Program Report for the Preparation of Reading Education Professionals
International Reading Association (IRA)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM   DD   YYYY

03   /   15   /   2010

4. Report Preparer's Information:

Name of Preparer:

Dr. Robert T. Rude

Phone: Ext.

(401) 456 - 8067

E-mail:

Rrude@ric.edu

5. NCATE Coordinator's Information:

Name:

Dr. Roger Eldridge

Phone: Ext.

(401) 456 - 8016

E-mail:

Reldridge@ric.edu

6. Name of institution's program

M.Ed. in Reading

7. NCATE Category

Reading Specialist

8. Grade levels[1] for which candidates are being prepared

K-12

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[1] e.g. Early Childhood; Elementary K-6

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ Unspecified

10. Degree or award level

- ◌ Baccalaureate
- ◌ Post Baccalaureate
- ◌ Master's
- ◌ Post Master's
- ◌ Specialist or C.A.S.
- ◌ Doctorate
- ◌ Endorsement only

11. Is this program offered at more than one site?

- ◌ Yes
- ◌ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Reading Specialist K-12

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Folliwing Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ◌ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of IRA standards. (Response limited to 4,000 characters)

The M.Ed. in Reading Program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and Rhode Island College. Rhode Island College was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Later it became a full-fledged teachers' college, the Rhode Island College of Education. In 1958, the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college now serves approximately 9,000 students. Academic offerings are provided in five schools: the Feinstein School of Education and Human Development (FSEHD), the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC) and the FSEHD by NCATE.

The M.Ed. in Reading Program in the Feinstein School of Education and Human Development consists of 36 credits, 24 in the Reading concentration, 6 in the area of Humanistic and Behavioral Studies and 6 credits are electives chosen from a prescribed list. College policies dictate that a person must be admitted to the program by the time he/she enrolls in the third graduate course in a given graduate program. We are able to monitor our candidates from the time they formally apply for admission into our program and are accepted. (See Program of Study attachment.)

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 student teaching or internships. (Response limited to 8,000 characters)

In ELED 534 – Developmental Reading, candidates are required to read Newbery and Caldecott award-winning books and then prepare a genre unit that can be implemented in their classroom. The curriculum units are developed and then shared with other teachers. This is a first-time coaching experience for our candidates and is considered a Level 1 coaching experience as defined by The Role and Qualifications of the Reading Coach in the United States (International Reading Association, 2004). It is assessed with Assessment #2 – Newbery/Caldecott Award Books Genre Study Unit.

In ELED 501 – Content Area Reading, candidates prepare a Content Area Reading/literacy Project. The project is prepared and implemented in a three-phase fashion. Working with the instructor, candidates identify and plan their reading/literacy project. The project is then implemented in the candidate's classroom. Once the project has been completed, candidates are required to share their teaching experience with other classroom teachers. Again, this is an early coaching experience for most of our candidates but it covers Levels 1, 2, and 3 of coaching experience as defined by The Role and Qualifications of the Reading Coach in the United States (International Reading Association, 2004). It is assessed with Assessment #3 – Content Area Reading/literacy Project.

In ELED 685 – Diagnosis of Reading Difficulties, candidates are introduced to twenty-two different diagnostic assessments. Each candidate tutors an adolescent male Hispanic student and then administers appropriate levels of assessment to the student. Assessment results are shared with other teachers and a

summary of all assessment results is prepared and submitted to the instructor. This is considered a Level 1 coaching experience. It is a supervised teaching experience.

In ELED 686: Treatment of Reading Difficulties, candidates tutor diverse minority adolescent students, primarily African-American, Hispanic, and Southeast Asian. This, too, is a supervised experience. Candidates use formal and informal assessments to determine academic shortcomings of these students. During the tutoring sessions, students are instructed in these areas of need. At the conclusion of this experience, written plans are presented to these students, parents, and their teachers to help guide the tutees. It is considered a Level 1 coaching experience. This experience is assessed with Assessment #4 – Pre-Practicum Case Study.

