacher Candidates	Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.

	<p>Demonstrate an understanding of the ways in which diversity influences adolescent literacy development.</p> <p>Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</p>
Reading Specialist/Literacy Coach Candidates	<p>Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.</p> <p>Assist teachers in developing reading and writing instruction that is responsive to diversity.</p> <p>Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p> <p>Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.</p>
Teacher Educator Candidates	<p>Demonstrate an understanding of current theoretical perspectives and empirical evidence related to diversity and reading and writing development.</p> <p>Prepare preservice teachers and other reading professionals to understand the relationship between first- and second-language acquisition and literacy development.</p>
Administrator Candidates	<p>Examine, evaluate, and articulate how students' diversity informs pedagogy, the selection of curricula, and professional development practices.</p> <p>Support and collaborate with teachers, parents and guardians, and community members to provide experiences that are responsive to students' diverse needs.</p> <p>Plan for and sustain school cultures that are supportive of the diversity that exists among teachers and students.</p>

Element 4.2

Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Education Support Personnel Candidates	<p>Describe specific aspects of school and community experiences that can be used to reveal students' diversity and engage them in learning.</p> <p>Assist in instructional practices that are linked to students' diversity and which also acquaint them with others' traditions and diversity.</p> <p>Assist in instructional practices that engage students as agents of their own learning.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Assess the various forms of diversity that exist in students as well as in the surrounding community.</p> <p>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</p> <p>Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).</p> <p>Provide instruction and instructional formats that engage students as agents of their own learning.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Assess the various forms of diversity that exist in students as well as in the surrounding community.</p> <p>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</p>

	Provide instructional formats that engage students as agents of their own learning.
Middle and High School Reading Classroom Teacher Candidates	<p>Assess the various forms of diversity that exist in students as well as in the surrounding community.</p> <p>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</p> <p>Provide instructional formats that engage students as agents of their own learning.</p>
Reading Specialist/Literacy Coach Candidates	<p>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</p> <p>Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</p> <p>Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.</p> <p>Collaborate with others to build strong home-to-school and school-to-home literacy connections.</p> <p>Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</p>
Teacher Educator Candidates	<p>Engage preservice teachers and other reading professionals in multiple experiences and settings to strengthen their understandings about the ways that multiple identities of students intersect with curriculum orientations, literacy instruction, and student agency.</p> <p>Collaborate with preservice teachers and other reading professionals to identify and advocate for forms of pedagogy, curriculum orientations, and professional development practices that focus on students' diversity.</p> <p>Provide opportunities for preservice teachers and other reading professionals to reflect on and evaluate literacy-related experiences aimed at providing responsive instruction that honors students' diversity.</p>
Administrator Candidates	<p>Examine, evaluate, and articulate how instructional programs, curricular materials, and assessment practices impact the literacy outcomes of diverse students.</p> <p>Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity.</p>

Element 4.3

Candidates develop and implement strategies to advocate for equity.

Education Support Personnel Candidates	Use their literacy skills to assist communities that are experiencing discrimination to overcome it (e.g., volunteer in the development of or teach in an adult literacy or English as a second language program).
Pre-K and Elementary Classroom Teacher Candidates	<p>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</p>
Middle and High School	Provide students with linguistic, academic, and cultural experiences that link their backgrounds with

Content Classroom Teacher Candidates	<p>content area learning.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency in students' communities can be incorporated into the content areas and literacy curriculum.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</p>
Reading Specialist/Literacy Coach Candidates	<p>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</p> <p>Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.</p>
Teacher Educator Candidates	<p>Prepare, coach, and collaborate with preservice teachers and other reading professionals to respond to literacy practices, both in and out of school, that are inequitable and unfair and replace them with practices that are equitable and fair.</p> <p>Provide and promote experiences for reading professionals that reflect and nurture the ideas of tolerance and equity.</p>
Administrator Candidates	<p>Ensure that school contexts, structures, and teachers' professional practices are supportive of, responsive to, and respectful of teachers', students', and families' diversity.</p> <p>Collaborate with all stakeholders to mobilize efforts to be responsive to students' diversity.</p>

