IRA Assessment #2 – Newbery/Caldecott/Award Books Genre Study Unit
(IRA Standards 1.4, 2.1, 2.2, 2.3, 4.2, 4.3, 4.4)

Description of the Assessment:

ELED 534 – Developmental Reading: K-8 is the first course in the M.Ed. in Reading concentration. It is offered each semester and also during our first summer session (mid-May). Generally, candidates have not made formal application into the M.Ed. in Reading Program until after this course is completed. The course is a survey course covering topics including theories of reading, phonemic awareness, phonics, word recognition, vocabulary, comprehension, writing, spelling, listening, speaking, and study skills. The overriding theme in the course is using high-quality children's literature when teaching these components of reading.

One of the major projects in this course is the genre study. Candidates are required to select six Newbery and/or Caldecott award-winning books based on a common theme and design a unit of study integrating the teaching of reading skills with the books. Candidates are expected to have a comprehensive understanding of the components of the reading process and build them into their genre units. The activities are to be based on sound reading and language theory, and where appropriate, seminal studies of reading are to be referenced.

Once the genre unit has been prepared, candidates are asked to implement the unit in their classrooms and share their work with other teachers both within the classroom and in their schools. Instructors encourage candidates to reflect on the implementation of these units and share their implementation results and reflections with their colleagues. This is usually one of the first coaching experiences (Level 1) that candidate's experience.

Alignment of the Assessment with the 2003 IRA Standards:

The primary thrust of this project is to have candidates prepare an instructional unit that can be implemented and then shared with other educators. In order to do this, candidates need a solid grounding in theories of reading/writing. They are to use these materials to plan appropriate instructional practices using a wide range of other materials, thus, there is a heavy emphasis on Standards 2 and 4.

Analysis of the Findings:

The Genre Study Unit has been a part of our program since the Fall 2005. Since this requirement is offered in a survey course, over 200 candidates have completed this project. Generally, less than 10% of our candidates fail to reach an "Acceptable" or higher rating on this project. We attribute this to the fact that professors supply models of exemplary projects from previous semesters.

Data Interpretation:

Beginning in the Spring 2007, we have included and "Exemplary" category in the rating of our candidates. Roughly three-quarters of our candidates are able to reach these criteria.

Assessment #2 – Genre Study – Overview

Name _____   **Date** _____

Element	Unacceptable – 1	Acceptable – 2	Exemplary – 3	Score
IRA Standard 1.4 **Candidates are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.**	Candidate has inadequate knowledge of major components of reading	Demonstrates adequate knowledge of major components of reading	Demonstrates an advanced and exemplary knowledge of major components of reading	
IRA Standard 2.1 **Candidates support classroom teachers**	Candidate fails to demonstrate adequate matching of grouping and support of teachers	Demonstrates adequate matching of grouping and support of teachers	Demonstrates exemplary matching of grouping and support of teachers	

and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.				
IRA Standard 2.2 **Candidates support classroom teachers and paraprofessionals in their use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select**	Candidate fails to plan and uses a wide range of instructional activities (including technology) and fails to support other professionals/paraprofessionals	Plans and uses a wide range of instructional activities (including technology) and supports other professionals/paraprofessionals	Plans and uses a wide range of exemplary instructional activities (including technology) and supports other professionals/paraprofessionals at an exemplary level	

appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.				
IRA Standard 2.3 **Candidates support classroom teaches and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration**	Candidate fails to adequately demonstrate planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals	Adequately demonstrates planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals	Exemplary planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals	

teaching.				
IRA Standard 4.2 **Candidates assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.**	Candidate fails to plan using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds of students.	Adequately plans using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds of students.	Exemplary planning using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds	
IRA Standard 4.3 **Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals . Assist teachers and paraprofessionals to model reading and writing as valued**	Candidate fails to demonstrate and model reading and writing for real purposes. Does not assist teachers and paraprofessionals to model reading and writing as lifelong activities.	Adequately demonstrates and models reading and writing for real purposes. Assists teachers and paraprofessionals to model reading and writing as lifelong activities.	Exemplary demonstrations and models of reading and writing for real purposes. Assists teachers and paraprofessionals to model reading and writing as lifelong activities.	