As required by the Rhode Island Department of Education and the International Reading Association, Rhode Island College's Reading M. Ed. program requires six-credit hours of practicum experience in the course Reading Clinic (ELED 629). This course is offered during a six-week period in the summer for four hours daily, four days a week. Reading clinicians work with two or three students whose grade levels range from Grade 1-10. Candidates also work in collaborative teams of 3-4 teaching colleagues. This provides them opportunities to coach each other as they work with their students. Candidates are provided coaching experiences at Levels 1, 2, and 3. Candidates are required to videotape lessons and critique and encourage each other's work in a structured coaching environment. The coaching experience is assessed with Assessment #6 – Practicum Coaching. Joint lesson planning is also conducted on a weekly basis. Assessment #5 - Practicum Case Study, is an opportunity for each candidate to administer a battery of diagnostic assessments and then prepare a minimum of ten recommendations for the student's caregiver and another minimum of ten recommendations for the student's teacher. This assessment is described in Section IV of this report and provides greater detail about the six- credit Reading Clinic practicum experience.

ELED 663 – Research Seminar is the course where candidates learn about experimental and descriptive research. As part of the course, each candidate must plan and execute a field project with students. The course instructor meets individually with each candidate to advise and approve the study. Once approved, candidates are to implement the study in their own and other classrooms. Once the study has been completed, candidates prepare a written report of the investigation and then share their findings with other teachers. This is considered a Level 1 and Level 3 coaching experience. Assessment #7 – Action Research Project occurs in this course.

ELED 641 – Administration of Reading Programs, is the final course in the Reading concentration. In this course, candidates work closely with colleagues in schools to identify staff development needs through the administration of a teacher needs assessment. Candidates discuss the results of this assessment with the building administrator. With the assistance of the administrator, the candidate forms a building staff development team to plan a one-year staff development program. Candidates share their program plans with other teachers and administrators. This activity is considered a culminating coaching experience and occurs as Levels 1, 2, and 3 of the coaching intensity scale as described in The Role and Qualifications of the Reading Coach in the United States (International Reading Association, 2004). It is assessed with Assessment #8 – Professional Development Inservice. An attached Table (Literacy Coaching Matrix) illustrates coaching opportunities at each of the three IRA-Specified levels.

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. (Response limited to 4,000 characters)

In order to be considered for admission as a candidate into the program, the following criteria must be met:
• Undergraduate and graduate level transcripts (minimum 3.0 grade point average in graduate work).
• Evidence of a valid teaching certificate.
• Evidence of one or more years of teaching experience.
• Scores from either the Miller's Analogy Test (MAT- average score of 400 or higher) or the Graduate Record Exam (GRE-minimum score 500 on the Verbal subtest, 500 on the Quantitative subtest and a score of 3.5 on the Analytic Writing subtest).
• A performance-based evaluation.
• Three candidate reference forms completed by former instructors, employers, or other professionals who can assess the candidate's potential to complete graduate study and make a positive influence in the field. One of the references must be a performance-based evaluation.
• A written statement of interest in the M.Ed. in Reading Program that is rubric scored using the criteria established by the Feinstein School of Education and Human Development.
• Successful interview with a Reading program faculty member (an interview protocol with a standardized set of questions is used along with a scoring rubric).
The above performances are aggregated by the advisor and submitted to two other reading faculty members and the departmental chair for review and approval before a candidate is admitted. A candidate must earn a total score equivalent to "acceptable" or "exemplary" in order to be admitted into the program.
Retention Criteria
Prior to ELED 629 Remedial Reading Clinic, students must have:
1) Successfully completed (B- or higher) the following courses:
ELED 534: Developmental Reading: K-8
ELED 501: Teaching Reading in the Content Area
ELED 685: Diagnosis of Reading Difficulties
ELED 686: Treatment of Reading Difficulties
2) Earned an exemplary or an acceptable performance-based score on the following performance-based assessments: Assessments #2 & #3 Genre Unit and Content Area Reading/literacy Project, and Assessment #4 Pre-Practicum Case Study Report.
3) Developed a Plan of Study approved by the candidate's Reading Program faculty advisor.
4) Received an acceptable score on the Feinstein School of Education and Human Development mid-program unit assessment evaluation and be recommended to continue in the program.
Exit Criteria
1) Earned an "acceptable" or "exemplary" score on the following performance-based assessments: Assessment #5 Practicum Case Study Report, Assessment #6 Coaching Project, Assessment #7 Action Research, and Assessment #8 Professional Development In-Service.
2) Earn an "acceptable" or "exemplary" on a performance-based Exit Portfolio (Assessment #1). The Exit Portfolio is read and scored independently by two readers. Each reader scores the portfolio using a prepared rubric and scoring guide. In order to pass, each reader must score the candidate's individual sections of the portfolio as "acceptable" or "exemplary." Inter-rater reliabilities are performed in order to maintain consistency and fairness. Candidates are also required to complete an interview that successfully demonstrates his or her ability to meet or exceed the IRA 2003 Standards for Reading Professionals. A team of two or more Reading faculty members conducts interviews. Candidates are required to explain his/her rationale for including items in the portfolio, explain the relationship of the portfolio contents to the IRA standards, and demonstrate their knowledge and understanding of the Standards. Candidates who fail any part of the portfolio are required to meet with their advisor, redo the failed section and resubmit it for approval to the scoring team. If, after the second submission, the portfolio still fails to meet the standard, the candidate is not allowed to graduate.
3) Completion of 36 credit hours listed in the approved Plan of Study on record with candidate's advisor

