



IUP Graduate Handbook

***M.Ed. in Literacy/Reading Specialist Certification
Program***

Department of *Professional Studies in Education*

Handbook Updated 2022-2023

M.Ed. in Literacy/Reading Specialist Certification Program

Department of Professional Studies in Education

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Program Website: <https://www.iup.edu/pse/grad/literacy-med-reading-specialist-certification/index.html>

Table of Contents

| | |
|---|----|
| Introduction | 1 |
| IUP’s Civility Statement..... | 1 |
| Affirmative Action | 1 |
| Title IX Reporting Requirement | 1 |
| Student Conduct and Student Rights..... | 1 |
| Department of Professional Studies in Education | 2 |
| Mission Statement and Program Objectives | 2 |
| Faculty and Staff | 2 |
| Admission..... | 2 |
| Financial Assistance | 3 |
| Graduate Assistantships..... | 3 |
| Academic Advisement..... | 4 |
| Campus Resources & Student Support..... | 4 |
| IUP Email | 4 |
| Graduate Student Assembly | 5 |
| Programs and Degrees..... | 5 |
| Master’s Program | 5 |
| Certificates and/or Certification and/or Licensure..... | 6 |
| Course Descriptions | 7 |
| Evaluation of Students..... | 7 |
| Comprehensive/Candidacy Examinations | 8 |
| Program Level Examination Appeals..... | 8 |
| Reexamination Policy..... | 8 |
| Degree Completion | 8 |
| Application for Graduation..... | 11 |
| University Policies and Procedures..... | 11 |
| Research..... | 12 |
| Appendices..... | 12 |
| Appendix A | 13 |
| Appendix B | 14 |
| Signature Page | 16 |

Introduction

Welcome to the M.Ed. in Literacy/Reading Specialist Certification Program at Indiana University of Pennsylvania. This program is nationally recognized by the International Literacy Association (ILA). ILA's Standards for the Preparation of Literacy Professionals (2017) guide the program; they can be found <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>. Upon successful completion of the program and passing the Praxis Reading Specialist exam, candidates are eligible to be certified as Reading Specialists in Pennsylvania. This performance-based program is centered on ILA standards and is grounded in literacy theories, research, and instructional practices. The program is connected with the IUP Literacy Center to provide candidates with authentic experiences in individualized assessment, diagnosis, and instruction for children with literacy-related needs. The program faculty look forward to working with you.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community, myself, my university, the nation, and the world.

Affirmative Action

<https://catalog.iup.edu/content.php?catoid=7&navoid=951>

Title IX Reporting Requirement

<https://catalog.iup.edu/index.php>

Student Conduct and Student Rights

<https://www.iup.edu/studentssupportandstandards/policies/index.html>
www.iup.edu/gradcatalog

Department of Professional Studies in Education

The Department of Professional Studies in Education (PSE), housed in Davis Hall on the IUP campus, offers several undergraduate and graduate programs in education. The PSE Department is part of the College of Education and Communications. As one of the many educator preparation programs at IUP, this program is committed to meeting the standards of the Council for the Accreditation of Educator Preparation (CAEP).

Mission Statement and Program Objectives

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

- Demonstrate knowledge of theoretical underpinnings of literacy instruction, historical trends, and current evidence-based literacy practices.
- 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.
- Demonstrate the ability to be reflective literacy professionals, who collaboratively with colleagues and advocate on behalf of teachers, students, families, and communities.

Faculty and Staff

Faculty and staff contact information is available on the departmental website:

<https://www.iup.edu/pse/faculty/index.html>

Admission

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 (SGSR) Graduate Admissions: www.iup.edu/admissions/graduate/

International applicants should refer to the information found on this website: Admission Requirements for International Graduate Students:

<https://www.iup.edu/admissions/international/undergraduate-student-requirements/index.html>

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Apply online at www.iup.edu/admissions/graduate/. Applicants may contact Admissions 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 Admissions. 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 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.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

Recommended Dates for Application

It is recommended that 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.

Financial Assistance

Graduate Assistantships

Students may apply for a part-time (10-hour) or full-time (20-hour) graduate assistantship. Students should indicate their interest in a graduate assistantship position by checking the box in the program application and also contacting the program coordinator for a departmental graduate assistantship application. Information about graduate assistantships may be found at: <https://www.iup.edu/admissions/graduate/financialaid/graduate-assistantships-at->

[iup.html](#)

- <https://www.iup.edu/admissions/graduate/financialaid/index.html>
- Office of Financial Aid: www.iup.edu/financialaid/
- *Program/Department Awards – optional*

Academic Advisement

The program coordinator serves as the advisor for students enrolled in the M.Ed. in Literacy/Reading Specialist Certification Program. The advisor will provide guidance on courses that should be taken each semester, according to students' full-time or part-time status. Students should take an active role in the advisement relationship through communication with the advisor, timely registration for classes, and responsiveness in submitting required documents and other information as needed (e.g., clearances, confirming certification requirements, handbook verification form).

