

Reading Specialist Program Report

SECTION I--CONTEXT

1. **Description of any state or institutional policies that may influence the application of SPA standards**

Texas certifies reading specialists at the professional level (all-level; PK-12). The state requires persons to have a masters degree with two years teaching experience and pass the Texas Examination of Educator Standards (TExES) to get the Professional Certificate for Reading Specialists.

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for the practicum or internship.**

Field experiences are built into every literacy specialization course (four courses) and every capstone course (two courses). The only courses that do not have field components are the core knowledge courses. Our belief is that the most effective learning experiences take place when theory and research are put into practice through a process of planning, implementing, and critical reflection (i.e., *What did my students learn as a result of my instruction? What did I learn that will make me a more effective teacher?*)

Field experiences consist of the following:

- Planning, implementation, and critical reflection of strategy lessons in all components of a balanced literacy program
- Planning, implementation, and critical reflection of units of study in
 - Reading and writing in the content areas
 - Using multicultural literature
- Case studies in
 - Assessing and evaluating literacy
 - Diagnosing and teaching a struggling reader/writer
- Analyses of classroom and school literacy environments
 - Interviews with classroom teachers, reading specialists, principal, and parents
 - Development of action plans for improvements
 - Vision Statements

- Issues paper that replicates a literature review

The program also has a year-long capstone practicum (six-hour). The practicum is field based with supervision.

- ED 6307 (Corrective Reading): Examines causal factors of reading disabilities. Informal and formal diagnostic procedures in reading instruction are explored. Corrective reading strategies and techniques are discussed.
 - Candidates conduct a semester-long assessment case study of a struggling reader by implementing and analyzing a wide variety of informal and formal literacy assessments in order to develop an appropriate instructional plan for raising achievement.
- ED 6308 (Practicum in Reading): Diagnosis of reading needs and appropriate instruction by students under supervision. Exploration of reading specialist role also included.
 - Candidates use the assessment knowledge they developed in the previous course to conduct a semester-long supervised diagnostic and instructional case study of a struggling reader. Candidates implement initial assessments, develop instructional goals that will raise achievement based on assessments, create an instructional plan for achieving goals, and then implement the plan with weekly instruction. Candidates must keep an ongoing log of progress. Candidates submit a culminating case study report with recommendations to the parents, classroom teacher (if needed), and specialized personnel who work with the child. Copies are provided for the parent and all school personnel who work with the child.

3. **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program**

The following table demonstrates this:

	Level 1: Entry into program	Level 2: Admission to capstone practicum	Level 3: Comprehensive Exam—E-folio	Level 4: Program completion
Criteria and designated transition point assignments and requirements	<ul style="list-style-type: none"> • Baccalaureate degree from accredited undergraduate institution • Valid teaching certificate • Cumulative GPA of 2.5 • GRE test score • Satisfactory essay 	<ul style="list-style-type: none"> • Application made at least one semester in advance • Core course completed 	<ul style="list-style-type: none"> • Completion of all coursework 	<ul style="list-style-type: none"> • Successful completion of all program requirements • Pass TExES exam for certification

4. **Description of the relationship of the program to the unit’s conceptual framework**

As noted below, the graduate literacy program is closely aligned with the unit’s conceptual framework. We used the learning outcomes from our unit’s conceptual framework as the foundation for the graduate literacy program goals. Listed under each learning outcome from the unit’s conceptual framework are the sub-outcomes we established that specifically apply to our program. Although listed separately, we recognize that the learning outcomes are interrelated.

- A. *As reflective practitioners, candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the*

implementation of effective instruction and successful development of all students.

- Knows how to plan, implement, and monitor age appropriate instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding and application of concepts of print and the alphabetic principle, word identification skills, reading fluency, comprehension strategies, extend students' vocabulary knowledge, use of writing conventions and appropriate grammar usage.
- Demonstrates and applies knowledge of the characteristics, advantages, and limitations of types of reading assessment and their use in monitoring and evaluating student progress in the components of reading using formal and informal assessments.
- Knows how to implement effective instructional strategies that focus on specific literacy components (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary development, written language), and identifies specific short-term and long-term interventions to address student needs in each component.