4. Description of the relationship [2] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The M. Ed. in Reading program is closely aligned with the unit's conceptual framework. The faculty of the Feinstein School of Education and Human Development at Rhode Island College are committed to preparing Reflective Practitioners—education professionals who integrate theory and practice for the benefit of the people they serve.

Reflective practice is a concept grounded in the pragmatism of John Dewey. Applied to education, it means that skilled professionals monitor, analyze, and modify their professional practice according to both its underlying theoretical rationale and its practical consequences. It further implies that they are committed to advancing democratic values of justice, caring and respect. Accordingly, FSEHD programs, including the M. Ed. Reading program, prepare professional educators to be effective, principled and ethical practitioners--people who carefully apply, adapt, and revise knowledge as the situation and their principles demand, with the ongoing aim of advancing the welfare of others. This high level of performance is measured through outcomes that are aligned to the standards of the Specialized Professional Association (SPA), specifically, the International Reading Association Standards for Reading Professionals—Revised 2003.

Each major concentration required course in the M.Ed. in Reading program incorporates two motifs of the unit's conceptual framework—PAR and Four Themes. PAR is an acronym for Planning, Acting and Reflecting, a recursive process involved in reflective educational practice. The Four Themes— Knowledge, Practice, Diversity and Professionalism—constitute the shared knowledge base of reflective practice.

The IRA Standards for Reading Professionals are identified and assessed throughout required coursework in the Rhode Island College Master's in Reading Education program. Table 1 Program, Unit and Standards Alignment demonstrates the nature of this close alignment.

Part V: Relationship between the Program Assessment System and the Unit Assessment System

All assessments in the Reading Education program are closely aligned with the unit's conceptual framework and the unit's assessment system. All candidates in the FSEHD are evaluated with a performance-based evaluation that reflects a recent assessment of their professional work and skills as well as a Professional Goals Essay that is scored using a school-wide scoring rubric. All scoring guides for all assessments are outcome-based and directly linked to the IRA's Standards for Reading Professionals—Revised 2003 as denoted in Table "Program, Unit and Standards Alignment".

Advanced Competencies for FSEHD Graduate Programs
The Advanced Competencies are built around the FSEHD Conceptual Framework. The competencies are also aligned with Rhode Island Professional Teacher Standards and Specialized Professional Association (SPA) standards. The Conceptual Framework and Advanced Competencies provide a basis for assessment of candidate qualifications and program quality.