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

Element 5.1

Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	Assist classroom teachers in developing and maintaining physical arrangements of traditional print, digital, and online resources that facilitate reading and writing instruction.
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Pre-K and Elementary Classroom Teacher Candidates	<p>Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</p> <p>Modify the arrangements to accommodate students' changing needs.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</p> <p>Modify the arrangements to accommodate students' changing needs.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</p> <p>Modify the arrangements to accommodate students' changing needs.</p>
Reading Specialist/Literacy Coach Candidates	<p>Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.</p> <p>Modify the arrangements to accommodate students' changing needs.</p>
Teacher Educator Candidates	<p>Arrange the university classrooms in ways that facilitate understanding the role of the physical environment in reading and writing instruction.</p>
Administrator Candidates	<p>Provide resources and encourage flexibility in creating the physical environments.</p>

Element 5.2

Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Education Support Personnel Candidates	<p>Assist classroom teachers in creating and maintaining positive social environments.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</p> <p>Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).</p> <p>Create supportive environments where English learners are encouraged and given many opportunities to use English.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</p> <p>Model and teach students appropriate ways to interact with each other and adults.</p> <p>Create supportive environments where English learners are encouraged and given many opportunities to use English.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</p> <p>Model and teach students routines necessary for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).</p> <p>Create supportive environments where English learners are encouraged and given many opportunities to use English.</p>

Reading Specialist/Literacy Coach Candidates	<p>Create supportive social environments for all students, especially those who struggle with reading and writing.</p> <p>Model for and support teachers and other professionals in doing the same for all students.</p> <p>Create supportive environments where English learners are encouraged and provided with many opportunities to use English.</p>
Teacher Educator Candidates	<p>Create positive social environments in the higher education classrooms.</p> <p>Provide opportunities to create positive social environments.</p> <p>Collaborate with candidates, colleagues, teachers, and other professionals to create positive social environments at the university and in schools, including supportive environments where English learners are given many opportunities to use English.</p>
Administrator Candidates	<p>Foster school climates that consistently demand positive social interactions between and among adults and students.</p>

Element 5.3

Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

Education Support Personnel Candidates	<p>Understand how and why classroom teachers use specific routines.</p> <p>Assist classroom teachers in creating and maintaining those routines.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</p> <p>Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).</p>
Middle and High School Content Classroom Teacher Candidates	<p>Understand the role of routines in creating and maintaining positive learning environments for content area learning using traditional print, digital, and online resources.</p> <p>Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</p> <p>Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to materials read, formats for reporting, and efficient transitions among activities, spaces, and online resources).</p>
Reading Specialist/Literacy Coach Candidates	<p>Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</p> <p>Create effective routines for all students, especially those who struggle with reading and writing.</p> <p>Support teachers in doing the same for all readers.</p>
Teacher Educator Candidates	<p>Create effective classroom routines in the higher education classrooms.</p> <p>Provide opportunities for candidates and reading professionals to create and use classroom routines.</p> <p>Collaborate with colleagues, teachers, and other professionals to incorporate the use of technology at</p>

the university and in schools.

Administrator Candidates

Understand how classroom routines can facilitate reading and writing instruction.

Provide school-level infrastructures that support the use of effective classroom routines.

Element 5.4

Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Education Support
Personnel Candidates

Use a variety of instructional grouping options selected by and supervised by the classroom teachers.

In consultation with the teachers, adjust instructional groupings to ensure that the diverse needs of learners are being met.

Pre-K and Elementary
Classroom Teacher
Candidates

Use evidence-based rationale to make and monitor flexible instructional grouping options for students.

Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.

Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Middle and High School
Content Classroom Teacher
Candidates

Use evidence-based rationale to make and monitor flexible instructional grouping options for students.

Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.

Use various practices to differentiate instruction (e.g., cooperative learning, partner work, and research/investigation groups).

Middle and High School
Reading Classroom Teacher
Candidates

Use evidence-based rationale to make and monitor flexible instructional grouping options for students.

Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.

Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Reading Specialist/Literacy
Coach Candidates

Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Support teachers in doing the same for all students.

Teacher Educator
Candidates

Prepare reading professionals to use evidence-based instructional grouping options for students.

Provide evidence-based information that supports different models of classroom organization and their relative benefits and limitations.

Administrator Candidates

Provide resources and encourage flexibility in differentiating instruction.

Recruit community members as mentors, tutors, volunteers, and resource providers to support literacy growth at the schools.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

Element 6.1

Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Education Support Personnel Candidates	Not applicable.
Pre-K and Elementary Classroom Teacher Candidates	Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
Middle and High School Content Classroom Teacher Candidates	Demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
Middle and High School Reading Classroom Teacher Candidates	Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
Reading Specialist/Literacy Coach Candidates	<p>Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.</p> <p>Use knowledge of students and teachers to build effective professional development programs.</p> <p>Use the research base to assist in building an effective, schoolwide professional development program.</p>
Teacher Educator Candidates	<p>Examine and critique the literature on organizational change, adult learning, professional development, and school culture.</p> <p>Have knowledge of interinstitutional collaboration and cooperation.</p>
Administrator Candidates	<p>Connect foundational knowledge associated with educational leadership to the organizational and instructional knowledge required to implement effective, schoolwide reading programs.</p> <p>Apply knowledge from a variety of disciplines to promote positive school cultures and climates for students and adults.</p>

Element 6.2

Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Education Support Personnel Candidates	<p>Respect the importance of confidentiality.</p> <p>Care for the well-being of students.</p> <p>Demonstrate a belief that all students can learn.</p> <p>Demonstrate a curiosity and interest in practice that results in student learning.</p>
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Pre-K and Elementary
Classroom Teacher
Candidates

Display positive reading and writing behaviors and serve as a model for students.

Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.

Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.

Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.

Implement plans and use results for their own professional growth.

Join professional organizations related to reading and writing and participate as members.

Demonstrate effective use of technology for improving student learning.

Middle and High School
Content Classroom Teacher
Candidates

Display positive reading and writing behaviors and serve as models for students.

Display positive dispositions related to their own reading and writing and use reading and writing to promote student learning.

Help students meet the specific demands of traditional print, digital, and online resources required for content learning.

Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school.

Identify specific questions and goals about literacy and the learning of content and plan strategies for finding answers to questions.

Implement plans and use results for their own growth.

Are members of professional content area organizations.

Demonstrate effective use of technology for improving student learning.

Middle and High School
Reading Classroom Teacher
Candidates

Display positive reading and writing behaviors and serve as models for students.

Understand the families' and community's roles in helping students apply reading and writing skills to content learning.

Work with families, colleagues, and the community to support student learning.

Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school.

Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to those questions.

Carry out plans and use results for their own professional growth.

Are members of professional organizations related to reading and writing.

Demonstrate effective use of technology for improving student learning.

Reading Specialist/Literacy
Coach Candidates

Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

Join and participate in professional literacy organizations, symposia, conferences, and workshops.