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: <https://www.iup.edu/student-billing/>
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/social-equity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration-resources/index.html

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit <https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/> to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Master's Program

Course Requirements and Program Sequence

Students seeking a Master of Education in Literacy/Reading Specialist Certification are required to complete 30 semester hours. Students seeking certification as reading specialists must complete a minimum of 27 semester hours.

Courses are offered in the following semesters, and certain courses have prerequisites. Prerequisites may be waived for full-time students. Note: Courses marked with an asterisk are the courses required for the Reading Specialist certification.

Fall Classes:

- LTCY 600* Foundations of Literacy Instruction
- LTCY 644* Writing Development and Instruction (LTCY 600 is a pre- or co-requisite)
- LTCY 701* Assessment and Acceleration (LTCY 600 is a pre- or co-requisite)

Spring Classes:

- LTCY 607* Diverse Texts for Literacy Instruction
- LTCY 635* Differentiated Literacy Instruction to meet the Needs of All Learners (LTCY 600 is a pre- or co-requisite)
- LTCY 702* Literacy Instruction Across the Disciplines (LTCY 600 is a prerequisite)

Summer Classes:

- LTCY 648 Creativity and the Elementary School Child (an elective)
- LTCY 698* Analysis of Research in Literacy

- LTCY 705* Literacy Leadership and Collaboration (taken after LTCY 600, 644, 607, 698, 701, 702)
LTCY 770* Practicum and Seminar for Reading Specialists (taken after LTCY 600, 644, 607, 698, 701)

Certificates and/or Certification and/or Licensure

All students in the M.Ed. in Literacy/Reading Specialist Certification (and Certification Only) programs are required to take the Reading Specialist Praxis exam and submit test scores to LiveText. Students who meet the coursework, GPA, and testing requirements are *eligible to apply for Pennsylvania Reading Specialist certification through the TIMS system.*

Students seeking reading specialist certification are required to achieve passing scores on the Praxis test for Reading Specialists. ***Scores should be submitted to THE PROGRAM COORDINATOR one semester prior to graduation as evidence of meeting ILA Standard 1.*** The best time to take the test is the semester that the student takes Practicum. All students should review previous course material before taking the test. To gain information about the test, go to the ETS website: www.ets.org

Follow these steps:

- Under “Tests” in the middle of the page, click on PRAXIS.
- Under “For Test Takers”, click on PREPARE FOR A TEST.
- Click on “Check Your State’s Testing Requirements” to determine the current test required by the Pennsylvania Department of Education.
<https://www.ets.org/praxis/pa/requirements/>
- Use this site to access test preparation resources

***PLEASE NOTE:** Initial certification is required for Reading Specialist Certification. Any candidate who is dually enrolled in an initial certification program must **FIRST** obtain their initial certificate, and then apply for the reading specialist certificate.

Teacher Information Management System (TIMS)

The Teacher Information Management System (TIMS) is a PDE application process designed to replace the Teacher Certification System (TCS) and provide online educator certification services.

Step One – Log-on to your TIMS account through the PDE website.

- You may already have an education website login established.

Step Two – Entering a Certification Request

1. Log In to the TIMS website.
2. From the TIMS homepage, or “dashboard”, select the “New Credential Application”.

3. Select your certification option from the pull-down menu and continue through the application.
4. Instructional I "Reading Specialist" Stop and save your application to obtain answers to your questions as you proceed through the screens.
 - SELECT CREDIT CARD AS PAYMENT.
 - You cannot change the application after it is submitted so check all pages carefully before clicking on the submit button. You can delete an incorrect application on the TIMS dashboard before it is submitted. PDE cannot correct or return an application once submitted so this is an important step.

Step Three – What To Do AFTER Submitting Your Application in TIMS

- After submitting the application to PDE via TIMS you will be prompted to print the coversheet.
- Go to <http://www.iup.edu/marketplace> to submit your IUP Certification Fee.
- Click on Teacher Certification Store and follow the instructions.
Submit a copy of your TIMS cover sheet and a copy of your Marketplace payment receipt to:

*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.