FSEHD Advanced Competencies

Knowledge
• General Knowledge (candidate conducts knowledge searches, interprets knowledge gathered)
• Domain-Specific Knowledge (conceptual mastery of one's chosen field)

• Technology Knowledge

Practice
• Communication and Expression (candidate communicates knowledge effectively and articulately both orally and in writing)
• Reflective Problem-Solving
• Professional Practice
• Technology Use

Diversity
• Systems View of Human Development (candidate uses a systems-based approach (e.g., biological, psychological, social, or cultural) to understand child cognition, learning, and behavior)
• Family Centeredness and Engagement
• Individual Differences and Cultural Diversity

Professionalism
• Professional Ethics
• Collaboration (with all stake holders)
• Leadership
• Professional Development

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

The Feinstein School of Education and Human Development programs prepare professional educators to be effective and principled practitioners who carefully apply, adapt, and revise their practice as the situation demand. Accordingly, a dynamic interplay between academic study and field-based experience -- theory and practice -- infuses all programs. In an effort to communicate the dynamic interplay between theory and practice, and to implement it throughout our programs, the faculty has adopted the PAR acronym as an organizing theme. The three phases -- Planning, Acting, and Reflecting -- signify three different aspects of reflective practice, but taken together they highlight the theory-practice relationship. The phases are distinguished for purposes of analysis and communication, but they are depicted together to indicate their ongoing interaction.

Advanced Competencies for FSEHD Graduate Programs

The Advanced Competencies are built around the FSEHD Conceptual Framework. The competencies are also aligned with IRA standards. The Conceptual Framework and Advanced Competencies provide a basis for assessment of candidate qualifications and program quality.

FSEHD Advanced Competencies

Knowledge

• General Knowledge (candidate conducts knowledge searches, interprets knowledge gathered)
• Domain-Specific Knowledge (conceptual mastery of one's chosen field)
• Technology Knowledge

Practice

• Communication and Expression (candidate communicates knowledge effectively and articulately both orally and in writing)
• Reflective Problem-Solving
• Professional Practice
• Technology Use

Diversity

• Systems View of Human Development (candidate uses a systems-based approach (e.g., biological, psychological, social, or cultural) to understand child cognition, learning, and behavior)
• Family Centeredness and Engagement
• Individual Differences and Cultural Diversity

Professionalism

• Professional Ethics
• Collaboration (with all stake holders)
• Leadership
• Professional Development

The M.Ed. in Reading assessment system is designed to build and assess these specific advanced competencies as they apply to the knowledge and skills outlined for Reading Specialists. In addition to our eight IRA assessments, there are four additional points in the M.Ed. in Reading program where unit-wide assessments are conducted of our candidates.

Admission Into the Program

Candidate's professional written statements are scored using a unit-wide Professional Goals Essay rubric. The Professional Goals Essay is scored, using a rubric, on the following criteria:

1. Content

Reflection on experiences, skills, and lifelong learning
Level of preparation
Knowledge base
Professional activities

Professional goals and their relation to serving all individuals and families
Reasons for choosing RIC's graduate program

2. Conventions

Expression and voice
Organization in thoughts and ideas
Use of the English language

Each section is scored exemplary, acceptable, revised/resubmit, or unacceptable

Formative Assessment I - Program Mid-Point (After completion of the pre-clinical experience courses)

1. Self evaluation by the candidate
2. Faculty advisor/instructor form
3. Formative work sample scoring rubric

Formative Assessment II – Program Mid-Point (After completion of the clinical supervised experience (i.e. ELED 629 – Reading Clinic)

1. Faculty advisor/instructor form
2. Formative work sample based on case study documents

Summative Assessment (At the end of the program)

1. Self evaluation by the candidate
2. Faculty evaluation of student
3. Capstone performance scoring rubric (i.e. Exit Portfolio)

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Program of Study

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Performance Assessments Table	Literacy Coaching Matrix
Program, Unit, and Standards Alignment	

See **Attachments** panel below.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:
M.Ed. in Reading

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2008-2009	44	24
2007-2008	44	29
2006-2007	33	12