B. As reflective practitioners, candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.

- Knows how to support students' learning in all content areas by teaching them to apply various strategies for comprehending expository and narrative texts and by promoting their acquisition and use of study and inquiry skills (e.g., note taking, outlining, skimming and scanning, using graphic organizers, setting purposes for reading, self-assessing, locating and evaluating multiple sources of information).
- Knows about state and national standards and requirements that relate to reading and writing curriculum and instruction and how to develop systematic, sequential age-appropriate

literacy instruction that reflects content and performance standards, components of a comprehensive literacy program, students' strengths and needs, and a convergence of research evidence.

- Knows how to design and implement instruction in interpreting, analyzing, and evaluating information (e.g., maps, charts, graphics, video segments, technology presentations) and how to use media to produce visual images, messages, and meanings.

C. As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in personal and educational endeavors.

- Identifies professional development needs and facilitates positive change by working with other educators to initiate, implement, and evaluate professional development and its impact on instructional practice.
- Applies knowledge of procedures for mentoring educators to implement instructional practices, principles, guidelines, and professional ethical standards.
- Recognizes and respects cultural and societal trends and applies strategies for working with other educators to involve parents/guardians in cooperative efforts to support students' development.

D. As reflective practitioners, candidates will demonstrate their ability to implement defensible instructional decisions and technology applications leading to effective teaching and learning.

- Demonstrates knowledge of expected stages and milestones in attaining oral language, phonemic and phonological awareness, alphabetic principle, word identification strategies, fluency, comprehension, vocabulary development, and written language.
- Knows how to evaluate, select, and incorporate various types of reading materials for a range of reading levels, purposes, and interests.

- Applies knowledge of how to develop systematic, sequential, age-appropriate reading instruction and interventions.
- Applies knowledge of the foundations of basic research and procedures for effectively mentoring and coaching educators and knows how to expand knowledge of literacy through a variety of professional activities.

E. As reflective practitioners, candidates will embrace active, engaged, student-centered learning.

- Applies knowledge of how to develop age appropriate reading instruction based on a convergence of research evidence and is responsive to individual students strengths, needs and interests.
- Uses assessment results to design age-appropriate instruction that promotes reading skills and strategies by building on strengths and addressing needs of students by collaborating with other specialists to aid in assessment.
- Knows how to provide systematic age-appropriate oral language instruction using language structures and pronunciations commonly associated with Standard English.

F. As reflective practitioners, candidates will implement culturally relevant and responsive teaching, addressing the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

- Applies knowledge of instructional progressions, methods, sequences, strategies and materials that build on and support students' oral language skills, reflect students' cultural diversity. Promotes students' phonological and phonemic awareness.
- Applies knowledge of instructional progressions, methods, sequences, strategies and materials that build on and support students' oral language skills, reflect students' cultural diversity. Promotes students' understanding of the application of concepts of print and the alphabetic principle.

- Applies knowledge for working with other educators to involve parents in cooperative efforts. Knows how to communicate local data and information related to literacy issues.

5. **Indication of whether the program has a unique set of program assessments, and the relationship of the program's assessments to the unit's assessment system**

All assessments in the graduate reading program are closely aligned with the unit's conceptual framework. As noted above, the learning outcomes from the unit's conceptual framework form the foundation for the goals of the graduate reading program. We created scoring guides for all assessments that we believe are closely aligned with our unit's learning outcomes and are directly linked to the Texas Reading Specialist Standards.

SECTION II—LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the TExES Reading Specialist standards.