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lifelong activities.				
IRA Standard 4.4 **Candidates use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate those techniques and they can articulate the research base that grounds their practice.**	Candidate fails to design activities and programs based on best practices that motivates students to be life-long learners	Designs activities and programs based on best practices that motivates students to be life-long learners	Exemplary designing of activities and programs based on best practices that motivates students to be life-long learners	
Clear, concise, error-free written work	Unclear writing style that is disorganized and contains numerous errors or conventions	Clear writing style that is organized and contains a limited number of errors or conventions	Exemplary writing style that is organized and contains a limited number of errors or conventions	
			Total Score	

Overall Performance Assessment: _____ ≤ 7 ____ **8 - 16**   _____ **17 - 24**

                                 Unacceptable   **Acceptable**   **Exemplary**

Recommendation: **REVISION**   **PASS**   **PASS**

Faculty member signature(s)_____

IRA Standard Element	Semester/Year	% Unacceptable	% Acceptable	% Exemplary	Number of Candidates
Standard 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.**	Fall 2009	0%	70%	30%	23
	Spring 09 (534-02)	10%	36%	54%	11
	Spring 09 (534-01)	0%	30%	70%	20
	Fall 2008	0%	48%	52%	21
	Spring 2008	0%	48%	52%	25
	Fall 2007	0%	23%	77%	13
	Spring 2007	0%	23%	77%	26
	Spring 2006	3%	97%		59
	Fall 2005	7%	93%		26
Standard 2.1. **Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for**	Fall 2009	4%	39%	57%	23
	Spring 09 (534-02)	10%	10%	80%	11
	Spring 09 (534-01)	0%	25%	75%	20
	Fall 2008	0%	86%	14%	21
	Spring 2008	0%	48%	52%	25
	Fall 2007	0%	54%	46%	13

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accomplishing given purposes.	Spring 2007	0%	27%	73%	26
	Spring 2006	5%	95%		59
	Fall 2005	7%	93%		26
Standard 2.2. **Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.**	Fall 2009	4%	13%	83%	23
	Spring 09 (534-02)	0%	20%	80%	11
	Spring09 (534-01)	0%	15%	85%	20
	Fall 2008	0%	29%	71%	21
	Spring 2008	0%	44%	56%	25
	Fall 2007	0%	38%	62%	13
	Spring 2007	0%	27%	73%	26
	Spring 2006	5%	95%		59
	Fall 2005	7%	93%		26
Standard 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.**	Fall 2009	4%	48%	48%	23
	Spring 09 (534-02)	0%	10%	90%	11
	Spring 09 (534-01)	0%	5%	95%	20
	Fall 2008	0%	67%	33%	21
	Spring 2008	0%	48%	52%	25
	Fall 2007	0%	46%	54%	13
	Spring 2007	0%	27%	73%	26
	Spring 2006	5%	95%		59
	Fall 2005	7%	93%		26
Standard 4.2. **Use a large supply of**	Fall 2009	4%	43%	52%	23
	Spring 09 (534-02)	0%	0%	100%	11

books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.	Spring 09 (534-01)	0%	5%	95%	20
	Fall 2008	0%	43%	57%	21
	Spring 2008	0%	40%	60%	25
	Fall 2007	0%	46%	54%	13
	Spring 2007	0%	42%	58%	26
	Spring 2006	5%	95%		59
	Fall 2005	7%	93%		26
Standard 4.3. **Model reading and writing enthusiastically as valued life-long activities.**	Fall 2009	4%	9%	87%	23
	Spring 09 (534-02)	0%	10%	90%	11
	Spring 09 (534-01)	0%	10%	90%	20
	Fall 2008	0%	52%	48%	21
	Spring 2008	0%	40%	60%	25
	Fall 2007	0%	46%	54%	13
	Spring 2007	0%	19%	81%	26
	Spring 2006	8%	92%		59
	Fall 2005	7%	93%		26
Standard 4.4. **Motivate learners to be life-long readers.**	Fall 2009	0%	13%	87%	23
	Spring 09 (534-02)	0%	27%	73%	11
	Spring 09 (534-01)	0%	20%	80%	20
	Fall 2008	0%	38%	62%	21
	Spring 2008	0%	32%	68%	25
	Fall 2007	0%	38%	62%	13
	Spring 2007	0%	23%	77%	26
	Spring 2006	2%	98%		59
	Fall 2005	7%	93%		26
Clear, concise, error-free written work	Fall 2009	4%	13%	83%	23
	Spring 09 (534-02)	0%	27%	73%	11
	Spring 09 (534-01)	0%	20%	80%	20

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	Fall 2008	0%	48%	52%	21
	Spring 2008	0%	32%	68%	25
	Fall 2007	7%	31%	62%	13
	Spring 2007	0%	23%	77%	26
	Spring 2006	5%	95%		59
	Fall 2005	7%	93%		26

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