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Robert Rude
Highest Degree, Field, & University[5]	Ph. D., Curriculum & Instruction, Reading & Child Development, University of Wisconsin - Madison
Assignment: Indicate the role of the faculty member[6]	Faculty & Program Coordinator ELED 685 – Diagnosis of Reading Difficulties ELED 686 - Treatment of Reading Difficulties ELED 629 - Reading Clinic ELED 686 – Treatment of Reading Difficulties ELED 629 – Reading Clinic
Faculty Rank[7]	Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Rude, R. T. & Otto, W. (2010) Point of View. In Reading Researchers in Search of Common Ground. Second Edition. R. Fillipo (Ed.) Rude, R. & Otto, W. (2001) Point of view. In Reading Researchers in Search of Common Ground. R. Fillipo (Ed.) International Reading Association. Co-Author. The Knowledge Loom – Beginning Literacy website. (www.Knowledgeloom.com) Educational Alliance at Brown University, 2004. State of RI Urban Early Literacy Task Force – 2009-2010.
Teaching or other professional experience in P-12 schools[11]	Directing video research project; 5 years public school teaching

Faculty Member Name	James Barton
Highest Degree, Field, & University[5]	Ph. D., Education, Stanford University
Assignment: Indicate the role of the faculty member[6]	Faculty – ELED 534 – Developmental Reading ELED – 663 – Seminar in Reading Research
Faculty Rank[7]	Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Kern, D., Barton, J., Andre, W., McGuire, M., & Schilke, R. (2003, May). Less is more: Preparing students for state writing assessments. The Reading Teacher, 56(8), 816-826. Barton, J. & Sawyer, D. (2003, Dec.-Jan.) Our students are ready for this: Comprehension instruction in the elementary school. The Reading Teacher, 57(4), 334-347.
Teaching or other professional experience in P-12 schools[11]	Directing research project into the nature of higher level reasoning strategies in a 3rd grade classroom in Pawtucket, RI. Consultant – Lincoln, RI Public Schools.

Faculty Member Name	Roger Eldridge
Highest Degree, Field, & University[5]	Ph.D., Curriculum & Instruction. Reading Education, University of Wisconsin - Madison
Assignment: Indicate the role of the faculty member[6]	Faculty & Interim Dean of the Feinstein School of Education and Human Development ELED 641 – Administration of Reading Programs
Faculty Rank[7]	Professor & Interim Dean in the Feinstein School of Education and Human Development
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Graduate Reading Program Director. University of Northern Colorado – Greeley. Associate Editor: Colorado Reading Journal 2003-present. Outstanding Teacher Award, University of Northern Colorado, 2001.
Teaching or other professional experience in P-12 schools[11]	Nine years public school teaching experience. Newly hired for the fall of 2006. Formerly Director of the Reading

Faculty Member Name	Ezra Stieglitz
Highest Degree, Field, & University[5]	Ph.D., Curriculum & Teacher Education, University of Pittsburgh
Assignment: Indicate the role of the faculty member[6]	Faculty – ELED 501 – Reading in the Content Areas
Faculty Rank[7]	Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Stieglitz, E. L. (2002). The Stieglitz Informal Reading Inventory: Assessing reading behavior from emergent to advanced levels. Boston: Allyn & Bacon.
Teaching or other professional experience in P-12 schools[11]	Grade 4 consultant for three years; Consultant Grades K-12

Faculty Member Name	Julie B. Francis
Highest Degree, Field, & University[5]	Ph.D. – Ohio University
Assignment: Indicate the role of the faculty member[6]	ELED 534: - Developmental Reading, K-8
Faculty Rank[7]	Adjunct Professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Reading Recovery Teacher Leader in State of Rhode Island
Teaching or other professional experience in P-	Reading Recovery Teacher Trainer – State of Rhode Island

12 schools[11]	

Faculty Member Name	Eni Desmond
Highest Degree, Field, & University[5]	M.Ed. in Education – Rhode Island College
Assignment: Indicate the role of the faculty member[6]	ELED 534: Developmental Reading, K-8
Faculty Rank[7]	Adjunct Professor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	
Teaching or other professional experience in P-12 schools[11]	Teaching English as a Second Language Consultant; Retired ESL/ELL Classroom Teacher for 25 years.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the IRA standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment [12]	Type or Form of Assessment [13]	When the Assessment Is Administered [14]
Assessment #1: Licensure assessment, or other content-based assessment (required)	Exit Portfolio	Portfolio	Program Exit