	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
1	CONTENT KNOWLEDGE TExES Reading Specialist exam	State licensure exam of content knowledge	After completion of all coursework
2	CONTENT KNOWLEDGE Master's Comprehensive Exam	Oral presentation of e-folio	Last semester; prior to graduation
3	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS Issues Paper	Issues paper--Grading Rubric	Required course--ED 6305
4	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS Lesson Plans	Lesson Plans--Grading Rubric	Required course--ED 6312
5	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS Environmental Scan	Reflection--Grading Rubric	Required course--ED 6379
6	EFFECTS ON STUDENT LEARNING Case Study	Case Study--Grading Rubric	Required course--ED 6308

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS
 TExES Reading Specialist Standards

TExES STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
DOMAIN I—INSTRUCTION AND ASSESSMENT: COMPONENTS OF LITERACY	
Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6

<p>Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
<p>Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skill and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
<p>Competency 005 (Fluency) The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
<p>Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6

<p>Competency 007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
<p>Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading writing at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
<p>DOMAIN II—INSTRUCTION AND ASSESSMENT: RESOURCES AND PROCEDURES</p>	
<p>Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6
<p>Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6

<p>that addresses the varied learning needs of all students at the levels of early childhood through grade 12.</p>	
<p>DOMAIN III—MEETING THE NEEDS OF INDIVIDUAL STUDENTS</p>	
<p>Competency 011 (Instruction for English Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6</p>
<p>Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6</p>
<p>DOMAIN IV—PROFESSIONAL KNOWLEDGE AND LEADERSHIP</p>	
<p>Competency 013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6</p>

reading/literacy curriculum.	
<p>Competency 014 (Collaboration, Communication, and Professional Development)</p> <p>The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6</p>

SECTION IV—EVIDENCE FOR MEETING STANDARDS

1. CONTENT KNOWLEDGE—TExES Reading Specialist Exam

Description:

The state licensure exam of content knowledge (TExES) is required of all graduate students obtaining the Reading Specialist certification. As required by the Texas Education Code, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The educator must have two years teaching experience and have a master's degree with a reading specialist major. The 80 multiple-choice questions cover knowledge of components of reading, assessment and instruction, strengths and needs of individual students, and professional knowledge and leadership.

Categories and Type of Question	Approximate Percentage of Examination
Instruction and Assessment: Components of Literacy (multiple choice)	57%
Instruction and Assessment: Resources and Procedures (multiple choice)	14%
Meeting the Needs of Individual Students (multiple choice)	14%
Professional Knowledge and Leadership (multiple choice)	14%

Alignment with the Standards:**Domain I, II, III, and IV**

A reading specialist understands the concepts of reading instruction and assessment, resources and procedures, meeting the needs of individual students, and professional knowledge and leadership. The TExES exam is designed to assess a candidate's understanding and applied knowledge in the four domains. Every reading course in the Reading Specialist program aligns with all or some of the Texas Reading Specialist standards.

Summary of Data:

There were 10 reading specialist program completers for the years 2006-2008. On the TExES Content Knowledge exam, the reading specialist program completers achieved a 100% pass rate on the overall score. Out of the 10 only 1 student failed 1 domain (by only one point on the scaled score). Of the 10 students 3 domains had 100% pass on the scaled score.

Evidence of Meeting Standards:

Reading Specialist program completers' mean score for the TExES exam was 280.625; passing score is 240. Passing rate for ASU reading specialist completers was 100%. The NCATE requirement for content exams is an 80% pass rate; the reading specialist program considers this a minimum criterion for reading specialist program completers. Since ASU exceeds an 80% rate on the TExES Reading Specialist program, this provides evidence that the program is meeting Standard #1.

TEExES Results:

Reading Specialist	N	Percent Pass
2009	NR	NR
2008	1	100%
2007	4	100%
2006	5	100%

2. CONTENT KNOWLEDGE—Master’s Comprehensive Exam

Description:

Candidates for a Master’s in Education with Reading Specialist certification must successfully complete a comprehensive experience covering work within the candidate’s program. The reading specialist program administers an electronic portfolio. The candidate orally presents the electronic portfolio to a three or four member committee comprised of College of Education faculty members that the candidate has selected. The committee is chaired by the reading specialist program director. The candidate’s electronic portfolio demonstrated knowledge and application of the reading specialist standards. The candidate reflects on their knowledge and application of each reading specialist standard and shows documentation of each through artifacts.