	<p>Demonstrate effective interpersonal, communication, and leadership skills.</p> <p>Demonstrate effective use of technology for improving student learning.</p>
Teacher Educator Candidates	<p>Promote a positive and ethical learning environment with an emphasis on collaboration and respect that responds to students, families, teachers, and communities.</p> <p>Demonstrate strong interpersonal and communication skills, as evident in interactions with all stakeholders.</p> <p>Provide opportunities for candidates and reading professionals to share their own reading and writing.</p> <p>Conduct research and communicate results for appropriate purposes and audiences.</p> <p>Join and regularly participate in professional literacy organizations, conferences, symposia, and workshops.</p> <p>Prepare and coach candidates and reading professionals to use various forms of research to inform practice.</p>
Administrator Candidates	<p>Ensure positive and ethical learning contexts for reading that respect students, families, teachers, colleagues, and communities.</p> <p>Foster community involvement in schoolwide literacy initiatives.</p> <p>Encourage and support teachers and reading professionals to develop their knowledge, skills, and dispositions.</p> <p>Provide leadership by participating in ongoing professional development with staff and others in leadership positions.</p> <p>Encourage use of technology among teachers and other personnel for their own learning and for improving student learning.</p>

Element 6.3

Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Education Support Personnel Candidates	<p>Participate with teachers in professional development experiences designed to improve student learning.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Recognize the importance of professional development for improving reading and writing in schools.</p> <p>Participate individually and with colleagues in professional development programs at the school and district levels.</p> <p>Apply learning from professional development to instructional practices.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Recognize the importance of professional development for improving academic learning through reading and writing in schools.</p> <p>Participate individually and with colleagues in professional development programs at the school and district levels.</p> <p>Apply learning from professional development to instructional practices.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Recognize the importance of professional development for improving reading and writing in schools.</p> <p>Participate individually and with colleagues in professional development programs at the school and district levels.</p>

	<p>district levels.</p> <p>Apply learning from professional development to instructional practices.</p>
Reading Specialist/Literacy Coach Candidates	<p>Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).</p> <p>Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</p> <p>Support teachers in their efforts to use technology in literacy assessment and instruction.</p>
Teacher Educator Candidates	<p>Know and critique the research on professional development.</p> <p>Prepare and coach reading professionals to collaboratively plan, lead, and evaluate professional development activities at the grade, school, district, community, and state levels.</p> <p>Participate in professional development at the national level through attendance and presentation at professional meetings, conferences, and symposia.</p>
Administrator Candidates	<p>Work collaboratively with school staff to plan, implement, and evaluate sustained professional development programs to meet established needs at grade, discipline, and individual levels.</p> <p>Provide varied professional development opportunities for those having responsibility for student learning.</p>

Element 6.4

Candidates understand and influence local, state, or national policy decisions.

Education Support Personnel Candidates	<p>Recognize that policy mandates influence their responsibilities.</p>
Pre-K and Elementary Classroom Teacher Candidates	<p>Are informed about important professional issues.</p> <p>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.</p>
Middle and High School Content Classroom Teacher Candidates	<p>Are informed about important professional issues.</p> <p>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</p>
Middle and High School Reading Classroom Teacher Candidates	<p>Are informed about important professional issues.</p> <p>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</p>
Reading Specialist/Literacy Coach Candidates	<p>Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</p> <p>Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</p> <p>Promote effective communication and collaboration among stakeholders, including parents and</p>

	<p>guardians, teachers, administrators, policymakers, and community members.</p> <p>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</p>
Teacher Educator Candidates	<p>Read and critique the literature about state and federal initiatives that have implications for reading and writing instruction.</p> <p>Provide opportunities for candidates and reading professionals to learn about these initiatives and their implications for reading and writing instruction.</p> <p>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</p>
Administrator Candidates	<p>Promote effective communication and collaboration among parents and guardians, community members, and school staff.</p> <p>Understand the importance of hiring highly qualified literacy personnel, providing clear role descriptions for literacy positions, and supporting individuals in those positions.</p> <p>Advocate at local, state, and federal levels for needed organizational and instructional changes to promote effective literacy instruction.</p>

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Certification Statement

I certify that I have read this M.Ed. in Literacy/Reading Specialist Program Handbook and will abide by its guidelines.

Printed Name: _____

Signature: _____

Date: _____

Return this signed statement to your advisor, Dr. DeAnna Laverick, to be kept in your advisement folder.