Assessment	Title	Type	Point Administered
Assessment #2: Assessment of content knowledge in reading education (required)	Newbery/Caldecott/Award Books Genre Study Unit	Genre Unit	Prior to Practicum – Candidates enrolled in ELED 534 – Developmental Reading K-8
Assessment #3: Assessment of candidate ability to plan instruction (required)	Content Area Literacy Project	Implemented Content Area Literacy Project	Prior to Practicum – Candidates enrolled in ELED 501 – Content Area Reading
Assessment #4: Assessment of internship, practicum, or other clinical experience (required)	Pre-Practicum Case Study	Case Study based on assessment and tutoring of minority middle/secondary school student	Prior to Practicum – Candidates enrolled in ELED 686 – Treatment of Reading Difficulties
Assessment #5: Assessment of candidate effect on student learning (required)	Practicum Case Study	Case Study	During Practicum – Candidates enrolled in ELED 629 – Reading Clinic
Assessment #6: Additional assessment that addresses IRA standards (required)	Practicum Coaching	Coaching/Tuning Protocol Scoring Guide	During Practicum – Candidates enrolled in ELED 629 – Reading Clinic
Assessment #7: Additional assessment that addresses IRA standards (optional)	Action Research Project	Action Research Project Scoring Guide	Post Practicum – Candidates enrolled in ELED 663 – Research Seminar
Assessment #8: Additional assessment that addresses IRA standards (optional)	Professional Development In-Service	Implemented Professional Development Workshop Plan	Post Practicum – Candidates enrolled in ELED 641 – Administration of Reading Programs

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

   1. For each IRA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple IRA standards.

Standard 1 Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:

#1 #2 #3 #4 #5 #6 #7 #8

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.	b	e	e	e	e	b	b	e
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	b	e	e	e	e	e	b	e
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	b	e	b	e	e	e	b	e
1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	b	b	b	e	e	e	b	e

2. **Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:**

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Support classroom teachers and paraprofessional 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.	b	b	b	e	e	b	e	e
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.	b	b	b	e	e	b	e	e
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.	b	b	b	e	e	b	e	e

3. **Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:**

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.	b	e	e	b	b	e	e	e
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.	b	e	e	b	b	e	e	e
3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education	b	e	e	b	b	e	e	e

professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

	#1	#2	#3	#4	#5	#6	#7	#8
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).	ᑲ	∈	∈	ᑲ	ᑲ	∈	∈	∈

4. Standard 4. Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.	ᑲ	∋	∋	ᑲ	ᑲ	∋	∋	∋
4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	ᑲ	ᑲ	∈	∈	∈	∈	∈	∈
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.	ᑲ	ᑲ	∋	∋	∋	∋	∋	∋
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.	ᑲ	ᑲ	ᑲ	∈	∈	∈	∈	∈

5. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.	ᑲ	∋	∋	∋	ᑲ	ᑲ	∋	∋
5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	ᑲ	∈	∈	∈	∈	ᑲ	ᑲ	∈
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.	ᑲ	∋	ᑲ	∋	∋	ᑲ	ᑲ	ᑲ
5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	ᑲ	∈	∈	∈	∈	∈	∈	ᑲ

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. Data from licensure tests or professional examinations of content knowledge. IRA standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #1.NCATE- Exit Portfolio.doc

See **Attachments** panel below.

   2. **Assessment of content knowledge in reading education. IRA standards addressed in this entry could include but are not limited to 1 and 5. Examples of appropriate assessments include comprehensive examinations, research reports, child studies, action research, portfolio projects,[8] and essays. (Answer required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #2 - NCATE - Genre Study.doc

See **Attachments** panel below.

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(8) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

   3. **Assessment that demonstrates candidates can effectively plan reading and literacy instruction, or fulfill other professional responsibilities in reading education. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans. (Answer required)**

Provide assessment information as outlined in the directions for Sections III and IV.

Assessment #3 - NCATE - Content Area Lit Project.doc

See **Attachments** panel below.

   4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. (Answer required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #4 - NCATE - Pre-Pract. Case Study.doc

See **Attachments** panel below.