The portfolio is scored as pass/fail. Two out of three (or three out of four) committee members must pass the candidate in order to obtain a successful completion of the comprehensive exam. The electronic portfolio is divided in to four sections (Domains). These domains are described below:

Domain I—Instruction and Assessment: Components of Literacy

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Domain II—Instruction and Assessment: Resources and Procedures

The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Domain III—Meeting the Needs of Individual Students

The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Domain IV—Professional Knowledge and Leadership

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and

communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Alignment with the Standards:

Domains I, II, III, and IV

The Electronic Portfolio addresses all the Reading Specialist standards.

Summary of Data:

All reading specialist candidates have passed the master's comprehensive exam.

Evidence of Meeting the Standard:

All reading specialist candidates have passes the master's comprehensive exam. It can be concluded the Electronic Portfolio provides evidence that the program meets the standards of the reading specialist.

Sample Form

MEMORANDUM

DATE:

TO: Dr. John Miazga, Dean
College of Education

Dr. Nancy Allen, Interim Dean
College of Graduate Studies

FROM: Dr. Cheryl Hines, Committee Chair
Reading Specialist

SUBJECT: Comprehensive Examination

This to certify that Candidate Name has (**satisfactorily/unsatisfactorily**) completed the written Comprehensive Examination with the following results:

Please check one

_____	() satisfactorily
Cheryl Hines, Chair	() unsatisfactorily
_____	() satisfactorily
Dr. Marilyn Eisenwine	() unsatisfactorily
_____	() satisfactorily
Dr. Mary McGlamery	() unsatisfactorily

APPROVED: DEAN, GRADUATE SCHOOL

_____ Date: _____

DATA TABLE
Master's Comprehensive Exam

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
Domain I—Instruction and Assessment: Components of Literacy	Spring/2006	100%	0%	2
Domain II—Instruction and Assessment: Resources and Procedures	Spring/2006	100%	0%	2
Domain III—Meeting the Needs of Individual Students	Spring/2006	100%	0%	2
Domain IV—Professional Knowledge and Leadership	Spring/2006	100%	0%	2

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
Domain I—Instruction and Assessment: Components of Literacy	Fall/2006	100%	0%	3
Domain II—Instruction and Assessment: Resources and Procedures	Fall/2006	100%	0%	3
Domain III—Meeting the Needs of Individual Students	Fall/2006	100%	0%	3
Domain IV—Professional Knowledge and Leadership	Fall/2006	100%	0%	3

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
Domain I—Instruction and Assessment: Components of Literacy	Spring/2007	100%	0%	4
Domain II—Instruction and Assessment: Resources and Procedures	Spring/2007	100%	0%	4
Domain III—Meeting the Needs of Individual Students	Spring/2007	100%	0%	4
Domain IV—Professional Knowledge and Leadership	Spring/2007	100%	0%	4

TEExES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
Domain I—Instruction and Assessment: Components of Literacy	Summer/2008	100%	0%	1
Domain II—Instruction and Assessment: Resources and Procedures	Summer/2008	100%	0%	1
Domain III—Meeting the Needs of Individual Students	Summer/2008	100%	0%	1
Domain IV—Professional Knowledge and Leadership	Summer/2008	100%	0%	1

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS—Issues Paper

Description:

This assignment enables the student to demonstrate their content knowledge as a reading specialist. The reading specialist candidate is expected to review extensive references to theory and research to demonstrate their knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. The reading specialist candidate chooses a current issue or topic in literacy education, researches the issue or topic extensively using current reading/language arts journals. The “Issues Paper” is at least 10 pages in length, using 10-20 references, and use APA format.

Alignment with the Standards:

The Issues Paper addresses Domain I of the reading specialist standards. Domain I—Instruction and Assessment: Components of Literacy
The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Data Summary:

All reading specialist candidates who completed the Issues Paper assignment scored above the passing criteria of 70%. The mean score for reading specialist program completers was 96%. Range of scores for reading specialist program completers was 80 to 100. 100% of the reading specialist program completers passed.

Evidence of Meeting the Standards:

Each reading specialist program completer exceeded the passing criteria of 70%.