Course Descriptions

Please refer to the Graduate Catalog for course descriptions: www.iup.edu/gradcatalog

Evaluation of Students

Students are evaluated using a variety of assessment methods throughout the program. Key assessments that are required for accreditation are evaluated using rubrics that provide levels of proficiency according to International Literacy Association Standards.

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Comprehensive/Candidacy Examinations

This examination is given, usually upon the candidate's completion of coursework, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams.

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

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.

Involvement in a Professional Literacy Organization

All candidates in the Master of Education in Literacy Program or Reading Specialist Certification Program are required to join and document participation in a professional literacy organization. Suggested organizations to join include the following: International Literacy Association and/or Keystone State Literacy Association.

Clearances

Candidates who are employed by a school district must provide the M.Ed. in Literacy Program Coordinator confirmation of the district's required clearances prior to enrolling in LTCY 770, *Seminar and Practicum for Reading Specialists*. Candidates who are not employed by a school district must submit copies of current clearances, TB test, and liability insurance to the program coordinator prior to enrolling in LTCY 770, *Seminar and Practicum for Reading Specialists*.

The required documents include

- Act 34: Pennsylvania State Criminal Records (dated within one year)
- Act 114: Federal Criminal History Record Information (dated within one year)
- Act 151: Pennsylvania Department of Public Welfare Child Abuse History Clearance (dated within one year)
- Act 24 (Print from the IUP Educator Preparation Education Office website, under Forms and Documents, complete and submit)
- TB Test (dated within one year)
- Liability Insurance (PSEA membership or Private insurance (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance)
- Act 126: Documented completion of ACT 126 Training. www.reportabusepa.pitt.edu

Sexual Discrimination/Sexual Misconduct AND Mandatory Title IX/Protection of Minors Information Candidates who enroll in Practicum are required to read documents provided on the *Sexual Discrimination and Sexual Misconduct Resources* website: [Social Equity and Title IX Office - IUP](#)

Candidates must participate in Title IX training before working with children in LTCY 770.

Professionalism and Policies

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 Dispositions Assessment (See Appendix C).

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. Purposes of the Plan

1. To address inability to meet program standards.
2. To communicate concerns clearly to candidates.
3. To provide due process.

B. Procedures

1. A candidate who is referred for remediation will receive a letter. A remediation plan will be designed and signed by candidates and faculty/advisors.
2. All faculty members in the program will receive a copy of remediation plan.
3. A member of the faculty or the advisor will monitor progress in the plan according to a designated timeline, and provide feedback to the candidate.
4. Faculty review will determine subsequent course of action.
5. ***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.*

C. Examples of Problematic Behavior

1. Excessive absence
2. Chronic tardiness
3. Lack of participation in class
4. Unprofessional/unethical conduct
5. Academic concerns (e.g., failure to submit assignments, poor performance on assignments, poor oral/written communication skills, cheating/plagiarism, lack of scholarship)
6. Interpersonal concerns (e.g., unprofessional interactions with faculty, unwillingness to respect others' points of view, poor hygiene/self-care)
7. Unwillingness to accept and incorporate feedback
8. Unable/unwilling to work collaboratively with others
9. Inappropriate use of technology

D. Potential Remediation/ Possible Outcomes

1. Referral to individual/group counseling
2. Focused reading in a particular area
3. Taking "incomplete" and attending course for 2nd time

4. Additional specific feedback/guidance from instructor
5. Volunteer work in schools
6. Referral to Writing Center
7. Referral to student judicial board
8. Decrease in course load
9. Prescribed courses
10. Additional coursework
11. Suspension from program.
12. Recommendation for dismissal from program

For more information, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

Application for Graduation

Graduation applications should be completed on MyIUP. Please see this website for deadlines: <https://www.iup.edu/graduatestudies/news/2022/02/graduate-student-application-deadlines.html>

Application deadlines currently are shown as:

- April 1 for May graduation
- April 1 for August graduation
- November 1 for December graduation

August graduates walk in the May graduation ceremony.

PRAXIS scores must be submitted for review by the last day of classes in the semester in which students plan to graduate.

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy
Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation

Transfer of Credits Policy

(If you add program policy, be sure to delineate University policy and program policy.)

Research

<https://catalog.iup.edu/content.php?catoid=7&navoid=950>

www.iup.edu/research/

www.iup.edu/gradcatalog

www.iup.edu/research/

Appendices

Appendix A

Directions for Creating a LiveText Account

1. Go to www.livetext.com and clicking "PURCHASE/REGISTER" at the top.
2. **If you have not already purchased a membership**, Click the "Select This Option" button under "Purchase Membership."
 - a. On this screen, select the "**Standard Edition.**"
3. Enter your personal information and create your username and password.
4. Pay for your membership.
5. **If you already purchased your membership and need to register**, click the "Select This Option" button under "**Register Membership.**"
6. Under Step 1 you will need to click the "Student" radio button.
7. Under Step 2 you will enter the Key Code you received.
8. Under Step 3 you will enter your Personal Information.
 - a. Please complete all areas.
 - b. Use your IUP email address for both school and personal email.
 - c. Your faculty ID is your banner ID
9. Under Step 4 you will create a username and password.
 - a. Please make it something you will remember.
 - b. You will also need to choose a security question from the drop down and complete the answer and a hint.
 - c. The hint cannot contain any part of the answer.
10. Click the terms of service box
11. Finally, click the "**Register My Membership Account**" button. You now have your account.

It may take a day for the service to update and recognize your courses from the nightly update from IUP. Once this is completed you will be able to log into your account and see all the courses you are assigned to by the university.

Appendix B

Indiana University of Pennsylvania

**M.Ed. in Literacy/Reading Specialist Certification
Program Assessment of Candidate Dispositions**

Candidate's Name: _____

Banner ID: @_____

Who is completing this assessment? (circle one) Faculty Practicum Supervisor Candidate

The candidate...

| <i>Distinguished (D):</i> ...exhibits the disposition frequently, consistently and independently. | <i>Proficient (P):</i> ...exhibits the disposition but may need guidance or support. | <i>Basic (B):</i> ...does not often exhibit the disposition or requires explicit guidance/recommendations for improvement. | <i>Unacceptable (U):</i> ...does not exhibit the disposition and/or fails to take corrective action. | <i>Unable to Assess (UA)</i> ...does not have the opportunity to demonstrate the disposition at this time. |
|--|---|---|---|---|
| Personal/Professional Dispositions | | Rating | | Comments and/or Examples |
| The candidate... | | | | |
| ...is conscientious about attendance and punctuality. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...is well-groomed and professionally attired. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...maintains professional relations with district and university personnel, community members, and families. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...practices professional discretion and confidentiality. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...demonstrates initiative and enthusiasm in preparation and lesson delivery, adheres to deadlines, and is committed to student success. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...accepts constructive criticism and modifies behavior accordingly | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...communicates clearly in oral and written expression. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...is open to diverse perspectives. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ...demonstrates a commitment to lifelong learning. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |
| ... exhibits assertiveness and poise in the classroom. | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | | |

Rubric Information: The candidate...

| | | | | |
|---|---|---|---|---|
| <i>Distinguished (D):</i> ...exhibits the disposition frequently, consistently and independently. | <i>Proficient (P):</i> ...exhibits the disposition but may need guidance or support. | <i>Basic (B):</i> ...does not often exhibit the disposition or requires explicit guidance/recommendations for improvement. | <i>Unacceptable (U):</i> ...does not exhibit the disposition and/or fails to take corrective action. | <i>Unable to Assess (UA)</i> ...does not have the opportunity to demonstrate the disposition at this time. |
| Danielson Framework Domain 4 Professional Responsibilities and ILA Standards Elements | | Rating | Comments and/or Examples | |
| The candidate... | | | | |
| ...displays positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursues the development of individual professional knowledge and behaviors (ILA 6.2); enhances content knowledge and pedagogical skill through professional development experiences (4e). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...accurately reflects on lessons and cites adjustments to practice, drawing on a repertoire of strategies (4a). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...plans instruction based on assessment information (4b). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...provides frequent information to families about the instructional program and students' individual progress (4c). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...engages families in the instructional program (4c). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...maintains professional relationships with colleagues that encourage sharing, planning, and working together toward improved instructional skill and student success (4d). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...contributes to and participates in a learning community (4d). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...serves the profession through active involvement in learning opportunities and professional organizations (4e; ILA 6.2). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...acts with integrity and ethical conduct (4f). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...advocates for students (4f) and groups (ILA 6.4); develops and implements strategies to advocate for equity (ILA 4.3) | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...recognizes, understands, and values the forms of diversity that exist in society and their important in learning to read and write (ILA 4.1). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |
| ...engages in decision-making to solve problems (4f). | | D <input type="checkbox"/> P <input type="checkbox"/> B <input type="checkbox"/> U <input type="checkbox"/> UA <input type="checkbox"/> | | |

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

**Submit to Jennifer Ruffer, Department Secretary, at jruffner@iup.edu
by 8/31/22**

The Department of Professional Studies in Education will keep this signed document on file.