   5. **Assessment that demonstrates and evaluates candidate effects on student learning and provision of supportive learning environments for student learning. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of assessments**

include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #5 - NCATE - Practicum Case Study.doc

See **Attachments** panel below.

6. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of appropriate assessments include evaluations of field experiences, case studies, research reports, child studies, action research, portfolio tasks, and follow-up studies. (Answer required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #6 - NCATE - Practicum Coaching.doc

See **Attachments** panel below.

7. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #7 - NCATE - Action Research.doc

See **Attachments** panel below.

8. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #8 - NCATE - Professional Development Inservice.doc

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has

taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Introduction

The Reading faculty at Rhode Island College hold daylong retreats twice per year; one at the end of each semester. During these retreats, data collection and program improvement issues are discussed at length. We have been collecting data on our candidates since the fall semester of 2003. Since then, our program has continually been fine-tuned.. We also have an External Advisory Committee that meets with us once per year. During these meetings, we share refinements and changes in our program and solicit their comments and suggestions for program improvements. The following items reflect some of our program improvements.

Content Knowledge

Content knowledge in our program is measured in three specific ways: a) performance in individual courses as measured by the eight IRA/NCATE assessments as well as other course-related assessments, b) performance on Assessment #1 - The Exit Portfolio, and c) performance on Asessment #2 – Newbery and Coldecott Award Books Genre Study Unit.

Six of our seven reading concentration courses include at least one IRA/NCATE Assessment. In addition to these assessments, faculty use additional means to determine if students have a broad understanding of reading content. Each course focuses on best practices in the field of literacy. Candidates in the first course in our sequence, ELED 534 – Developmental Reading K-8 must tie their knowledge of literacy content to a Reading Autobiographical Paper as well as a List of Reading Beliefs Paper. Then they link this knowledge to Assessment #2. In ELED 501 – Teaching Reading in the Content Areas candidates are required to link content knowledge with their Content Area Reading/Literacy Project. Midway through their program, candidates enroll in the ELED 629 – Reading Clinic. At this point they must link their lessons to RI State Mandated Grade Level Equivalent (GLEs) and Grade Standard Equivalents (GSEs). These GLEs and GSEs require that candidates have a comprehensive understanding of reading/writing content. In the ELED 663 – Seminar in Reading Research course, all candidates must complete a comprehensive literature review for their field project. This content knowledge is intimately linked to the study they undertake. Finally, in ELED 641 – Administration of Reading Programs course, candidates must undertake an in-service field experience focused on establishing a staff development program in a local school.

When completing the Exit Portfolio – Assessment #1, each candidate is evaluated to see whether he/she demonstrates a thorough understanding of Reading/Literacy content. All nineteen of the IRA/NCATE standards are evaluated in this Exit Portfolio.
As mentioned earlier, we have been collecting program data since 2003. During this period, we have continually refined our program based on trends observed in these data. There has been a significant change in the data tables since we begin collecting data. Our early data tables included only two categories – Unacceptable and Acceptable – of performance. Including only two categories did not sufficiently allow us to determine if candidates possessed a comprehensive understanding of content knowledge. The revised data tables now parallel the rubrics and have include three categories – Unacceptable, Acceptable, and Exemplary. The spring semester of 2007 allowed us to use this new system and it proved to be more descriptive in describing the work of our candidates.
Another area, that we learned needed to be strengthened was the written work our candidates.

Accordingly, each instructor now makes a special effort to stress the importance of clear and accurate writing using the APA Manual of Style. Students needing additional work to improve their writing are coached by their course instructor.

Professional and Pedagogical Knowledge

Professional and pedagogical knowledge is intensely focused in three courses: ELED 685 – Diagnosis of Reading Difficulty, ELED 686 – Treatment of Reading Difficulties, and ELED 629 – Reading Clinic as well as other courses in our program. These three courses have an extensive tutoring component. In the first two of these courses, candidates are required to tutor adolescent Hispanic male students. This tutoring is conducted under the supervision of the faculty member teaching the courses. We feel that this experience prepares our candidates to work with older students, an important facet since certification in Rhode Island is for grades K-12. Candidates' work with these students is scaffold so that they learn to administer and interpret a wide variety of diagnostic instruments. Toward the end of the second course, candidates are expected to generate a minimum of ten recommendations for home and ten recommendations for the student's teacher. The work with adolescent minority boys was added to our program as a result of feedback from our advisory committee as well as questionnaires sent to our recent program graduates. These two courses, ELED 685 and ELED 686 are essentially additional practicum experiences which augment our official six-credit practicum experience, ELED 629 – Reading Clinic.