ED 6305
Issues Paper Grading Rubric

Criteria	4	3	2	1	Score
Structural Organization	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton but lacks transitions	Paper lacks logical progression of ideas	
Understanding of Material	Clear understanding of material displayed by clear, concrete language and complex ideas	Developing understanding of material	Limited understanding of material displayed by vague, unclear language	Apparent misunderstanding of material	
Focus	The paper is focused, purposeful, and reflects clear insight and ideas	Paper is focused on the topic and includes relevant ideas	Paper is focused on topic and includes few loosely related ideas	Paper addresses topic but loses focus by including irrelevant ideas	
Mechanics	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical error and questionable word choice	Error in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation	
Support	Specific, developed details and superior support and evidence in the paper content	Support lacks specificity and is loosely developed	Some supporting ideas and/or evidence for the essay content	Few to no solid supporting ideas or evidence for the essay content	
APA Format	Use of APA format with no errors	Use of APA format with a few errors	Many errors using APA format	Did not use APA format	
References	Use of	Use of	Few	No references or	

	references indicate substantial research	references indicate some research	references or some incorrect references	incorrect references	
Grammar	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Multiple grammatical and stylistic errors	
Vocabulary	Rich and precise language	Effective language	Simplistic and/or unclear language	Apparent confusion with the use of language	
Thesis	Establishes thesis and maintains clear purpose via suitable voice and tone	Evidence of thesis can be found and author generally maintains purpose through suitable voice and/or tone	Attempt to create a thesis statement and communicate the purpose throughout	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	
Meaningful Development of Ideas	Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development	Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details	Unelaborated ideas that are not fully explained or supported; repetitive details	Ideas are unclear and/or not well-developed	
Organization of Paper	Careful and relevant organization of ideas	Logical organization of ideas	Somewhat unfocused and/or unclear	Weak organization of ideas	

TOTAL _____

DATA TABLE
ED 6305 Issues Paper

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
DOMAIN I— Instruction and Assessment: Components of Literacy				
	Spring/2006	100%	0%	5
	Fall/2007	100%	0%	9

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS—Lesson Plans

Description:

The Lesson Plan assignment consist of three comprehensive plans that include delivery and assessment of instructional plans, construction of challenging and meaningful assessments, adaption of instruction to meet student needs, analysis and reflection on teaching decisions and results. The Lesson Plan assignment includes three sections, which measure a candidate's ability to plan, assess, deliver and reflect on instruction. The three sections are described below.

Section I: Lesson Plan Design. Candidates design lessons that impact learning for all students, address different learning styles, and utilize quality children's or young adult literature to teach reading and writing skills and strategies.

Section II: Analysis of Assessment Procedures. Candidates link learning results to classroom efforts and assess the impact that teaching had on individual, small group and whole group learning. They calculate student learning gains and the extent of student mastery of the learning goals.

Section III: Reflection and Self-Evaluation. Candidates analyze and synthesize all teaching activities and identify professional development opportunities to improve teaching skills.

Alignment with the Standards:

The Lesson Plan assignment addresses:

DOMAIN II—INSTRUCTION AND ASSESSMENT; RESOURCES AND PROCEDURES;

Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

DOMAIN III—MEETING THE NEEDS OF INDIVIDUAL STUDENTS:

Competency 011 (Instruction for English Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

The Lesson Plan assignment has a possible 15 points. All points are converted to percentages scores. A score of 70% (converted from raw score of 8) is considered passing on the Lesson Plan assignment.

Data Summary:

All reading specialist candidates who completed the Lesson Plan assignment scored above the passing criteria of 70%. The mean score for reading specialist candidate program completers was 12 (95% correct). The range of scores for reading specialist candidate program completers was 10 to 15 (85%-100%). 100% of the reading specialist program completers passed.

Evidence of Meeting the Standards:

Each reading specialist program completer exceeded the passing criteria of 70%.

Attachments:

Lesson Plan Assignment Grading Rubric
Data Table

Lesson Plan Assignment Grading Rubric
ED 6312

	3	2	1	Score
Instructional Activities	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.	Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.	Activities are unrelated to objectives. No attempt is made to individualize activities for learning styles or strengths.	
Differentiated Instruction	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels.	Lesson includes some differentiated instruction for ELL and reading disabilities students.	No differentiation of instruction is mentioned.	
Resources	Resources needed for this lesson are included in plan. Use of quality children's literature enhances lesson significantly.	Some resources needed for this lesson are not included in plan. Use of quality children's literature enhances lesson.	Many resources needed for lesson are not included in plan.	
Assessment	Assessment is directly related to objectives and standards. Assessment provides opportunities for student with varying learning styles and strengths to excel.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	
Reflection	Reflection provides a clear analysis and synthesis of all teaching activities.	Reflection alludes to teaching activities and student learning.	No reflection is included.	

DATA TABLE
ED 6312 Lesson Plan Assignment

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
DOMAIN II—Instruction and Assessment: Resources and Procedures				
Competency 009	Summer/2006	100%	0%	5
Competency 010	Summer/2006	100%	0%	5
DOMAIN III—Meeting the Needs of Individual Students				
Competency 011	Summer/2006	100%	0%	5
Competency 012	Summer/2006	100%	0%	5

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
DOMAIN II—Instruction and Assessment: Resources and Procedures				
Competency 009	Spring/2008	100%	0%	10

Competency 010	Spring/2008	100%	0%	10
DOMAIN III—Meeting the Needs of Individual Students				
Competency 011	Spring/2008	100%	0%	10
Competency 012	Spring/2008	100%	0%	10

5. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS—Environmental Scan

Description:

The Environmental Scan assignment is completed by the reading specialist candidate in a colleague's classroom. The purpose of the assignment is to provide practice in observing a reading classroom. The reading specialist candidate is involved in doing an environmental scan of the classroom, documenting evidence of conditions that promote literacy. The students follow the classic work of Cambourne (1988) who identified conditions conducive to literacy learning. All seven of Cambourne's Conditions, are included in the scan. Cambourne found that the conditions that foster learning oral language and the conditions that facilitate coming to fluency in reading and writing are the same. The reading specialist candidate completes the environmental scan form and has the colleagues write a reflection. The reflection affords the teacher an opportunity to affirm their work in their own classroom and to set learning goals. The reading specialist candidate has an opportunity to communicate with the teacher colleague on a professional level.

Alignment with the Standards:

The Environmental Scan assignment addresses the following standards:
DOMAIN IV—PROFESSIONAL KNOWLEDGE AND LEADERSHIP

Competency 013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

Competency 014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

The Environmental Scan assignment has a possible 9 points. All points are converted to percentages scores. A score of 70% (converted from raw score of 4) is considered passing on the Environmental Scan assignment.

Data Summary:

All reading specialist candidates who completed the Environmental Scan assignment scored above the passing criteria of 70%. The mean score for reading specialist candidate program completers was 8.3 (92% correct). The range of scores for reading specialist candidate program completers

was 6 to 9 (80%-100%). 100% of the reading specialist program completers passed.

Evidence of Meeting the Standards:

Each reading specialist program completer exceeded the passing criteria of 70%.

Attachments:

Environmental Scan Grading Rubric
Data Table

ED 6379
Environmental Scan Grading Rubric

Criteria	Exceeds Expectations 3 points	Meets Expectations 2 points	Needs Improvement 1 point
Professional Knowledge	<ul style="list-style-type: none"> • Reveals an in-depth thorough knowledge of content • Makes insightful connections between Cambourne's Conditions to literacy learning • Effectively uses environmental scan 	<ul style="list-style-type: none"> • Conveys a thorough knowledge of content • Connects Cambourne's Conditions to literacy learning • Uses environmental scan 	<ul style="list-style-type: none"> • Conveys knowledge content that is frequently inaccurate and out-of-date • Connections between Cambourne's Conditions to literacy learning weak • Ineffective use of environmental scan
Collaboration	<ul style="list-style-type: none"> • Develops effective collaborative relationship with colleagues to meet the learning needs of students 	<ul style="list-style-type: none"> • Develops collaborative relationships with colleagues to meet the learning needs of students 	<ul style="list-style-type: none"> • Makes inconsistent attempts to develop collaborative relationships with students
Reflection	<ul style="list-style-type: none"> • Makes a thoughtful and accurate assessment of environment • Makes specific, alternative adjustments as needed 	<ul style="list-style-type: none"> • Makes a few specific, alternative suggestions • Makes an accurate assessment of environment 	<ul style="list-style-type: none"> • Does not know if environmental scan was effective • Makes no suggestions on how to improve environment
TOTAL			