During ELED 629 – Reading Clinic, candidates have an opportunity to work with two additional students. In most cases, one of these students is an English Language Learner. With the changing demographics in metropolitan areas, we feel this is an important experience for our candidates. Again, two faculty members, one of who is a full-time faculty member, supervise our candidates. The other supervision is a public school reading specialist who holds an advanced degree in Reading. This "Professor-Practitioner" model has been used for almost a dozen years in our program and insures that practical pedagogical knowledge is supplied to all of our candidates.

Skills and Dispositions

Perhaps the greatest challenge we faced in upgrading our program was to introduce a strong coaching skill component across all courses. Coaching is now an integral part of the program. In ELED 534: Developmental Reading K-8, candidates prepare a genre unit and share their implementation findings with other educators. During ELED 501: Content Area Reading, candidates are to plan a content unit and implement it in a classroom. They coordinate the implementation of this lesson with the classroom teacher and then report out to other teachers.

In ELED 685 – Diagnosis of Reading Difficulty and ELED 686 – Treatment of Reading Difficulties, candidates prepare recommendations for teachers of the students they are tutoring.

During ELED 629: Reading Clinic, all candidates are taught to use a tuning protocol to be used for improving some phase of classroom reading instruction. Each candidate is responsible for preparing a lesson, videotaping the lesson, and then, following the tuning protocol, lead a group of three to five classroom teachers through the evaluation of the lesson.

Also, during the final course in the program, ELED 641: Administration of School Reading Programs, each candidate must design and complete a needs assessment in a school. Once the needs assessment is completed, these data are shared with administrators, teachers, and paraprofessionals. An in-service is then planned and implemented at the school level.

Finally, since virtually all of our graduate candidates are full-time classroom teachers, there are numerous other opportunities within our other classes to candidates to plan instructional strategies. In ELED 663: Research in Reading, each candidate is expected to design and implement a field project. The results from these projects are shared with other classroom teachers using some technology-based medium. The following matrix specifies what steps we have taken to implement a coaching thread throughout our program. It is aligned with the three levels of intensity outlined in The Role and Qualifications of the Reading Coach in the United States: A Position Statement of the International Reading Association (2004).

Student Learning

Candidates are required to evaluate student learning in every Reading course in our program. Briefly, here is a listing of our Reading concentration courses with the accompanying evaluation of student learning indicators:

ELED 534 – Developmental Reading K-8. Candidates prepare a genre unit based on Newbery/Caldecott Award books. The unit is implemented in candidate's classrooms and the results are reported.

ELED 501 – Teaching Reading in the Content Areas. Candidates prepare and implement a content area teaching lesson. Results are shared with other educators.

ELED 685 – Diagnosis of Reading Difficulties. A series of informal and formal assessments are administered to tutored adolescent male Hispanic students. Tutoring is based on the results of these assessments. Candidates write a case study report documenting the growth from their work with these students.

ELED 686 – Treatment of Reading Difficulty. Candidates continue to assess and tutor students they have worked with in ELED 685. Advanced pedagogical techniques are used with these students and a second case study report is written and supplied to the student's caregivers and teachers.

ELED 629 – Reading Clinic. Each candidate evaluates and tutors two students. Students are instructed for five weeks during our summer clinic. All students have extensive case study reports written and supplied to caregivers. Two faculty members monitor student progress.

ELED 663 – Reading Research Seminar. Each candidate must design and implement a field study. Results of student performance are shared with other candidates and other professionals who work in the candidates' schools.

ELED 641 – Administration of Reading Programs. All candidates must design and implement a staff development workshop based on a needs assessment. Candidates are asked to report on the success of their workshops.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4

(Response limited to 24,000 characters.)

Please click "Next"

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