DATA TABLE
ED 6379 Environmental Scan

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
DOMAIN IV—Professional Knowledge and Leadership				
Competency 013	Summer/2008	100%	0%	5
Competency 014	Summer/2008	100%	0%	5

6. EFFECTS ON STUDENT LEARNING—Case Study

Description: *The following shows a description of an assignment in a graduate reading education program.*

Each student will focus on writing a case study on a child aged between 5 and 18 years. The purpose of this case study is to follow the child's literacy development in the areas of reading, writing, and spelling. It is important that you observe and work with one child, and that you discuss literacy development with the child's parents or guardians. Once the case study is completed and graded, set up a conference date with the parent or caregiver to go over the results. Reflect on this process and be prepared to discuss this in class.

Your case study report must be constructed using the following headings.

Previous Educational History

Health Record

General Observations

Tests Administered and Results

Analysis

Summary and Recommendations

Reading, Writing, and Spelling Strengths

Reading, Writing, and Spelling Weaknesses

General Recommendations

Specific Areas for Instruction

Appendices

Copies of all surveys completed

Any material that connects to reading development

Any material that connects to writing and spelling analysis

Reference list

Alignment with the Standards:

The Case Study assignment addresses the following standards:

DOMAIN II—INSTRUCTION AND ASSESSMENT: RESOURCES AND PROCEDURES

Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied

learning needs of all students at the levels of early childhood through grade 12.

DOMAIN III—MEETING THE NEEDS OF INDIVIDUAL STUDENTS

Competency 011 (Instruction for English Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

The Case Study assignment has a possible 25 points. The mean score is 20. A score of 19-below is considered failing.

Data Summary:

All reading specialist candidates who completed the Case Study assignment scored above the passing criteria of 20-25. The range of scores for the reading specialist candidates was 22 to 25 (all in the pass range). 100% of the reading specialist program completers passed.

Evidence of Meeting the Standards:

Each reading specialist program completer exceeded the passing criteria of 20-25 rubric score.

Attachments:

Case Study Grading Rubric
Data Table

ED 6308 Case Study Rubric

Critical Elements	Exemplary 5 points	Acceptable 4 Points	Unacceptable 3 points
Student Information	Information is effectively stated, and relevant to this assignment.	Information is adequately stated. Most information is relevant to this assignment.	Minimal background information is provided. Information presented is not relevant to this assignment.
Reading Analysis	Reading Stages were effectively determined and justification was aligned with theory in detail.	Reading stages were correctly determined and justification was aligned with theory.	Reading stages were not determined or were not correct. No justification and/or alignment with theory.
Reading Strategies	Determination and explanation of reading strategies child is presently using.	Determination of reading strategies child is presently using.	Does not determine the reading strategies child is presently using.
Writing and Spelling Analysis	Effectively determines spelling stage/s. Justifications are thoughtfully developed.	Adequately determines spelling stage/s but there is some error. Justifications are stated and developed.	Spelling stage/s are not indicated and/or correct. Justifications are not well thought out and developed.
Recommendations	All recommendations were aligned with justifications and stages of development. Recommendations are described in detail.	Most recommendations were aligned with justifications and stages of development.	Recommendations are not aligned with justifications and stages of development.
Total:			

Comments:

DATA TABLE
ED 6308 Case Study

TEXES Reading Specialist Standards	Semester/Year	% Met	% Not Met	Number of Students
DOMAIN II—Instruction and Assessment: Resources and Procedures				
Competency 009	Spring/2007	100%	0%	6
Competency 010	Spring/2007	100%	0%	6
DOMAIN III—Meeting the Needs of Individual Students				
Competency 011	Spring/2007	100%	0%	6
Competency 012	Spring/2007	100%	0%	6

Section V: