Program Report for the Preparation of Reading Education Professionals International Reading Association (IRA) 2010 Standards Option A

NOTE: This form uses the IRA standards approved by NCATE in 2010. Programs have the option to use either the 2003 or 2010 standards for reports submitted through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Syracuse University

2. State

New York

3. Date submitted

MM	DD	YYYY
09	15	2016

4. Report Preparer's Information:

Name of Preparer:

[redacted]

Phone: ([redacted])[redacted]-[redacted]   Ext. [redacted]

E-mail: [redacted]

5. NCATE Coordinator's Information:

Name: [redacted]

Phone: ([redacted])[redacted]-[redacted]   Ext.

E-mail: [redacted]

6. Name of institution's program

Literacy Education

7. NCATE Category

Reading Specialist

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

Birth through Grade 12

(1) e.g. K-6, P-12

9. Program Type

- ◉ Advanced Teaching
- ○ First Teaching License
- ○ Other School Personnel
- ○ Unspecified

- ○ 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

Literacy, Birth through Grade 6/Grades 5 through 12

14. Program report status:
- ◉ Initial Review
- ○ Response to One of the Folliwing Decisions: Further Development Required or Recognition with Probation
- ○ Response to National Recognition With Conditions

15. Is your unit seeking
- ○ NCATE accreditation for the first time (initial accreditation)
- ◉ Continuing NCATE accreditation

16. 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 IV Does your state require such a test?
- ◉ Yes
- ○ No

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)

New York State certifies two levels of literacy specialists: (1) Early Childhood/Childhood (Birth to Grade 6); and (2) Middle Childhood/High School (Grades 5 to 12). For this review under the ILA 2010 standards, we are submitting a program report for our new Literacy Master's program, which was approved by New York State Education in 2015. This program, which specializes at the Birth-Grade 12 level, prepares students to apply for both New York State literacy certifications. This means that there is only one application of data for almost every assessment, and no data for Assessment #1. We recognize that this is insufficient data for full recognition at this point but we thought that a self study and program review at this stage would help us to refine new program requirements.

Readers of this report should note that in March 2015, we submitted two reports for our former literacy programs that are being phased out (e.g. Birth to Grade 6, Grades 5-12). We still have students enrolled in the older programs. However, no new students are being admitted to them. When all currently enrolled students have graduated from these programs, we will close them. Both of these old programs have recently been fully recognized by ILA.

Our courses address the New York State Teaching Standards as well as the New York State version of the Common Core State Standards in English Language Arts. Our candidates also take the revised (2014) New York State Content Specialty Test to apply for their license to teach in the state. Though no students in this new program have yet taken this test, the old programs had 100% pass rates.

The program addresses ILA expectations that candidates become expert literacy teachers, coaches, and program leaders. To do this, candidates take18 required content hours and complete 12 clinical hours requiring them to teach, coach, and develop programs suited to specific student populations. Candidates develop broad-based content knowledge and proficiency in skills and strategies that apply to learners of all ages. Furthermore, our program ensures that our candidates obtain the requisite supervised practical experiences by working with diverse students across a range of grades appropriate to both New York State Education certifications.

Also of note are the references in many of the submitted documents (e.g. assessment descriptions, rubrics, alignment map) to New York State Teaching Standards (NYSTS). Candidates in the Birth-Grade 12 program are required not only to show evidence of meeting ILA

(formerly IRA) Standards, but also of addressing teaching excellence standards established in 2011 through New York State Education Department for our institutional CAEP review.

Finally, we would like to raise one additional contextual factor that does not correspond to either State or institutional requirements. Rather, it relates to the fact that notions of coaching differ in our community. For example, some schools refer to literacy educators as reading specialists, some as cognitive coaches, and others as literacy coaches and the roles that these individuals play in their schools and districts vary as well. For instance, some specialists perform mostly administrative and leadership functions (i.e., they do testing; write grants, and mentor teachers) while others play a more instructional role in that they provide support to students with specialized needs. We have made a concerted attempt over the past few years to prepare candidates for the diverse range of responsibilities that literacy specialists have been expected to assume by increasingly heightening the profile of coaching in our program in recent years.

Both full- and part-time students enroll in this program. This accounts for the varying numbers of students across assessments.

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)

The 30 credit hour program includes six foundational courses (RED 512, RED 613, RED 615, RED 616, RED 626, and ELL 645), designed to develop candidates' requisite content knowledge, including theory and research-based literacy instructional practices and interventions. Coaching activities also are embedded in these courses as specified in the ILA Research Brief: The Multiple Roles of School-based Specialized Literacy Professionals (2015). In most of these courses, candidates gain competence in level 1 intensity coaching (e.g., demonstrating lessons, developing materials for colleagues' review, designing rudimentary interventions and program recommendations and simulating the teaching of mentor lessons with peers).

The 30 credit-hour program includes three courses that comprise the field and clinical experiences (RED 614, RED 629, and RED 747). These courses' literacy instruction and literacy specialist/coach requirements provide students with opportunities to apply the theoretical knowledge and practical skills they acquired in foundational courses. Candidates demonstrate competence with level 2 coaching activities (e.g., analyzing student work, conducting discussions with colleagues about teaching and learning, and jointly planning and interpreting student assessment data). As they progress toward completion of the clinical sequence, candidates engage in level 3 coaching activities (e.g., visiting classrooms and providing feedback to teachers; modeling lessons; conducting program reviews), which they represent in an end of program assessment called the Professional Practice Portfolio.

In RED 629, candidates continue their study of literacy assessment, intervention, and professional development. Candidates provide 25 hours of supervised literacy tutoring for a first- or second-grade student at an urban elementary school where candidates encounter considerable diversity among learners. They complete a single program assessment, Assessment of Student Learning: Case Study (i.e., #5). This assessment involves analyzing students' pre-post and ongoing assessment data as the basis for instruction and program development, completing monthly progress monitoring reports for school personnel, and writing a formal report to communicate information about students' strengths, needs, and progress to teachers, school administrators, and parents. Candidates also meet with parents and school staff to share assessment results at the end of the semester.

In RED 747, candidates meet with children in grades 5 or 6 for one-to-one tutoring and group instruction five days per week for four weeks, for a total of 50 contact hours. Candidates provide 1.25 hours of one-to-one tutoring each day, work on teams to provide 7 45-minute additional group instruction, and coach literacy instruction provided by other summer school teachers working with tutees in order to complete the assessment, Responsive Clinical Intervention (i.e., #4).

3. 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 **Attachment** panel below.

4. 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.
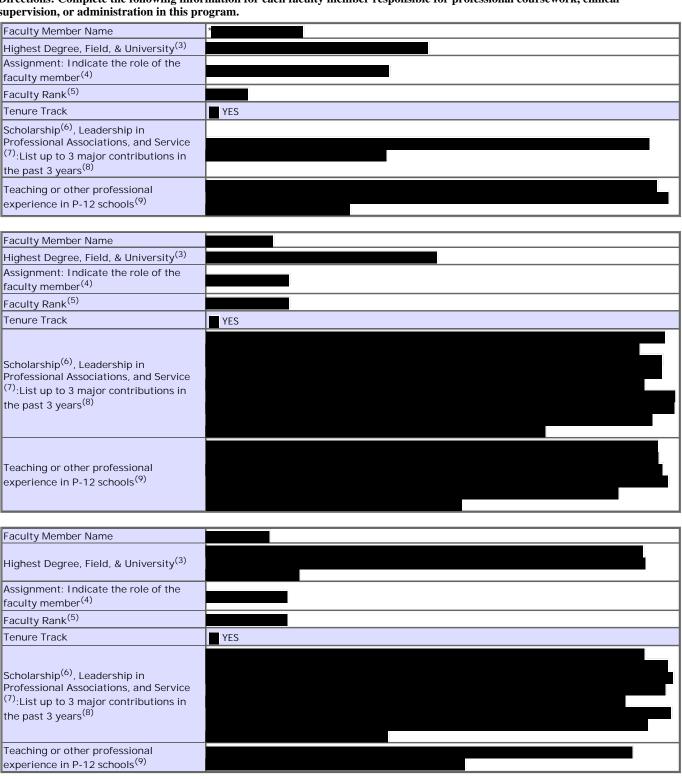
5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, 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.
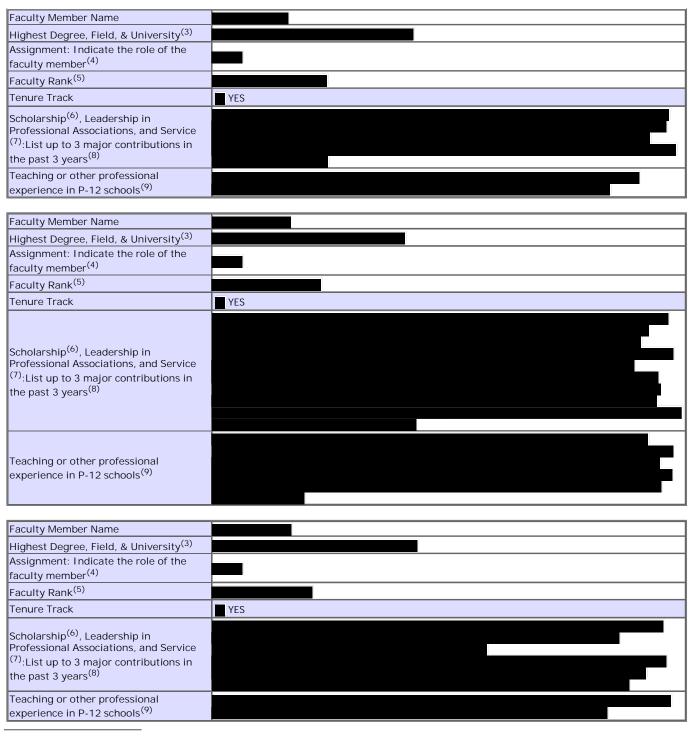
Program:		
Literacy Education, Birth through Grade 12		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2015-2016	7	3

6. 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	*████████
Highest Degree, Field, & University[3]	████████████████
Assignment: Indicate the role of the faculty member[4]	██████████████
Faculty Rank[5]	████
Tenure Track	■ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████████████████

Faculty Member Name	████████
Highest Degree, Field, & University[3]	████████████████
Assignment: Indicate the role of the faculty member[4]	██████████
Faculty Rank[5]	██████████
Tenure Track	■ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	█████████████████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████████████████████

Faculty Member Name	████████
Highest Degree, Field, & University[3]	████████████████████
Assignment: Indicate the role of the faculty member[4]	██████████
Faculty Rank[5]	██████████
Tenure Track	■ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	█████████████████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████████████████████

Faculty Member Name	████████
Highest Degree, Field, & University[3]	██████████████
Assignment: Indicate the role of the faculty member[4]	██
Faculty Rank[5]	██████
Tenure Track	██ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████

Faculty Member Name	██████
Highest Degree, Field, & University[3]	██████████████
Assignment: Indicate the role of the faculty member[4]	██
Faculty Rank[5]	██████
Tenure Track	██ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████████

Faculty Member Name	██████
Highest Degree, Field, & University[3]	██████████████
Assignment: Indicate the role of the faculty member[4]	██
Faculty Rank[5]	██████
Tenure Track	██ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████
Teaching or other professional experience in P-12 schools[9]	████████████████████

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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 [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)	New York State Content Specialty Test	NYS Literacy Content Specialty Test (065)	Is an assessment of content knowledge that occurs toward the end of the Literacy Education Program, but before graduation
Assessment #2: Assessment of content knowledge in reading education (required)	Content Portfolio	Is an assessment of foundational knowledge that	Continually assessed through final internship experience
Assessment #3: Assessment of candidate ability to plan instruction (required)	Candidate Ability to Plan Instruction	Lesson Planning: Comprehension	Is a lesson planning assignment embedded in RED 613, at Decision Point 2
Assessment #4: Assessment of internship, practicum, or other clinical experience (required)	Internship	Responsive Clinical Intervention	Is a supervised teaching assignment embedded in RED 747, at Decision Point 3B
Assessment #5: Assessment of candidate effect on student learning (required)	Assessment of Student Learning Task	Assessment of Student Learning Task: Workshop Planning Binder	A formal written report of assessment of teaching, and student learning
Assessment #6: Additional assessment that addresses IRA standards (required)	Additional Assessment	Literacy Coaching and Program Development	An assessment of pedagogy, 3 levels of coaching, professional development and reflection
Assessment #7: Additional assessment that addresses IRA standards (optional)	Additional Assessment	Professional Practice Portfolio	Is a summative assessment that occurs at Decision Point 3B.
Assessment #8: Additional assessment that addresses IRA standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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 understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

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

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

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

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

2. Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

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

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

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

3. Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

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

4. Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

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

4.3: Develop and implement strategies to advocate for equity.

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

5. Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

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

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

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

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

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

6. Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

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

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

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 to be aligned with the elements 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 one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. 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.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

   1. **Data from licensure tests or professional examinations of content knowledge. IRA standards addressed in this entry could include Standard 1. 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 as outlined in the directions for Section IV

Assessment #1

See **Attachment** panel below.

   2. **Assessment of content knowledge in reading education. IRA standards addressed in this entry include Standards 1 and 6. Examples of appropriate assessments include comprehensive examinations, research reports, child studies, action research, portfolio projects,[13] and essays. (Answer required)**

Provide assessment information as outlined in the directions for Section IV

Assessment #2

See **Attachment** panel below.

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(13) 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

See **Attachment** 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 1, 2, 3, 4, 5 and/or 6. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. (Answer required)

Provide assessment information as outlined in the directions for Section IV

Assessment #4

See **Attachment** 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 1, 2, 3, 4, 5, and/or 6. 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 as outlined in the directions for Section IV

Assessment #5

See **Attachment** panel below.

6. IRA standards that could be addressed in this assessment include but are not limited to 1, 2, 3, 4, 5, and/or 6. Examples of appropriate assessments include evaluations of field experiences, case studies, professional study groups, leading a professional development session, research reports, child studies, action research, portfolio tasks, and follow-up studies. (Answer required)

Provide assessment information as outlined in the directions for Section IV

Assessment #6

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Assessment #7

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

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)

As referenced earlier in this report, the Literacy Education, Birth through Grade 12 program has established a set of desired candidate outcomes or proficiencies that are aligned with New York State Teaching Standards, as well as our unit and university missions. These outcomes are what we seek to measure throughout our assessment system. Each candidate is assessed at four decision points (entry, pre-clinical, clinical, exit) against the proficiencies/standards of the program.

We collect data on candidates throughout the year through course-embedded assessments, assessments of clinical practice, and portfolio reviews. Other sources of data used to evaluate our program and the unit include: NYSED certification exams and other professional certification or licensing exams; alumni and employer survey data; admission and matriculation data; other data that assess unit operations (e.g., retention reports or surveys of advising).

Reports of candidate assessments are generated each semester for candidates who are at a decision point (e.g., candidates who are ready to be assigned clinical placements). We discuss these data with candidates during advising sessions each semester. We use the data to improve student performance by arranging for remediation for candidates who have not yet met relevant standards.

Once a year, candidate data is aggregated to the program level and used by program faculty members to improve our program, along with other relevant data (certification exams, survey data). The Assessment Council (comprised of the Director of the Office of Institutional Research, the CAEP coordinator, assessment database coordinator, associate deans of each of the colleges and schools at Syracuse University with programs in our CAEP unit, faculty members representing the teacher education and the other professional school personnel programs, a field partner, and a graduate student) reviews these data and makes recommendations to programs and the Coordinating Committee.

Once a year, an executive summary of program level data is generated and reviewed by the Coordinating Committee to assess the functioning of the unit as a whole. The Coordinating Council is comprised of the Provost and Vice Chancellor of Syracuse University (unit head), the deans of each of the colleges and schools at Syracuse University with programs in our CAEP unit, the Director of the Office of Institutional Research, the CAEP coordinator, a field partner, and a graduate student. The Coordinating Council also reviews other available data on unit performance.

Review of Data by Program Faculty Members

The Literacy Education Birth through Grade 12 program faculty review individual candidate data each semester as they complete Summative Reviews on candidates who have reached a decision point (e.g., entering the first student teaching experience, entering the second student teaching experience). We also review program data once a year and make decisions about data-driven changes that may be needed.

Improving Candidate Performance

Program faculty members meet with candidates both individually and in cohorts each semester as part of academic advising for the next semester. We discuss a candidate's progress with that candidate and note areas where the candidate is doing well, as well as areas where the candidate needs to improve. If a candidate needs to improve her or his performance in content knowledge, this may mean that the candidate must repeat a course or complete supplementary work to improve the grade before continuing to the clinical part of the program. If the candidate is rated by program faculty members as unacceptable for (a) content knowledge, (b) professional and pedagogical knowledge, skill and dispositions, or (c) student learning in the unit and lesson plans, assessment of student learning task or the exit portfolio, the candidate must make revisions to her or his work and resubmit the work. If a candidate is rated as unacceptable in one of these areas during the student teaching performance, the candidate may be required to extend the student teaching experience to demonstrate improved performance. The candidate would also be expected to show evidence of acceptable or target performance in this area (and all others) on the exit portfolio.

We have also had instances where a candidate does not continue with our program due to unacceptable performance. This may happen before the first student teaching experience if the candidate does not achieve the required grade point average of B- in foundational content courses, or if the candidate does not achieve acceptable or target ratings on the pre-clinical (i.e. Decision Point2) portfolio or Summative Review. To date, we have not had candidates who needed to be pulled from their field-based placements because their performance did not allow them to continue in the program. However, if this ever were to be the case, remedial actions, among them advising the student to leave the program or transfer to another program, would be considered.

Improving Program Performance

During our yearly review of program data, we look at our candidates' performance on all assessments, including the New York State certification exams. We have a document of data-driven program changes that we look at each year, update and add any new program changes. The entries in the table are too long to include here but we will provide examples of the way that we use program data to make improvements in program performance.

Content knowledge.
. Directing candidates to take one of their electives on teaching English learners in response to their need to learn more about meeting the needs of all students.
. Infusing more content on writing instruction because candidates' performance on portfolios showed that they overwhelmingly addressed

reading instruction instead of writing instruction.
. Clarifying differences among various theoretical orientations that underlie evidence-based practices by adding more explicit teaching of the topic in one of the foundational courses taken early in candidates' programs of study.

Professional and pedagogical knowledge, skill, and dispositions.
. Modeling for candidates and then requiring them to apply technological resources and social media to differentiate instruction and extend learning for all types of students across all courses.
. Adding study of role of diversity and equity issues in literacy acquisition and development.
. Having candidates explicitly demonstrate in their portfolios and related presentations specific ways to provide coaching support at various levels of intensity.
. Integrating additional course content through instructional tasks and readings for candidates to better understand how their professional judgment and practical knowledge, as exhibited in their choices of specific instructional moves, approaches, and dispositions, can enhance their students' motivation, literacy development, and achievement.

Student learning.
. Infusing more content on assessment-driven instruction across all courses because candidates' performance on course-embedded assignments and portfolios indicated that they needed additional instruction in this area.
. Having students contact reading specialists and conduct Internet searches to learn more about formative and summative assessments used in local schools.
. Explicitly address in the practicum courses how a literacy coach might use the results from standardized tests to make leadership decisions at a programmatic level.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

2. For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

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SYRACUSE UNIVERSITY   SCHOOL OF EDUCATION

MASTER'S DEGREE PROGRAM IN LITERACY:

Literacy Education, Birth through Grade 12

Syracuse University's degree program in literacy reflects current theory, research, and practice of literacy instruction, fitting well with the recommendations of the International Literacy Association (ILA). This program is grounded in the premises that excellent literacy specialists require:

- Insight regarding cognitive, social, and critical theoretical perspectives toward literacy.
- Understanding of oral and written language acquisition and development across the life span, with special attention to the competencies specified by the NYS Common Core Standards, and the difficulties that may be confronted in acquiring such competencies.
- Understanding principles and practices associated with formal and informal ELA assessments.
- Demonstrated skill in developing balanced, culturally responsive classrooms and school-wide ELA programs within which all students are valued and helped to learn.
- Use of a repertoire of strategies for inviting families and communities to be integrally involved in school-based English Language Arts programs.

Program requirements include the completion of 30-credit hours of coursework, a required non-credit school safety course, EED 640 (Safe & Healthy Learning Environment), which will combine the ongoing Child Health and Life Safety seminar with the mandated Dignity for All Students Act seminar, satisfaction of the Special Education requirement mandated by the New York State Education Department, successful participation in key assessments embedded in courses, preparation of a literacy portfolio, and two portfolio reviews. Additionally, you will need to take the New York State Education Content Specialty Exam in Literacy (065).

Please note that your continued progress in the program is contingent upon verification that you have attained your New York State initial teaching certification before the end of your first fall semester. Please be aware that you will not be able to register for spring semester coursework if your certification is not posted. For more information about the NYS certification process, you can visit the TEACH website. (http://www.highered.nysed.gov/tcert/)

The portfolio preparation and presentation will provide you with an opportunity to synthesize your learning across required courses and demonstrate your mastery of core proficiencies related to literacy instruction. The Content Portfolio review will be held in December, after completion of most of your foundation courses. The second portfolio review, the culminating or Professional Practice Portfolio, will be held in the summer prior to your graduation. We will help you organize for the portfolio reviews by providing two mandatory portfolio preparation sessions.

The Literacy Program is part of the Unit for Preparing School Professionals at Syracuse University. That means that we, along with others on the SU campus, prepare candidates to work in schools. The faculty ensures that before you graduate you possess the required knowledge, dispositions and skills to work effectively as literacy educators. As a student enrolled in the Literacy Education Program, you will be asked to build and enact theories of practice through reflection that integrates professional knowledge and practical experiences.

Your progress in our program will be evaluated in terms of standards set forth by the International Reading Association and the New York State Education Department. At several "decision points" our faculty members will review your academic progress and decide whether you have met the requirements for moving on to the next stage of the program. The basic question at each decision point is whether you are making appropriate progress toward mastering the six ILA Standards (2010) and the seven NYSEd Teaching Standards (2011).

Our faculty will also evaluate your progress relative to five core unit dispositions at Decision points 2, 3A, and 3B. Dispositions are professional attitudes, values, and beliefs reflected through both verbal and non-verbal behaviors that you demonstrate as you interact with students, families, colleagues, and communities. These dispositions include attention to:

Disposition 1: Candidate demonstrates a clear and consistent commitment to the development of *personal maturity*

Disposition 2: Candidate demonstrates a clear and consistent commitment to *professional growth and accountability*

Disposition 3: Candidate demonstrates a clear and consistent commitment to *diversity and equity*

Disposition 4: Candidate demonstrates a clear and consistent commitment to *subject matter excellence*.

Disposition 5: Candidate demonstrates a clear and consistent commitment to *professional ethics and integrity, professional standards of practice, and the profession at-large*.

Once faculty members evaluate your academic and dispositional progress, they will translate this information into overall, summative ratings on each proficiency and disposition. Ratings will be based on a 4-point scale:

4 = Evidence that a candidate is **highly effective** at this stage of his/her program

3 = Evidence that a candidate is **effective** at this stage of his/her program

2 = Evidence that a candidate is **developin**g at this stage of his/her program.

1 = Evidence that a candidate is **ineffective** at this stage of his/her program.

You also will assess yourself on the same dispositions using the rating scheme listed above at Decision Points 2 and 3B. Additionally, you will complete an exit survey at Decision Point 3B. More information about these two requirements will be forthcoming.

Course descriptions and requirements for both programs are the same and listed below:

Course Descriptions

Fall Semester

RED 613, *Teaching Comprehension* (3 credits): A course that focuses on cognitive, sociocultural, and critical literacy factors in developing students' comprehension of printed and digital texts from birth through Grade 12.

RED 614, *Teaching Twenty-First Century Writers in and Out of School* (3 credits): A course that surveys the theory, research, and practice of writing and writing instruction for youth writers in and beyond school contexts. This course includes a 25-hour field experience. **This class will be held in accordance with the Syracuse City School District calendar, and WILL NOT meet during their vacations, but WILL meet during Syracuse University breaks. Please make your plans accordingly.**

RED 616, *Teaching Academic Language & Reading* (3 credits): A course that focuses on linguistic, cognitive, and sociocultural factors impacting academic language as it relates to reading development from birth through Grade 12.

RED 626, *Early Intervention for Children's Reading Problems* (3 credits): A course that focuses on instructional interventions for children who struggle with reading and writing.

Spring Semester

RED 615, *Teaching Academic Writing* (3 credits): A course that focuses on cognitive, sociocultural, and critical literacy factors impacting school-based writing development in grades K-12.

ELL 645, *Issues in Educating English Language Learners* (3 credits): A course that focuses on the concepts, principles, trends in research methods, policy implications, and issues in language and literacy education for English language learners.

RED 512, *Children's and Adolescent Literature* (3 credits): A course that focuses on teaching literacy with a variety of texts written for children and young adults.

RED 629, *Data-Driven Early Literacy Intervention and Coaching* (3 credits): A course that focuses on interventions for struggling readers. Twenty-five hours of school-based field experiences are required with observation of tutee in a specified elementary school. **This class will be held in accordance with the Syracuse City School District calendar, and WILL NOT meet during their vacations, but WILL meet during Syracuse University breaks. Please make your plans accordingly.**

Summer II

RED 747 *Literacy Clinic* (6 credits): A course that focuses on synthesizing understanding of interventions and programs suited to the needs of struggling readers. Requires 50 hours of field experiences. This summer course meets Monday through Friday from 8 a.m. to 2 p.m. **Attendance is mandatory at every class, in order to meet the New York State requirements for student contact hours. Please make your plans accordingly.**

Course Sequence

The 30-credit program includes seven foundations courses (RED 613, RED 615, RED 616, RED 626, RED 512 and ELL 645), designed to develop your requisite content knowledge, including theory and research-based practices and interventions. Coaching activities are also embedded in these courses as specified in the ILA position statement, *The Role and Qualifications of the Reading Coach in the United States* (2004).

The program also includes three courses that comprise the supervised practica (i.e. field and clinical) sequence (RED 614, RED 629, and RED 747). The literacy instruction and literacy specialist/coach requirements provide you with opportunities to apply the theoretical knowledge and practical skills you acquired in foundational courses, both at the classroom and coaching levels. As you progress through the program you will demonstrate competence with increasingly advanced teaching and coaching expectations.

IN RED 614, you will continue your study of literacy instruction, intervention, and professional development. You will provide 25 hours of supervised writing instruction with students at an urban school where you will encounter considerable diversity among learners. Please note you will be involved in an afterschool writing program with students at Danforth Middle School, Mondays, 3:30-4:30. Class will meet 5:00PM to 8:00PM at Danforth.
You also will participate in a Saturday writing conference, November 6. You should plan for 9AM to 3PM on that Saturday.

In RED 629, you continue your study of literacy assessment, intervention, and professional development. You will provide 25 hours of supervised literacy tutoring for a student at an urban school where you will encounter considerable diversity among learners. You will tutor students on Tuesday and Thursday at Roberts Elementary from 4:20 PM to 7:00 PM.

In RED 747, you provide a student with one-to-one tutoring and group instruction 5 days per week for 4 weeks, for a total of 50 contact hours. The Literacy Clinic runs for four weeks in July from 8:00 AM to 2:00 PM. You will provide 1-hour & 30 minutes of tutoring each day and work on teams to organize instruction.

Literacy Education – Assessment #1
NYS Literacy Content Specialty Test

1. Description of the Assessment

The Pearson-developed, New York State Literacy Content Specialty Test (the CST) is required for state licensure to teach to teach Literacy Education from birth through twelfth-grade in public schools. NYS does not require students to have passed this test for graduation, though our faculty encourage candidates to take it prior to completing the requirements for the Literacy Education Birth through Grade 12 Master's Program. Attached as <u>Appendix A</u> is the CST framework, aligned to the 2010 Standards. The New York State Education Department's Scoring Guide for the CST is attached as <u>Appendix B.</u>

2. Alignment of 2010 Standards and Indicators with the Revised and Former Literacy Content Specialty Tests

2010 Standards	NYSTS REVISED CST Competencies (as of September, 2014)
Std. 1. Foundational Knowledge	**0001, 0002, 0008**
Std. 2. Curriculum and Instruction	**0003, 0004, 0005, 0006, 0007**
Std. 3. Assessment and Evaluation	**0002, 0003**
Std. 4. Diversity	**0001, 0003**
Std. 5. Literate Environment	**0003**
Std. 6. Professional Learning and Leadership	**0003**

3. Analysis of Data Findings for the CST

To date, no candidates in the program have taken the Literacy Education CST in connection with the newly revised, Literacy Education Birth through Grade 12 Master's Program. Candidates in recent previous program iterations have demonstrated a 100% pass rate.

4. Data Interpretation

No data are yet available for this Assessment.

<u>**Appendix A1**</u>

<u>**Literacy Content Specialty Test Framework**</u>

The purpose of the Literacy Content Specialty Test is to assess knowledge and skills in the eight competencies referenced below. The Revised CST framework as aligned to the 2010 standards is included on the following pages.

Competency 1: Foundations of Language and Literacy Development
1.1 Foundations of Language and Literacy Development (a-e)
1.2 Factors Affecting Language and Literacy Development (a-c)
1.3 Theoretical and Research Foundations (a-c)
Competency 2: Foundations of Literacy Instruction and Assessment
2.1 Foundations of Effective Literacy Instruction (a-g)
2.2 Foundations of Effective Literacy Assessment (a-e)
2.3 Assessment of Student's Literacy Development (a-d)
Competency 3: Role of the Literacy Professional
3.1 Literate Environment (a-b)
3.2 Leadership and Professional Development in Literacy (a-c)
Competency 4: Reading & Writing: Foundational Skills
4.1 Emergent Literacy Development (a-d)
4.2 Phonics and Word Recognition (a-c)
4.3 Fluency (a-b)
4.4 Reading and Writing Conventions (a)
Competency 5: Text Complexity and Text Comprehension
5.1 Development of Text Comprehension (a-f)
5.2 Role of Oral Language and Writing in Text Comprehension (a-f)
5.3 Measurement of Text Complexity (a-c)
5.4 Text Selection (a)
Competency 6: Reading & Writing: Different Types of Text
6.1 Reading and Writing Informational Text (a-c)
6.2 Writing for Different Purposes and Audiences (a-c)
6.3 Development of Disciplinary Literacy (a-c)
Competency 7: Language and Vocabulary Development
7.1 Oral Communication Skills and Command of English Grammar and Usage (a-d)
7.2 Vocabulary Acquisition and Use (a-c)
Competency 8: Analysis, Synthesis, and Application (a-d)

2010 STANDARDS ALIGNED TO THE REVISED CST SUBAREA/TEST OBJECTIVES (ITEMS)

2010 STANDARDS	CST SUBAREAS TEST OBJECTIVES (ITEMS) ALIGNED TO IRA AND NYST STANDARDS
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.	*Competency 1: Foundations of Language and Literacy Development* 1.1 Foundations of Language and Literacy Development (a-e) 1.2 Factors affecting Language and Literacy Development (a-c) 1.3 Theoretical and Research Foundations (a-c) *Competency 8: Analysis, Synthesis, and Application* (c)
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	*Competency 1: Foundations of Language and Literacy Development* 1.1 Foundations of Language and Literacy Development (a-c) *Competency 8: Analysis, Synthesis, and Application* (a-c)
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.1 Foundations of Effective Literacy Instruction (a-g) *Competency 8: Analysis, Synthesis, and Application* (a-d)
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) 5.3 Measurement of Text Complexity (a-c) 5.4 Text Selection (a)
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) 5.3 Measurement of Text Complexity (a-c) 5.4 Text Selection (a)
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) 5.3 Measurement of Text Complexity (a-c) 5.4 Text Selection (a)

2010 STANDARDS	CST SUBAREAS TEST OBJECTIVES (ITEMS) ALIGNED TO IRA AND NYST STANDARDS
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (b)
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) *Competency 6: Reading & Writing: Different Types of Text* 6.1 Reading and Writing Informational Text (a-c) 6.2 Writing for Different Purposes and Audiences (a-c) 6.3 Development of Disciplinary Literacy (a-c) *Competency 7: Language and Vocabulary Development* 7.1 Oral Communication Skills and Command of English Grammar and Usage (a-d) 7.2 Vocabulary Acquisition and Use (a-c)
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) *Competency 6: Reading & Writing: Different Types of Text* 6.1 Reading and Writing Informational Text (a-c) 6.2 Writing for Different Purposes and Audiences (a-c) 6.3 Development of Disciplinary Literacy (a-c) *Competency 7: Language and Vocabulary Development* 7.1 Oral Communication Skills and Command of English Grammar and Usage (a-d) 7.2 Vocabulary Acquisition and Use (a-c)
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f)

2010 STANDARDS	CST SUBAREAS TEST OBJECTIVES (ITEMS) ALIGNED TO IRA AND NYST STANDARDS
	Competency 6: Reading & Writing: Different Types of Text 6.1 Reading and Writing Informational Text (a-c) 6.2 Writing for Different Purposes and Audiences (a-c) 6.3 Development of Disciplinary Literacy (a-c) *Competency 7: Language and Vocabulary Development* 7.1 Oral Communication Skills and Command of English Grammar and Usage (a-d) 7.2 Vocabulary Acquisition and Use (a-c)
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	*Competency 4: Reading & Writing: Foundational Skills* 4.1 Emergent Literacy Development (a-d) 4.2 Phonics and Word Recognition (a-d) 4.3 Fluency (a-b) 4.4 Reading and Writing Conventions (a) *Competency 5: Text Complexity and Text Comprehension* 5.1 Development of Text Comprehension (a-f) 5.2 Role of Oral Language and Writing in Text Comprehension (a-f) *Competency 6: Reading & Writing: Different Types of Text* 6.1 Reading and Writing Informational Text (a-c) 6.2 Writing for Different Purposes and Audiences (a-c) 6.3 Development of Disciplinary Literacy (a-c) *Competency 7: Language and Vocabulary Development* 7.1 Oral Communication Skills and Command of English Grammar and Usage (a-d) 7.2 Vocabulary Acquisition and Use (a-c)
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	*Competency 5: Text Complexity and Text Comprehension* 5.3 Measurement of Text Complexity (a-c) 5.4 Text Selection (a)
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	*Competency 5: Text Complexity and Text Comprehension* 5.3 Measurement of Text Complexity (a-c) 5.4 Text Selection (a)
3.1: Understand types of assessments and their purposes, strengths, and limitations.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.2 Foundations of Effective Literacy Assessment (a-e)
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.2 Foundations of Effective Literacy Assessment (a-e)
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.2 Foundations of Effective Literacy Assessment (a-e) 2.3 Assessment of Student's Literacy Development (a-d)

2010 STANDARDS	CST SUBAREAS TEST OBJECTIVES (ITEMS) ALIGNED TO IRA AND NYST STANDARDS
3.3: Use assessment information to plan and evaluate instruction.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.2 Foundations of Effective Literacy Assessment (a-e) 2.3 Assessment of Student's Literacy Development (a-d)
3.3: Use assessment information to plan and evaluate instruction.	*Competency 2: Foundations of Literacy Instruction and Assessment* 2.2 Foundations of Effective Literacy Assessment (a-e) 2.3 Assessment of Student's Literacy Development (a-d)
3.4: Communicate assessment results and implications to a variety of audiences.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a-b) 3.2 Leadership and Professional Development in Literacy (a-c)
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a-b) 3.2 Leadership and Professional Development in Literacy (a-c)
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	*Competency 1: Foundations of Language and Literacy Development* 1.2 Factors Affecting Language and Literacy Development (c) *Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (b)
4.3: Develop and implement strategies to advocate for equity.	*Competency 1: Foundations of Language and Literacy Development* 1.3 Theoretical and Research Foundations (c) *Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a-b)
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a-b)
5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a-b)
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a)
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	*Competency 3: Role of the Literacy Professional* 3.1 Literate Environment (a)
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)

2010 STANDARDS	CST SUBAREAS TEST OBJECTIVES (ITEMS) ALIGNED TO IRA AND NYST STANDARDS
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (c)
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (c)
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (c)
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)
6.4: Understand and influence local, state, or national policy decisions.	*Competency 3: Role of the Literacy Professional* 3.2 Leadership and Professional Development in Literacy (a-c)
6.4: Understand and influence local, state, or national policy decisions.	*Competency 3: Role of the Literacy Professional* Professional Development in Literacy (a-c)

Appendix B

Literacy Content Specialty Test Scoring Guide

This test consists of selected response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed response item requires the analysis of one or more artifacts from professional literature (e.g., an excerpt of an article from a professional journal, a report of research findings).

The selected response items count for 8% of the total test score and the constructed response item counts for 20% of the total test score. The percentage of the total test score derived from the constructed response item is also indicated in the table that follows;

Competency	Selected-Response		Constructed-Response	
	Approx. # of Items	Approx. % of Test Score	# of Items	Approx. % of Test Score
0001 Foundations of Language and Literacy Development	10	9%	--	--
0002 Foundations of Literacy Instruction and Assessment	17	15%	--	--
0003 Role of the Literacy Professional	8	7%	--	--
0004 Reading & Writing: Foundational Skills	15	13%	--	--
0005 Text Complexity and Text Comprehension	16	14%	--	--
0006 Reading & Writing: Different Types of Text	11	10%	--	--
0007 Language and Vocabulary Development	13	12%	--	--
0008 Analysis, Synthesis, and Application	--	--	1	20%
TOTAL	90	80%	1	20%

Literacy Education – Assessment #2
Content Portfolio

1. Description of the Assessment

The Content Portfolio Assessment evaluates candidates' evolving knowledge and skills at the reading specialist/literacy coach level. Assessment provides candidates with an opportunity to synthesize their learning across required courses and demonstrate their mastery of core proficiencies related to literacy instruction. Candidates prepare portfolios by drawing upon theory, research, and evidence-based instructional practices that are introduced in foundational courses. They then present their portfolios to faculty, mentor teachers (or doctoral degree students in the Reading and Language Arts Department as well as other candidates in a small-group setting.

The Content Portfolio Assessment represents a two-part assignment that spans several courses and is prepared primarily outside of class. Students attend a preparation session early in the fall to orient them to the task and to familiarize them with expectations, procedures, and the Content Portfolio rubric. Presentations of completed portfolios occur in the month of December near completion of at least nine required credit hours of foundational coursework (i.e., RED 613, 616, and 626).

In **Part I** of this assignment, candidates demonstrate that they are becoming literacy educators who are knowledgeable of theories, research, and effective practice by creating a 10-page portfolio. This portfolio includes illustrative artifacts of evidence-based practices, ties to theory and research, and addresses New York State Education Common Core and Teaching Standards and their use in meeting the needs of all students. The artifacts are expected to demonstrate knowledge of relevant learning theories and research, mastery of instructional content, not only at the classroom level but also of explicit coaching responsibilities at that are aligned with ILA's three levels of coaching. Specifically, students include a Coaching Corner on each artifact page that shows how they would provide coaching support for topics related to the following ILA Standards: 1) Foundational Knowledge; 2) Curriculum and Instruction, and 4) Diversity.

Part II of this assignment consists of a group portfolio presentation. Each candidate is allocated 8 to 10 minutes to explain key elements of their portfolio artifacts. An additional 5 minutes are reserved for questions and responses from faculty, community-based reviewers, and student colleagues.

2. Alignment

2010 Standards	Elements
Standard 1	1.1, 1.2, 1.3
Standard 2	2.1, 2.2, 2.3
Standard 4	4.1, 4.2, 4.3

3. Analysis of Data Findings

In this first cohort of the Literacy B-12 program, we observed that 3 of the 4 students received 'effective' ratings for Standard 1, which relates to Foundational Knowledge. On Standard 2, Curriculum and Instruction, we observed that all four students performed effectively or highly effectively on standard elements 2.1 and 2.3. However, half of the cohort received a rating of 2 (developing) on Standard 2: 2.2 (uses appropriate and varied literacy instructional approaches. Mixed results also were observed for Standard 4 (Diversity), with students receiving effective or highly effective ratings for 4.2 (uses literacy curriculum and instructional practices to positively impact students' knowledge, beliefs, and engagement with diversity), but lower ratings for some candidates for 4.1 (understands the value of diversity in society and their importance to learning to read and write) and 4.3 (develops and implements strategies to advocate for equity).

4. Data Interpretation/Evidence of Meeting Standards:

STANDARD 1: In December 2015, 1 of 4 students received a "developing" rating on Standard 1: 1.1 (understands major theories and empirical research) and a second on 1.2. The remaining three students performed effectively on the same standard elements. In these cases, the lower observed performance on Standards 1.1 and 1.2 were seen as individual candidate concerns rather than programmatic ones. For example, the student who received a 'developing' rating on 1.1 cited only three research studies that informed the effective teaching of cognitive, linguistic, motivational, and sociocultural foundations of reading and writing practices. To receive

an 'effective' rating, the student needed to include at least seven highly regarded research articles. The students were asked to revise their portfolios to address the omissions. All students received an 'effective' rating for standard element 1.3.

In general, we continue to expend considerable effort to help students perceive how instructional decision-making is linked to research and historically-based changes in literacy. We now have candidates better address 1.1 (understand major theories and empirical research) by having them link the instructional practices they cite in their portfolio pages to specific research studies that show empirical validation. For element 1.2 (understands historically shared knowledge of the profession), candidates now create a timeline in class to track changes in literacy perspectives over time.

STANDARD 2: In the first year of the new B-12 program, all four candidates received an 'effective' rating on Standard element 2.1. For one element 2.2 (uses appropriate and varied instructional approaches), two candidates received a rating of "developing" in December 2015. We ascribe this deficiency to the performance of the single candidates rather than to the program. However, we will continue to monitor this outcome in the future to see if any pattern emerges from the data. The missing content was addressed by having the candidates submit portfolio revisions. On standard element 2.3, 3 of the 4 candidates received an 'effective' rating and one student received a 'highly effective' rating.

Observed difficulties sometimes center on candidates' understanding of the coaching aspects associated with Standard 2. Overall, we have been pleased with our attempts to heighten understanding of developmental coaching levels as evidenced in candidates' Assessment #2: Content Knowledge Portfolios. Particularly beneficial has been the addition of a course text that covers the diverse roles and responsibilities of literacy coaches/reading specialists. Another key change has been increased engagement in level 1 coaching activities in coursework and assignments. These changes seem to have impacted most candidates' performance on ILA Standard 2. That is, we have noticed improvements in our candidates' ability to write or speak more synthetically about their knowledge of instructional strategies and curriculum materials from the perspectives of both classroom teacher and reading coach/literacy specialist. Finally, the most helpful change has been the inclusion of a "Coaching Corner" in candidates' portfolio pages. In these "Coaching Corners" students demonstrate ways to support teachers and paraprofessional in terms of instructional approaches for teaching diverse students. To create these "Coaching Corners", candidates draw upon simulated coaching activities that occur in their foundational courses and that are discussed in class and in their readings. Some of the coaching activities that are simulated in candidates' foundational courses and that are covered in course readings include collegial conversations, leading or participating in study groups, modeling instructional approaches, co-planning lesson plans, developing and providing instructional materials for peers, and making professional development literacy-related presentations.

STANDARD 4: The portfolio raters noticed that two of the standard elements, related to Diversity, caused candidates the most difficulty in the DP2 Portfolio assessment. The faculty believe that students' ratings were linked, at least in part, to programmatic issues. In our former Literacy programs (B-6 and Grades 5-12), students typically performed well on this standard. In the new program, foundational course offerings in the fall semester, which link to the Content Portfolio, have changed. This fall, the portfolio assessment brought to light that we need to find ways to emphasize diversity more across all fall semester courses. For example, we need to attend better to how to diversify reading and writing instruction to meet the academic, motivational, and language needs of all students through inclusion and culturally responsive instruction.

To that end, in the coming academic year, program faculty will meet to brainstorm ways to ensure that instruction in our fall courses better prepare students to meet the requirements of the Diversity ILA Standard requirements. To address the deficits observed in the December 2015 portfolio, students with ratings of 2 or lower, with guidance from their program advisors, were required to submit revisions to their portfolios.

Across all 3 standards, one goal for faculty in the future would be to support students so that none of them receive 'ineffective' ratings, fewer of them receive 'developing' ratings, and more of them shift to 'highly effective' performance.

APPENDIX A

DIRECTIONS TO CANDIDATES

Portfolio Preparation Meeting
September 29, 2015

Welcome

Portfolio Overview
- Purpose
- Format
  - 10 artifact pages (digital) covering ILA Standards 1, 2, & 4.
  - Mandatory reference page; optional table of contents page (not included in your total page count)
- Description of the process
  - Portfolio due to the department – 12/8/15 by 4:00 p.m. You must drop off a CD/DVD or flash drive on which your portfolio presentation is saved **PLUS a hard-copy print-out**.
  - Save a copy of your portfolio for your use after submission.
  - Practice your presentation to ensure that you stay within the time limit. (i.e., 8 minutes to present; 5 minutes for questioning)
  - Date for presentation: 12/14/2015
  - Time: 4:00 – 7:00
  - Location: Come to the ERC (056 Huntington Hall); we will inform you of other room(s) after a brief orientation.
  - After presentation, make appointment for feedback with your advisor. (*This is your responsibility!)*

How to Get Started.
  - First: Watch closely a presented model
  - Next steps:
    - Understand: What is an artifact?
    - Read through the rubric carefully!
    - Make a checklist of everything you will need to cover in your artifact pages.
    - Think about how your artifact pages will match up to the content you will need to cover (as per the rubric).
    - Make sure to monitor your artifact pages frequently against the checklist as you proceed. Double-check your final version against the checklist before you submit it.
  - Start collecting materials NOW for instructional strategies, research studies, and theories.
  - Think about how to enhance the readability of your artifact pages. For example, color-coding may help you keep things clearer.
  - A digital copy is preferable because of the ease in making additions and revisions for the DP3B portfolio.
  - Individuality and voice are important. There is no one "right" way to prepare and present your portfolio.
  - Stronger portfolios contain multiple artifacts.
  - Stronger portfolios demonstrate your knowledge of how theory, research, and instructional practices align with each other (as observed through your artifact pages and your presentation).
  - Remember to address literacy at multiple levels (i.e., the classroom, the grade-level, the school and broader programmatic areas , such as setting up a school-wide program).
  - You should aim for a synthetic discussion of topics in your portfolio. Do not begin your portfolio presentation with "On my first page, here is my artifact *X*, and here is my coaching corner, and here is this theory…" We are not looking for a list but an integrated description of what is represented on your portfolio page. **Remember the portfolio is intended to show us how you integrate your learning of important topics related to literacy instruction** *within and across courses*.
  - It helps to start and end your portfolio presentation with clear, but very brief, introductory and concluding statements.

MORE DETAILED INFORMATION

Procedure:

Portfolios will be submitted to the Reading and Language Arts Center in early December of the year you intend to graduate. Faculty members will review the portfolios in advance and make notes before the presentations. Your portfolio will be given back to you at the beginning of the presentation session. So please remember to make a copy of your portfolio so you can practice it in the interim. *(It is important that you practice your presentation so that you do not go over the specified time limit.)*

We will collect the portfolio back from you at the conclusion of the portfolio presentations. After the presentations are over, the faculty will meet to review your portfolio and to discuss their impressions of your overall performance. Then the faculty will complete a finalized version of your rubric using a 4-point scale (4 = highly effective; 3 = effective; 2 = developing, and 1= ineffective). If you receive a rating of 2 or lower on a specific standard, you can still pass the portfolio review. However, you will be asked to address issues of concern and to make revisions to the portfolio for the August DP3B presentation.

On December 8th, you will make an 8-minute formal presentation, highlighting key elements of your portfolio; then 5 minutes will be reserved for questions, probing and discussion among the faculty, the presenter and other students in the audience.

Please plan to stay for the entire session, not just your time slot, as you will serve as an audience member for your peers. At their best, these sessions are supportive spaces for community building, critique, and inquiry.

If you do not pass the portfolio you will be contacted shortly after your presentation. Otherwise, you will need to schedule an appointment with your advisor to receive feedback on your portfolio and your overall performance in the program. Information about when and how to schedule an advisory meeting will be explained at the beginning of the portfolio presentations.

Format:

You will prepare 10 artifact pages that demonstrate your ability **to synthesize content from several foundational courses in your literacy program**.

The DP2 portfolio will consist of no more than 10 pages/slides of artifacts that demonstrate your knowledge of key theories, research, components of reading and writing, roles and responsibilities of a literacy coach, organization of an effective literacy program that addresses reading, writing, listening, and speaking, curriculum materials, student motivation and home and community engagement, instructional practices and methods for all students, and the NYS Common Core Standards.

Citations and a reference page using APA format must be provided for ideas, approaches or strategies that you derive from readings, classes, professional development and conferences. This reference page is not considered one of your 10 pages.

SCORING GUIDE/RUBRIC

Content Portfolio
Assessment #2 Decision Point 2
(December 2015)

There are at least two reviewers for each portfolio review for inter-rater agreement purposes. Differences in scoring are resolved through discussion to obtain a consensus rating for each candidate.

Student Name:_____   Reviewer Name:_____

ILA Standard 2010	NYSED Teaching Standard	HIGHLY EFFECTIVE (Rating=4)	EFFECTIVE (Rating=3)	DEVELOPING (Rating=2)	INEFFECTIVE (Rating=1)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	Represents a wide array of theories and at least 10 empirical research studies that describe the linguistic/language development, cognitive, motivational and sociocultural, foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections	Represents an array of theories and at least 7 empirical research studies that describe the linguistic/language development, cognitive, motivational and sociocultural, foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections	Represents a few theories and fewer than 7 empirical research studies that describe the linguistic/language development, cognitive, motivational and sociocultural, foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections	Does not represent theories or empirical research studies that describe the linguistic/language development, cognitive, motivational and sociocultural, foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections
1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components	1.2: Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.	Represents highly effective understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development,	Represents effective understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development,	Represents ineffective understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development,	Does not represent understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and

ILA Standard 2010	NYSED Teaching Standard	HIGHLY EFFECTIVE (Rating=4)	EFFECTIVE (Rating=3)	DEVELOPING (Rating=2)	INEFFECTIVE (Rating=1)
		processes, and components	processes, and components	processes, and components	components
1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	2.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	Demonstrates highly effective understanding of the role of professional judgment and practical knowledge (i.e., fair-mindedness, empathy, ethical behavior and experiences) in improving all students' reading development and achievement	Demonstrates effective understanding of the role of professional judgment and practical knowledge (i.e., fair-mindedness, empathy, ethical behavior and experiences) in improving all students' reading development and achievement	Demonstrates ineffective understanding of the role of professional judgment and practical knowledge (i.e., fair-mindedness, empathy, ethical behavior and practical knowledge/experiences) in improving all students' reading development and achievement	Does not demonstrate understanding of the role of professional judgment and practical knowledge (i.e., fair-mindedness, empathy, ethical behavior and practical knowledge/experiences) in improving all students' reading development and achievement
2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	2.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement. 2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	Demonstrates highly effective use of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	Demonstrates effective use of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	Demonstrates ineffective use of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	Does not demonstrate use of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
2.2 Candidates use appropriate and varied instructional approaches, including those	2.2: Teachers understand how to connect concepts across disciplines, and engage	Demonstrates how to use a *wide* range of appropriate and varied instructional approaches,	Demonstrates how to use a range of appropriate and varied instructional approaches,	Demonstrates and supports classroom teachers and paraprofessionals in a developing	Demonstrates and supports classroom teachers and paraprofessionals in an ineffective

ILA Standard 2010	NYSED Teaching Standard	HIGHLY EFFECTIVE (Rating=4)	EFFECTIVE (Rating=3)	DEVELOPING (Rating=2)	INEFFECTIVE (Rating=1)
that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. 2.3: Teachers use a broad range of instructional strategies to make subject matter accessible.	including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. as well as highly effective emerging insights about supporting classroom teachers and paraprofessionals in such use Includes more than one NYSED Common Core Standard per artifact page to address multiple practices or instructional strategies	including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections, as well as effective emerging insights about supporting classroom teachers and paraprofessionals in such use. Includes one NYSED Common Core Standard artifact page to address a practice or instructional strategy	manner how to select and use of practices and instructional strategies to teach literacy to and enhance learning of all students Includes only a few NYSED Common Core Standards to address multiple instructional practices or strategies across the entire portfolio	manner how to select and use practices and instructional strategies to teach literacy to and enhance learning of all students Does not include NYSED Common Core Standards on artifact pages
2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning. 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	Demonstrates ability to use a *wide* range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources, as well as highly effective emerging insights about supporting classroom teachers and paraprofessionals in such use	Demonstrates ability to use a range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources, as well as effective emerging insights about supporting classroom teachers and paraprofessionals in such use	Demonstrates ineffective use of a range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources, as well as ineffective emerging insights about supporting classroom teachers and paraprofessionals in such use	Does not demonstrate effective use of a range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources, as well as ineffective emerging insights about supporting classroom teachers and paraprofessionals in such use
4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their	1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths,	Demonstrates recognition, understanding, and value for the widely varying forms of diversity	Demonstrates recognition, understanding, and value for the varying forms of diversity that exist	Demonstrates incomplete recognition, understanding, and value for the varying forms of	Does not demonstrate recognition, understanding, and value for the varying forms of

ILA Standard 2010	NYSED Teaching Standard	HIGHLY EFFECTIVE (Rating=4)	EFFECTIVE (Rating=3)	DEVELOPING (Rating=2)	INEFFECTIVE (Rating=1)
importance in learning to read and write.	interests, and experiences of all students.	that exist in society and their importance in learning to read and write	in society and their importance in learning to read and write	diversity that exist in society and their importance in learning to read and write	diversity that exist in society and their importance in learning to read and write
4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	Demonstrates the ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in extraordinarily positive ways	Demonstrates the ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways	Demonstrates an incomplete ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways	Does not demonstrate ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways
4.3 Candidates develop and implement strategies to advocate for equity.	1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.	Demonstrate wide-ranging ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	Demonstrate ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	Demonstrate an incomplete ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	Does not demonstrate ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity

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APPENDIX C

DATA CHART

	AY2016 (n = 4)			
2010 Standards	Ineffective	Developing	Effective	Highly Effective
1.1		25%	75%	
1.2		25%	75%	
1.3			100%	
2.1			100%	
2.2		50%	50%	
2.3			75%	25%
4.1		50%	50%	
4.2			75%	25%
4.3	25%	50%	25%	

1. **Description of the Assessment**

Candidates gain experience with simulated lesson planning, delivery, and coaching by completing this assignment. They collaborate to create three written sequential lesson plans that focus upon a reading comprehension strategy. Their lesson plans are based upon one or more resources selected from a text set they created for a previous assignment. In that text set assignment, candidates identify a "big idea" or theme designed to foster culturally responsive/social justice teaching.

The purpose of this assignment is for candidates to plan a comprehension strategy lesson sequence that enables students at a particular grade level to become more strategic, independent readers. To highlight a gradual release model of scaffolding instruction, the first lesson is expected to focus primarily on explicit explaining, and modeling of the comprehension strategy. The second day of the instructional sequence emphasizes shared practice of the strategy with teacher coaching the P-6 students" completion of tasks as needed. The plan for the third day of instruction is intended to guide these students toward independent practice and transfer.

Candidates take turns individually demonstrating foundational knowledge and use of appropriate instructional approaches by enacting a portion of the lesson sequence with their classmates in the role of P-6 students. When the lesson is done, candidates explain their planning decisions and answer their peers" questions and critiques. In this way, candidates simulate planning, teaching, and modeling a lesson, which is one coaching approach that supports inexperienced teachers" professional development. Candidates are also required to submit an individual written reflection to evaluate what they learned from the planning process about using their foundational and instructional knowledge about teaching comprehension.

2. **Alignment**

ILA Standards	Elements
Standard 1	1.3
Standard 2	2.1, 2.2, 2.3
Standard 5	5.1, 5.2, 5.3, 5.4

3. **Analysis of Data Findings**

All six candidates enrolled in the first year of the program (2015-2016) achieved 'effective' ratings on the elements associated with ILA Standards: I (Foundational Knowledge), 2 (Curriculum and Instruction), and 5 (Literate Environment).

4. **Data Interpretation**

The fact that all six candidates achieved 'effective' ratings was not unexpected for this assessment because candidates observed from their own experiences how explicit explanations, modeling, coaching and release of responsibility facilitate learning and success.

APPENDIX A

DIRECTIONS TO CANDIDATES

With text set group members, you will create three sequential lesson plans that will be based upon one reading comprehension strategy using **one or more texts from your text set**. The entire group will plan all lessons related to your topic. (In other words, do not assign individual lessons to individual group members.) A model and template will be provided in class to help you with your planning.

The purpose of this assignment is to help you learn to teach a comprehension strategy that helps students to become more strategic, independent readers. That means the first lesson will focus primarily on explicit explaining, modeling, and shared practice of the strategy; the second will transition to more guided and scaffolded practice; and the third will emphasize independent practice and transfer.

Specific requirements will be presented in class. This assignment will be graded with a rubric. In general, everyone will receive the same grade for the lesson plans; however, your grade may be adjusted based on feedback from you (and your group members) on your effort and participation.

Below is a copy of the template for the assignment. The instructor explained the directions in detail as she modeled use of the template to complete the task. To ensure that this issue did not arise in the future, the instructor explicitly reminded candidates in future cohorts to complete that part of the assignment and showed them where to upload the reflection on the online course management system.

COMPREHENSION STRATEGY LESSONS (RED 602)

GROUP MEMBERS:

GRADE LEVEL:

COMPREHENSION STRATEGY:

LESSON OBJECTIVE(S): *What do you want students to know and be able to do by the end of each lesson?*

NYS COMMON CORE GRADE-LEVEL STANDARD(S): *What grade-level standard(s) are being addressed? Write down the applicable standard(s) for your selected grade-level and provide a rationale for your selection.*

EVALUATION OF YOUR STUDENTS" LEARNING: *What are you assessing? How are you assessing it? <u>This should be connected to your lessons" objectives.</u> Consider various types of measures, including products students might create to demonstrate their learning.*

MATERIALS (INCLUDING "TEXT" TYPE, NAME OF TEXT, AUTHOR, PUBLISHER AND DATE (Use APA format):

LESSON ONE

STANDARDS	APPROX. TIME FOR EACH STEP	SEQUENCE OF STEPS: Write in detail each step that will occur during your lesson. Each lesson needs to contain detailed step-by step procedures. You may have many steps.	ASSESSMENTS: Write any specific assessments that are used for the corresponding step of the lesson.	ADAPTATIONS: Write any specific adaptations that are needed for the corresponding step of the lesson.
ILA II.1: Uses foundational knowledge to design curriculum (NYTS 2.4)		**Creative Introduction: How will you grab the students" attention and put them in a receptive frame of mind for learning?** *This should be engaging, meaningful, inclusive, culturally relevant, and potentially exciting.*		
ILA II.2: Uses appropriate instructional approaches for comprehension instruction (NYTS 2.2: NYTS 2.3)		**The Mini-lesson:** **(What** *precisely* **do you have to explicitly explain and model through explaining and thinking aloud/modeling?)** • **Explicit Explaining:** • **Modeling:**		
ILA II.1: Uses foundational knowledge to design curriculum (NYTS 2.5) *ILA II.2:*		<u>**Scaffolding:**</u> **(Whole-class/whole-group scaffolding - What do you have to do to initially support diverse students" learning of both content and the targeted comprehension**		

STANDARDS	APPROX. TIME FOR EACH STEP	SEQUENCE OF STEPS: Write in detail each step that will occur during your lesson. Each lesson needs to contain detailed step-by step procedures. You may have many steps.	ASSESSMENTS: Write any specific assessments that are used for the corresponding step of the lesson.	ADAPTATIONS: Write any specific adaptations that are needed for the corresponding step of the lesson.
Uses appropriate instructional approaches for comprehension Instruction (NYTS 2.2: NYTS 2.3) *ILA II.3: Uses a wide range of text from print and online sources (NYTS 2.6)*		**strategy?)**		
ILA II.2: Uses appropriate instructional approaches for comprehension instruction		**Closure/Teacher and Student Sharing/Debrieing:** **(This is to help students organize their learning for that day, to reinforce major points and to clarify confusions. This might also serve as one opportunity for assessment. How will you help students to make sense of what they learned in that lesson?)**		

LESSON TWO

	APPROX. TIME FOR EACH STEP	SEQUENCE OF STEPS: Write in detail each step that will occur during your lesson. Each lesson needs to contain detailed step-by step procedures. You may have many steps.	ASSESSMENTS: Write any specific assessments that are used for the corresponding step of the lesson.	ADAPTATIONS: Write any specific adaptations that are needed for the corresponding step of the lesson.
ILA II.2: *Uses appropriate instructional approaches for comprehension instruction*		**Creative Introduction/Review:** **How will you grab the students" attention and put them in a receptive frame of mind for learning? How will you review what was learned yesterday and prepare them for todays' lesson?** *This should be engaging, meaningful, inclusive, culturally relevant, and potentially exciting. What explicit instruction is required to review key content and explain and model focal comprehension strategy?*		
ILA II.1: *Uses foundational knowledge to design curriculum* *(NYTS 2.5)* *ILA II.2:* *Uses appropriate instructional approaches for comprehension Instruction* *(NYTS 2.2: NYTS 2.3)* *ILA II.3:* *Uses a wide range of text from print and online sources* *(NYTS 2.6)*		**Scaffolding:** • **Guided Small-Group Practice** *(i.e., teacher coaching, conferring, and re-teaching as small groups of students practice the strategy)*		
ILA II.2: *Uses appropriate instructional approaches for comprehension instruction*		**Closure/Sharing/Debriefing:** *This is to help student organize their learning for that day, to reinforce major points to clarify any confusion. This might also serve as one opportunity for assessment. How will you help students to make sense of what they learned during the lesson?*		

LESSON THREE

	APPROX. TIME FOR EACH STEP	SEQUENCE OF STEPS: Write in detail each step that will occur during your lesson. Each lesson needs to contain detailed step-by step procedures. You may have many steps.	ASSESSMENTS: Write any specific assessments that are used for the corresponding step of the lesson.	ADAPTATIONS: Write any specific adaptations that are needed for the corresponding step of the lesson.
ILA II.1: Uses foundational knowledge to design curriculum (NYTS 2.4)		**Creative Introduction/Review:** *How will you grab the students" attention and put them in a receptive frame of mind for learning? How will you review what was learned yesterday and prepare them for today"s lesson?* **This should be engaging, meaningful, inclusive, culturally relevant, and potentially exciting.**		
ILA II.1: Uses foundational knowledge to design curriculum (NYTS 2.5) *ILA II.2: Uses appropriate instructional approaches for comprehension Instruction (NYTS 2.2: NYTS 2.3)* *ILA II.3: Uses a wide range of text from print and online sources (NYTS 2.6)*		**Even More Scaffolding:** - **Independent Practice***: (i.e., coaching, conferring, and re-teaching as needed as teams or individuals practice the strategy)*		
ILA II.2: Uses appropriate instructional approaches for comprehension instruction		**Closure/Student Sharing/Teacher Debriefing:** *This is to help student organize their learning for that day, to reinforce major points and to clarify confusions. This might also serve as one opportunity for assessment. How will you help students to make sense of what they learned during the lesson?*		

REFLECTION ON EXPLICIT COMPREHENSION STRATEGY TEACHING
ILA I.3: Understands the role of professional judgment and practical knowledge for improving all students" reading development and achievement (NYTS 2.1)

NAME: _____

1. What are a few ideas for sample follow-up lessons that would deepen students" understanding of the content and use of the selected comprehension strategy?

2. What did you learn about explicit teaching of comprehension strategies and how it differs from comprehension instruction that you"ve observed, taught, or experienced before?

3. What did you learn about the process of instructional planning as it relates to course topics?

4. If you had to coach teachers about explicit strategies instruction, what is the most important information you would want to convey to them?

5. After going through this process, what do you need to think about or do to become more effective in teaching strategic processing to students?

APPENDIX B

SCORING GUIDE/RUBRIC

The final grade for this planning assignment will be based on the lesson plans, the reflection, and teaching. All students working in the same group will receive the same grade for the co-constructed written lesson plans. However, this grade will be adjusted based on each candidate's individual reflection to demonstrate comprehension-related foundational and instructional knowledge. Candidates are also evaluated on their demonstration of foundational and instructional knowledge during individual teaching. Grades may also be adjusted based on effort and participation.

The rubric this assignment appears below.

NAMES: **GRADE:**

Category	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
Topic, Lesson Focus **Lessons Relationship to NYS Common Core Reading Standards** *ILA II.1: Uses foundational knowledge to design curriculum (NYTS 2.4)*	All of 3 plus nuanced and integrated	Explicitly describes the grade level of the lesson plan, and the focus, theme, or "big idea" of the lesson Explicitly describes the conceptual and content goals of the lesson as well as the strategy goals Describes more than one NYS Common Core Standard, with their associated grade-level indicators, the lesson addresses, and **how** the lesson goals address the standards/grade-level indicators	Implicitly describes the grade level of the lesson plan, focus of the lesson, and materials Implicitly describes the conceptual content/goals of the lesson Describes one NYS Common Core Standard and associated grade-level indicator for the lesson	Vaguely or fails to describe the grade level of the lesson plan, the focus of the lesson, and materials Vaguely or fails to describe the conceptual content/goals of the lesson Vaguely describes or fails to describe related NYS Common Core Standard
Explicit Teaching Procedures *ILA II.2: Uses appropriate instructional approaches for comprehension instruction (NYTS 2.2: NYTS 2.3)*	All of 3 plus nuanced and integrated	Provides explicit explanation of strategy Provides instructional modeling through a think-aloud Explicitly describes purpose for using specific comprehension strategy in lesson debriefing	Provides implicit explanation for strategy Implicitly describes instructional modeling Provides an implicit debriefing	Provides vague explanation or fails to provide explicit explanation Vaguely describes or fails to describe modeling of strategy Only names strategy or fails to conduct lesson debriefing

Category	Highly Effective	Effective	Developing	Ineffective
Attention to Responsive Teaching/ Scaffolding *ILA II.1:* *Uses foundational knowledge to design curriculum* *(NYTS 2.5)* *ILA II.2:* *Uses appropriate instructional approaches for comprehension Instruction* *(NYTS 2.2:* *NYTS 2.3)* *ILA II.3:* *Uses a wide range of text from print and online sources* *(NYTS 2.6)*	All of 3 plus nuanced and integrated	Explicitly describes how the lesson relates to engagement, motivation, and participation practices Explicitly provides a rationale for selection of texts and materials Explains how conceptual/content and strategy learning is made accessible to all learners Explicitly demonstrates that lesson activates and builds knowledge related to the theme ("big idea") so that students can engage in critical thinking and collaborative problem-solving related to real world contexts or issues Explicitly shows that the lesson reflect principles of culturally responsive teaching, and/or attends to academic diversity and individual differences, and/or scaffolding for students of diverse abilities or backgrounds	Implicitly describes how the lesson relates to engagement, motivation, and/or participation practices Implicitly describes differentiating/ scaffolding instruction for students with diverse academic abilities or individual differences	Vaguely describes or fails to describe how the lesson relates to engagement, motivation and/or participation practices Vaguely describes or fails to describe how the lesson relates either to culturally responsive teaching or attending to academic diversity and individual differences
Assessment *ILA II.2:* *Uses appropriate instructional approaches for comprehension instruction*	Nuanced and integrated	Assessments explicitly map onto stated goals/ performance indicators for lessons Multiple assessments are appropriately applied Explicit rational is provided for use of	Multiple assessments are applied but explicit rationale for their use is not stated	Assessments vaguely or do not map onto to stated goals/indicators Only one or two assessments are described No rationale is provided

Category	Highly Effective	Effective	Developing	Ineffective
		assessments		
Personal Reflection *ILA I.3: Understands the role of professional judgment and practical knowledge for improving all students" reading development and achievement (NYTS 2.1)* *Rating for Extra Points:* *4 = 2 extra points* *3 =1 extra point* *2 = 0 extra points* *1 = minus one or more points based on quality of reflection*	Nuanced and integrated	Explicitly describes next steps in instruction to promote deeper learning of and greater independence with comprehension strategy Explicitly reflects on what was personally learned about the process of instructional planning as it relates to course topics	Implicitly describes next steps in instruction and what was learned	Vaguely or does not describe next steps or what was learned

APPENDIX C

DATA CHART

2010 Standards	Developing	AY2015 (n = 6)	
		Effective	Highly Effective
1.3		100%	
2.1		100%	
2.2		100%	
2.3		100%	
5.1		100%	
5.2		100%	
5.3		100%	
5.4		100%	

Literacy Education – Assessment #4
Responsive Clinical Intervention

1. **Description of the Assessment**

This course-embedded assessment occurs in a six-credit summer practicum, *RED 747 Literacy Clinic*. The experience involves candidates in providing 50 hours of assessment-based responsive literacy tutoring and group instruction for students in a local school district who are struggling with reading and/or writing, particularly comprehension and composing. Candidates in the Literacy Birth through Grade 12 program who are completing *RED 747* tutor two young people for 25 hours each who are in grades 5 or 6; grade levels are determined by New York State requirements that candidates in this Birth through Grade 12 program complete 25 hours of supervised experience with students in grades 3 through 6 and 25 hours of experience working with students in grades 5 through 8. Students are recruited for this summer program through a new partnership with a local school district, Solvay Union Free Schools, and the course takes place in their middle school. Tutees also participate in another district-sponsored summer literacy program known as Inquiry U as part of their elective summer school experience, and RED 747 students are also involved in a literacy coaching collaboration with the teachers in this program to foster the teachers' attention to the tutees' literacy strengths and needs.

Responsive Clinical Intervention is a multi-part assignment. In **Part I,** candidates review their tutees' case files, conduct initial data-gathering sessions with parents/guardians and tutees, and write a short report to summarize their students' background, strengths, needs, and tutoring goals. In **Part II**, candidates develop an interactive portfolio with their tutees for progress monitoring throughout tutoring. In **Part III**, candidates design responsive literacy instructional intervention and compose reflections for each one hour tutoring session. In **Part IV**, candidates conduct an end-of-semester conference with their tutees and parents/guardian to share student work and to report on their tutees' responses to intervention. In **Part V**, candidates write a student progress report as an assessment of student learning, summarizing pre-post assessments and tutoring, and providing recommendations to parents and teachers. In **Part VI**, candidates collaboratively coach one another's assessment interpretation and tutoring approaches. In **Part VII**, candidates collaborate to co-teach multi-level group literacy instruction and produce a weekly newsletter to showcase tutee writing projects. In **Part VIII,** candidates observe their tutees in Inquiry U, attend at least 2 of the teachers instructional planning sessions to offer ideas conducive to their tutees' participation, participate in Inquiry U teachers' lesson study, providing feedback on literacy aspects of observed lessons, and host a professional development poster session to provide instructional recommendations relevant to Inquiry U teachers' and tutees' needs.

This assignment increases the intensity of coaching activities by shifting students to engage levels 2 and 3 coaching activities, as specified in ILA's Three Levels of Coaching position statement, *The Role and Qualifications of the Reading Coach in the United States*, shifting from level 1 coaching activities to supervised enactment of the roles they would assume as literacy specialists/coaches. Candidates analyze their own and each other's literacy assessment and instruction (level 2). They hold meetings with interested constituents, including parents/guardians and clinical supervisors, to gather and share data on assessments, instructional goals, and their tutee's response to intervention (level 2). They write a report to communicate and interpret assessment data to make recommendations for parents and teachers to support literacy instructional decision-making (level 2). Candidates also collaborate to plan, model and co-teach literacy lessons with other candidates and teachers Inquiry U, to demonstrate their ability to orchestrate, by themselves and with others, multi-level instruction, including heterogeneous and homogeneous grouping and a wide array of instructional activities, materials, and texts in a literate environment.

2. **Alignment**

ILA Standards	Elements
Standard 2	2.1, 2.2
Standard 3	3.1, 3.2, 3.3, 3.4
Standard 5	5.1, 5.2, 5.3, 5.4

3. **Analysis of Data Findings**

For this first cohort of the Literacy B-12 program, we observed that all three students who completed the elements of this assessment received 'effective' or 'highly effective' ratings for both elements of Standard 2, which relates to Curriculum and Instruction. On Standard 3, Assessment and Evaluation, we observed, again, that all three students performed effectively or highly effectively on Standard 3, elements 3.1, 3.2, and 3.3, and that all three scored as highly effective with regard to their communication of assessment results as required by element 3.4. These same three students were again rated as 'effective' or 'highly effective' for all four elements of Standard 5, which demonstrates their ability to construct a Literate Environment.

4. **Data Interpretation:**

In this newly revised program we shifted the focus of what was a class allowing candidates to gain extensive culminating experience with literacy assessment and intervention, including attention to building literate environments, to a dual focus that included authentic practice in coaching others in use of assessment, curriculum, instruction, and fostering literate environments.

STANDARD 2: In this first year of the new B-12 program, the three candidates received an 'effective' or 'highly effective' rating on Standard 2, elements 2.1, 2.2, and 2.3, suggesting that candidates know the elements of a research-based, comprehensive literacy program, how to implement it to serve the individual needs of students, and how to help others to do the same. Similarly, candidates know, can write about and can coach others in implementation of instructional approaches within such a program.

Particularly beneficial has been the change in venue and addition of authentic coaching activities, within which candidates learn to measure their advice given our assessment of what partner teachers said they wanted to know. It was clear that all school personnel wanted to know what candidates' thought about the literacy instruction being provided to their students, as well as about addressing comprehension and composing more generally.

STANDARD 3: One of three candidates received an 'effective' rating on Standard elements 3.2 and 3.4, and two received an 'effective' rating on Standard element 3.1, suggesting that candidates understand the administration and interpretation of informal and formal assessments for screening, progress monitoring, and summative literacy assessment, and that they can communicate this information orally and in writing to others. On standard element 3.4, all three candidates received a 'highly effective' rating, suggesting that they have good knowledge of how to communicate assessment results.

Interacting with school staff around the district's formative and summative local and state academic year data in this new collaboration also proved to be not only highly informative but also highly motivating to candidates who wanted to help their tutees avoid summer learning loss and show gains in their reading and writing performance.

STANDARD 5: With regard to Standard 5, Literate Environment, one candidate was rated as 'effective' and two as 'highly effective' on element 5.1 and element 5.2. All three candidates were rated as 'highly effective' with regard to element 5.3 and element 5.4's attention to design of routines and effective classroom configurations. Program faculty think that this may again be the result of our move to a local school and to an authentic setting.

Across all 3 standards, one goal for faculty in the future would be to engage candidates in added discussion of various curriculum and program development models, as well as about literacy policy and advocacy at local, state, and federal levels.

APPENDIX A
DIRECTIONS TO CANDIDATES

Responsive Clinical Intervention (70 points)

- During your first week's planning time, review available school data on your tutees, combining it with notes taken during your first family telephone contacts. Be sure to keep all notes confidential. (5 points)

- **Conduct pre-post and daily progress monitoring**. Collaborate with tutees on completing appropriate pre- and post informal reading inventory (*Qualitative Reading Inventory 5*--independent, instructional, frustration level required) as well as informal writing strengths and needs analysis, interest inventory, and *Quick Phonics Screening* (assessment cards will be available in class). All lesson plans should include daily progress monitoring records with text complexity levels, oral reading running record sample with number words per minute and words read correct/possible, daily comprehension anecdotal evidence tied to a CCSS, and daily writing anecdotal evidence tied to a CCSS. Tutor anecdotals should be recorded daily to monitor success with each procedure included in plans. (5 points)

- **Guide tutees in preparing portfolios to document work throughout the summer program**. Collect portfolio artifacts, such as student written or digital products, a list of books read, assessment data, list of vocabulary words learned, phonics skills or syllable types learned, tutees' reader responses and products, written products, list of strategies learned, and daily writing samples. Before the last week of tutoring, work with the student to consolidate portfolio contents, choosing representative work and observations and composing together a one-paragraph written reflective statement as cover sheet to share with parents and future teachers. You and your students should also select one portfolio artifact for your tutees to share during our last day's group instruction. Allow tutees to take the portfolio to share with next year's teachers. (5 points)

- **Design meaning-emphasis, inquiry units as primary intervention**, that is, teaching reading and writing skills and strategies in pursuit of disciplinary essential questions. This will be documented with a written daily reflective agenda, daily lesson plans for each tutee (after Week 1), anecdotal observations, and reflections for each tutoring session (e.g., 3-4 long term-goals/Common Core NYS ELA Standards & either Next Gen Science Standards or NYS Common Core Social Studies Framework, lexile or other text complexity estimate for all texts read), materials, lesson objectives, procedures, daily progress monitoring/anecdotals, and post-tutoring reflections on tutee & tutoring quality), to be available in a folder for weekly collection. Tutors should also plan to have each tutee complete a minimum of 3 inquiry projects tied to grade-appropriate academic study, culminating with finished multi-modal products. Tutors must use a gradual release model to daily teach or reinforce a reading comprehension strategy following lesson plan wording in Harvey and Goudvis' (2006) *Comprehension Toolkit,* as well as a writing strategy and word work strategy (vocabulary or/and modified RTR as needed) *in service of the Standards* (and not for their own sake). Procedures should include detailed notes for teacher explanations of strategies. By week 2, tutors should require extended reading of at least 3 texts per session, or in combination with home reading (e.g., independent reading with an easy trade book; challenging or grade appropriate short non-fiction texts for inquiry), along with extended writing in a writers notebook. Tutors and tutees will keep a daily printed reflective agenda (e.g., short list of activities, written or dictated student response to each activity, observations, stickers or checks to indicate completion of activities, end of session student reflective comments), lesson plans on required forms, and daily progress monitoring anecdotal notes and reflections (see above). Reflections should be written daily and include reference to anecdotal notes and daily thoughts about progress toward identified CCSS and fluency targets, as well as about one's own teaching effectiveness. Participate in weekly observations and clinician follow-up conferences as scheduled. Work with assigned partner to determine how to cover each other in case of emergency absence. (20 points)

- Write a **1-2 page, baseline progress monitoring report** to summarize your student's reading background, assessment results, areas of strength and concern, a summary of his or her usual instruction (.e.g, school report card, background forms) and tutoring goals, as well as other literacy-related insights, following the report format introduced in earlier courses. (5 points)

- Write a **final student progress report**, according to RED 629 format, as an assessment of student learning, summarizing pre-post assessments and tutoring, and providing recommendations to parents and intervention and classroom teachers. It should chart and explain pre-post assessment results. Recommendations should be thorough enough to allow teachers and parents to provide a comprehensive literacy program that will allow the student to continue to accelerate progress and participate in varied classroom literacy groups. This should be prepared digitally and submitted in typed double spaced draft form with new thread in Blackboard group discussion. Drafts must be ok'ed, then resubmitted via Blackboard and a single printed copy for parents, with additional copies as requested by parents for school. (10 points)

- **Conduct end-of-program conferences** with your students and/or their parents, inviting instructors as appropriate. These conferences should guide tutee in sharing 3-4 pieces of portfolio data (see below) and 3-4 main tutoring results and recommendations with parents in preparation for final written report. Work with partner to "cover" other tutee for Friday parent conferences. (5 points)

- Work with assigned partner to lead **multilevel themed instruction** as assigned, to include a cohesive set of reading, writing, and group inquiry activities that address an essential question and literacy strategy development. The first day should include welcoming activities, and the last day should include portfolio presentation exiting activities. Due to scheduling complexity, please do not invite parents to sharing sessions, and be certain tutee is ready for brief presentation as scheduled. (10 points)

- Work with partner on one week's worth of editing of our **newsletter**, *Readers and Writers Weekly* (e.g., collect students' writing samples, post articles on disk and photocopies for lay out to graduate assistant by Wednesday pm for Thursday am publication). Submit at least 3 writing samples for your tutee over 5 weeks of tutoring. (5 points)

- Prepare **one 8-minute class discussion of two questions, one regarding each of your tutees**, including a brief summary of diagnostic information and question for colleagues to improve your efficiency and effectiveness. After the group discussion, write a paragraph and prepare a mini-demonstration of 3 instructional recommendations each for for two tutor-tutee dyads (as assigned--see schedule in Google classroom). Your written recommendations should be a page long and summarize diagnostic information, recommendations, and references. Meet with your coaches/the people you will coach in brief conferences to share recommendations and solicit feedback on your ideas. Submit a 2 pp. written reflection of your two coaching experiences in light of adult learning theory (e.g., coaching and being coached, what you did well in the interactions, what you would do differently), along with your 2 pp. of recommendations for others. (10 points) Positive dispositions, high expectations/under cutting your goals for students

- **Conduct a literacy audit to develop recommendations** to address teachers' needs in one school's summer literacy program. You and an assigned partner will **observe** Inquiry U daily during Morning Message and at least four additional times to conduct this audit, noting student literacy learning across contexts and sharing observations about student literacy learning with Inquiry U staff during their planning once each week (5 points). In pairs, you will also develop a poster and 1-page handout with recommendations regarding the results of your literacy audit (e.g., assessment of literacy strengths and needs, literacy goals, program structure, staffing, resources, curriculum, instruction, and grouping) to help the teachers address disciplinary literacy, ELA, and intervention instruction of our tutees and other Inquiry U students. This should also include a bibliography of at least 10 resources. Pairs should also create a 5-minute, interactive, round table introduction to these recommendations for a luncheon poster session on Thursday during the last week of class. (10 points). You will also submit a 2-page reflection, considering how you applied theories of adult learning and data-based decision-making theory (5 points). (20 points)

DP3b RED 747 RESPONSIVE CLINICAL INTERVENTION RUBRIC (July 2016)

Student Name:_____ Reviewer Name: _____

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Standard 2: Curriculum and Instruction						
2.1	Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	III.1 III.2 III.3	• Uses research to design an integrated, comprehensive, and balanced curriculum.	• Uses research to design a comprehensive and balanced literacy curriculum.	• Uses authoritative sources to design a comprehensive and balanced literacy curriculum.	• Fails to use research to design a comprehensive and balanced literacy curriculum.
2.2	Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	III.4 III.5	• Uses appropriate and varied instructional approaches to develop word recognition, language comprehension, strategic knowledge, and reading-writing connections as needed.	• Uses appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed.	• Uses some appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed.	• Fails to use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed.
Standard 3: Assessment and Evaluation						
3.1	Understand types of assessments and their purposes, strengths, and limitations.	V.2	• Explains purposes, strengths, limitations, and misuses of a wide range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Explains purposes, strengths, limitations, and misuses of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Partially explains purposes, strengths, limitations, and misuses of a wide range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Fails to explain purposes, strengths, limitations, and misuses of a wide range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.
3.2	Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	V.1 V.5	• Selects, administers, and interprets a wide range of literacy assessments for specific purposes. • Collaborates with teachers to analyze and use varied literacy assessments.	• Selects, administers, and interprets multiple literacy assessments for specific purposes. • Collaborates with teachers to	• Partially demonstrates ability to select, administer, and interpret a literacy assessment for a specific purpose. • Partially	• Fails to demonstrate ability to select, administer, and interpret multiple literacy assessments for specific purposes.

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
				analyze and use multiple literacy assessments.	demonstrates ability to collaborate with teachers to analyze and use a literacy assessment.	• Fails to demonstrate ability to collaborate with teachers to analyze and use multiple literacy assessments.
3.3	Use assessment information to plan and evaluate instruction.	III.6 V.4	• Uses varied literacy assessment information to plan and evaluate instruction. • Helps teachers to use varied literacy assessment information to plan and evaluate instruction.	• Uses multiple literacy assessments to plan and evaluate instruction. • Helps teachers to use multiple literacy assessments to plan and evaluate instruction.	• Can sometimes use information from one literacy assessment to plan and evaluate instruction. • Can sometimes help teachers to use a literacy assessment to plan and evaluate instruction.	• Fails to demonstrate ability to use multiple literacy assessments to plan and evaluate instruction. • Fails to help teachers to use multiple literacy assessments to plan and evaluate instruction.
3.4	Communicate assessment results and implications to a variety of audiences.	V.3	• Communicates individual, classroom, and school assessment results and implications to a wide variety of audiences.	• Communicates individual, classroom, and school assessment results and implications to colleagues, parents, and community.	• Communicates partial individual and classroom assessment results and implications to colleagues and parents, and community.	• Fails to communicate individual, classroom, and school assessment results and implications to colleagues, parents, and community.
	Standard 5: Literate Environment					
5.1	Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	IV.3	• Arranges physical space to provide easy access to books, technology, and other instructional materials for all students in a wide variety of seating arrangements. • Helps others arrange physical space to provide easy access to books, technology, and other instructional materials for all students in a wide variety of seating arrangements.	• Arranges physical space to provide access to books, technology, and other instructional materials for all students. • Helps others arrange physical space to provide access to books, technology, and other instructional materials for all students.	• Sometimes arranges physical space to provide access to most instructional materials for most students.	• Fails to arrange physical space to provide access to books, technology, and other instructional materials for all students. • Fails to help others arrange physical space to provide access to books, technology, and other instructional materials for all students.
5.2	Design a social	IV.2	• Creates supportive	• Creates	• Sometimes	• Fails to create

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
	environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.		environments (e.g., low risk, motivating, scaffolded) for all students, especially those who struggle with reading and writing. • Helps others to create supportive environments for all students, especially those who struggle with reading and writing.	supportive environments (e.g., low risk, motivating, scaffolded) for all students. • Helps others to create supportive environments for all students.	creates supportive environments (e.g., low risk, motivating, scaffolded) for most students. • Sometimes helps others to create supportive environments for most students.	supportive environments (e.g., low risk, motivating, scaffolded) for all students. • Fails to help others to create supportive environments for all students.
5.3	Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	IV.1	• Creates effective literacy instruction routines for all students, especially those who struggle with reading and writing. • Helps others to create effective literacy instructional routines for all students, especially those who struggle with reading and writing.	• Creates effective literacy instruction routines for all students. • Helps others to create effective literacy instructional routines for all students.	• Sometimes creates effective literacy instruction routines for most students. • Sometimes helps others to create effective literacy instructional routines for most students.	• Fails to create effective literacy instruction routines for all students. • Fails to help others to create effective literacy instructional routines for all students.
5.4	Use a variety of classroom configurations (e.g., whole class, small group, and individual) to differentiate instruction.	IV.4	• Uses a wide variety of classroom configurations to differentiate instruction. • Helps others to use a wide variety of classroom configurations to differentiate instruction.	• Uses a variety of classroom configurations to differentiate instruction. • Helps others to use a variety of classroom configurations to differentiate instruction.	• Uses 1-2 classroom configurations to differentiate instruction. • Helps others to use 1-2 classroom configurations to differentiate instruction.	• Fails to use a variety of classroom configurations to differentiate instruction. • Fails to help others to use a variety of classroom configurations to differentiate instruction.

DATA CHART

2010 Standards	Developing	AY2016 (n=3)	
		Effective	Highly Effective
2.1		67%	33%
2.2		67%	33%
3.1		67%	33%
3.2		33%	67%
3.3		33%	67%
3.4			100%
5.1		33%	67%
5.2		33%	67%
5.3			100%
5.4			100%

Literacy Education – Assessment #5
Assessment of Student Learning: Workshop Planning Binder

1. **Description of the Assessment**

This course-embedded assessment occurs in *RED 614: Teaching 21st Century Writers In and Out of School*. The course is a graduate-level survey of the theory, research, and practice of writing and writing instruction for youth writers in and beyond school contexts. The course is housed at Danforth Middle School or Nottingham High School in the Syracuse City School District and represents a partnership between Syracuse University and the City Schools. Students in the course participate in the Writing Our Lives program, facilitating writing workshops for an afterschool literacy program each Monday and participating in an annual youth writing conference.

This course is intended for certified teachers to develop expertise in a research-based writing workshop model to fulfill 25 of the NYS supervised practicum hours with secondary school students in grades 7-12 needed for certification as Literacy Specialist Birth through Grade 12, and to develop ability to organize literacy programs for all students. Candidates use informal assessment strategies to identify writing interests and needs of workshop participants. Candidates rely on what they learn about students' writing practices and interests to co-plan and develop writing workshop plans that represent a diverse array of writing genres and activities. Each week, candidates facilitate writing workshops for student participants, complete post-workshop reflections, and develop successive workshop plans based on student performance and writing outcomes. The candidates' interpretation of student learning outcomes informs their development of workshop plans and delivery of instruction.

2. **Alignment**

2010 Standards	Elements
Standard 3	3.1, 3.2, 3.3, 3.4
Standard 4	4.1, 4.2, 4.3

3. **Analysis of Data Findings**

For Standard 3, Assessment and Evaluation, the four students in the cohort received ratings of 'effective' or 'highly effective.' For Standard 4, Diversity, two of the four students received a rating of 'developing' on 4.2, uses literacy curriculum to engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. On all other Standard 4 elements, students were rated as either 'effective' or 'highly effective.'

4. **Data Interpretation/Evidence of Meeting Standards:**

On all but one standard, the four candidates received scores of effective (3) or highly effective (4). Two of the four candidates received scores of developing on standard 4.2, Candidates use literacy curriculum to engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. The candidates were developing in the area to respond and demonstrate knowledge of various factors that influence their students' learning. The candidates did not readily take into consideration how economic, community, and cultural factors influenced students' participation and engagement. The candidates were asked to reflect more on the various factors influencing students' learning and to elaborate on those reflections in writing and class discussions. Faculty agree that it will be important to determine other class readings, activities and assignments to support candidates' increased understanding of these issues.

DIRECTIONS TO CANDIDATES

Writing Our Lives Workshop Planning/Binder   **30 points**

As part of this course, you will participate in the Writing Our Lives program, a youth focused writing project that supports the literacy practices of middle and high school students from the greater Syracuse community. This includes afterschool writing programs both in and out of school contexts and an annual youth writing conference scheduled for Saturday, November 6. Each week, you will co-facilitate 45-minute writing workshops for a small group of students at Danforth Middle School. You will be assigned to a WOL team and together you will collaborate, plan, and co-facilitate writing workshops. For this task, you will be required to create and use Google Docs to support the co-development of your weekly workshop plans. Please share your Google Docs space with both Brandi and Prof. Haddix. Brandi will review your plans weekly so you should have much of the work completed no later than Friday afternoon prior to class. During your participation in WOL, you will identify one student to observe as a **focal writer case study**. For this, you will conduct an informal interview with the student about their identity as writer and their literacy practices. You will write post-session reflections that detail the outcomes of your workshop (both student outcomes and teacher outcomes), reflect on the involvement of your focal student, and, if possible, provide examples of that student's work. In a binder, you will hand in lesson plans for 10 workshops along with any handouts for assessment (a model template will be discussed in class).   An opening focal student profile (format to be discussed in class), lesson plans, reflections, and student writing examples should be organized in a workshop plan binder to be submitted for review: Midterm on **October 19** and Final on **December 7**.

SCORING GUIDE/RUBRIC
RED 614 Writing Our Lives Workshop Planning/Binder Rubric

Student's name: Reviewer's name:
Program: Date: Fall 2015

Please assess the candidate's unit plan on each sub-standard using the following scale:

The candidate provides:

4 = Evidence that a candidate is <u>highly effective</u> at this stage of his/her program

3 = Evidence that a candidate in <u>effective</u> at this stage of his/her program

2 = Evidence that a candidate is <u>developing</u> at this stage of his/her program.

1 = Evidence that a candidate is <u>ineffective</u> at this stage of his/her program.

Student Name:_____   Reviewer Name: _____

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
			Standard 3: Assessment and Evaluation			
3.1	Understand types of assessments and their purposes, strengths, and limitations.	V.2	• Accurately explains informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Accurately explains informal and formal screening, diagnosis, and progress monitoring literacy assessments.	• Explains informal and formal screening, diagnosis, and progress monitoring literacy assessments with some accuracy.	• Fails to accurately explains informal and formal screening, diagnosis, and progress monitoring literacy assessments.
3.2	Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	V.1 V.5	• Appropriately selects, develops, and interprets a wide range of literacy assessments to suit tutee's needs.	• Appropriately selects, develops, and interprets a multiple literacy assessments to suit tutee's needs.	• Appropriately selects, develops, administers, and interprets a literacy assessment to suit tutee's needs.	• Fails to appropriately select, develop, administer, and interpret multiple literacy assessments to suit tutee's needs.
3.3	Use assessment information to plan and evaluate instruction.	III.6 V.4	• Uses varied literacy assessments information to plan and evaluate instruction.	• Uses multiple literacy assessments to plan and evaluate instruction.	• Uses one literacy assessment to plan and evaluate instruction.	• Fails to use multiple literacy assessments to plan and evaluate instruction.
3.4	Communicate assessment results and implications to a variety of audiences.	V.3	• Communicates assessment results and implications to parents, teachers, and tutee.	• Communicates assessment results to parents, teachers, and tutee.	• Communicates assessment results to tutee.	• Fails to communicate assessment results to parents, teachers, and tutee.
4.1.	Candidates recognize, understand, and value the forms of diversity that exist in society and	I.3	• Demonstrates recognition, understanding, and value for the widely varying forms of diversity that exist in	• Demonstrates recognition, understanding, and value for the varying forms of diversity that exist in society	• Demonstrates incomplete recognition, understanding, and value for the varying forms of	• Does not demonstrate recognition, understanding, and value for the varying forms of diversity

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
	their importance in learning to read and write		society and their importance in learning to read and write	and their importance in learning to read and write	diversity that exist in society and their importance in learning to read and write	that exist in society and their importance in learning to read and write
4.2	Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	I.5	• Demonstrates the ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in extraordinarily positive ways	• Demonstrates the ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways	• Demonstrates an incomplete ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways	• Does not demonstrate ability to use a literacy curriculum and engage in instructional practices that impact students' knowledge, beliefs, and engagement with the features of diversity in positive ways
4.3.	Candidates develop and implement strategies to advocate for equity	I.4	• Demonstrate wide-ranging ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	• Demonstrate ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	• Demonstrate an incomplete ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity	• Does not demonstrate ability to acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning and to develop and implement strategies to advocate for equity

DATA CHART

AY2016 (n= 4)			
2010 Standards	Developing	Effective	Highly Effective
3.1		25%	75%
3.2		25%	75%
3.3		25%	75%
3.4		25%	75%
4.1		50%	50%
4.2	50%		50%
4.3		25%	75%

<div align="center">

Literacy Education – Assessment #6
Literacy Coaching and Program Development

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1. Description of the Assessment

A multi-faceted set of activities are used for the Literacy Coaching and Program Development Assessment. This assessment evaluates candidates' ability to conduct, interpret, and explain literacy assessment results, develop and explain assessment-based literacy interventions and comprehensive literacy programs, coach peers, and engage in research-based professional development with local educators. It provides candidates with the opportunity to demonstrate their beginning understanding and application of coaching and program development expertise pertaining to ILA Standards 2, 3, and 6, skills that are assessed in more advanced ways in a subsequent semester in Assessment #4, Responsive Clinical Intervention, and Assessment #7, Professional Practice Portfolio.

The Literacy Coaching and Program Development Assessment occurs during in RED 629, Data-Driven Early Literacy Intervention and Coaching, a class meant to develop candidates' ability to provide assessment and intervention suitable for young people struggling with reading and/or writing as well as to coach others to do the same. Its focus is on research-based, code-emphasis intervention in service of a comprehensive literacy program in a local elementary school. It fulfills 25 of the 100 NYS supervised practicum hours needed for the Literacy Specialist certification and additional NYSED-required hours for all candidates to work with students identified for special education services.

Graduate Literacy MS candidates are assigned to assess and provide literacy tutoring to one student in grades 1 or 2 who is in need of code-emphasis intervention, as identified by personnel at Roberts School. Candidates record and communicate ongoing instructional progress to parents and teachers, observe their tutees during classroom literacy instruction, write daily lesson plans, write monthly progress reports including more extensive end-of-program case studies, invite parents to observe a tutoring session, and design comprehensive literacy programs to address the tutee's needs. In addition, candidates coach classmates, review tutees' progress during coaching sessions and seminars, present to local teachers at a professional development conference, and reflect on their own professional development and future work as literacy specialists.

2. Alignment

2010 Standards	Elements
Standard 2	2.1, 2.2, 2.3
Standard 3	3.1, 3.2, 3.3, 3.4
Standard 6	6.1, 6.2, 6.3, 6.4

3. Analysis of Data Findings

In this first cohort of the Literacy B-12 program, we observed that all three students who completed the elements of this assessment received 'effective' or 'highly effective' ratings for all three elements of Standard 2, which relates to Curriculum and Instruction. On Standard 3, Assessment and Evaluation, we observed, again, that all three students performed effectively or highly effectively on Standard 3, elements 3.1, 3.2, 3.3, and 3.4. Finally, all three candidates were again rated as 'effective' or 'highly effective' for all elements of Standard 6, Professional Learning and Leadership.

4. Data Interpretation:

In general, we shifted the focus of what was a class on literacy assessment and intervention to include focus on helping students to understand how to apply adult learning theory and research on assessment, instruction, and program development to coach others and to develop literacy programs and professional development plans.

STANDARD 2: In the first year of the new B-12 program, two of three candidates received an 'effective' rating on Standard elements 2.1 and 2.2, suggesting that candidates know the elements of a comprehensive literacy program and how to implement it to serve the individual needs of students, and how to help others to do the same. Similarly, candidates know, can write about, and can coach others in implementation of instructional approaches within such a program. On standard element 2.3, one candidate received an 'effective' rating and two student received a 'highly effective' rating, suggesting that candidates have good knowledge of various kinds of texts and their uses, as well as how to help others to engage in use of varied texts.

Particularly beneficial has been the addition of a course text that enables detailed study of the diverse roles and responsibilities of literacy coaches/reading specialists. Another key change has been increased engagement in level 1 coaching activities in coursework and assignments. These changes seem to have impacted most candidates' performance on ILA Standard 2. That is, we have noticed improvements in our candidates' ability to write or speak more synthetically about their knowledge of instructional strategies and curriculum materials from the perspectives of both classroom teacher and reading coach/literacy specialist. Finally, the most helpful change has been the inclusion of videos illustrating different types of coaching conferences, along with language used for each, to support their implementation of peer coaching activities, activities which have the added benefit of augmenting candidates' insights about their tutees in important ways.

STANDARD 3: One of three candidates received an 'effective' rating on Standard elements 3.1, 3.2, and 3.4 suggesting that candidates understand the administration and interpretation of informal and formal assessments for screening, progress monitoring, and summative literacy assessment, and can communicate this information orally and in writing to others. On standard element 3.3, two candidates received an 'effective' rating and one student received a 'highly effective' rating, suggesting that they have good knowledge of how to use informal and formal assessments to plan and evaluate instruction, as well as to help others to do the same.

Candidates' expertise with regard to assessment has been facilitated, in part, through the addition of multiple progress monitoring reports to share results of tutoring with school personnel. Completing these reports have helped candidates to realize how to determine ways to document students' progress to each instructional activity (e.g., oral word and passage reading fluency, richness of retellings and reading notes, tutee explanations of new learning) and tie these to state student learning standards and assessment results. Discussion of varying models of progress monitoring and case reports, and peer coaching, provides candidates with significant insights in how to communicate with others about assessment clearly and in well qualified ways.

STANDARD 6: With regard to Standard 6, Professional Learning and Leadership, two candidates were rated as 'effective' and one as 'highly effective' with regard to element 6.2 and element 6.3. All three candidates were rated as 'effective' with regard to element 6.1's attention to adult learning theory, organizational change, professional development, and school cultures and 6.4's attention to policy and advocacy.

Discussion among program faculty about these results suggests that we continue to feel somewhat shackled by the limited amount of current published research on using adult learning theory and literacy instruction research to design effective literacy programs and professional development, though daily progress monitoring and peer coaching completed in this class have begun influence candidates' ideas about how to attend to these things in collegial ways that impact student learning. Since most candidates have limited school experience, they can understand school culture conducive to literacy instruction in conceptual ways, but they depend on more experienced classmates to show them how school culture works to do this. All candidates understand the quick changes in assessment and curriculum that came to schools in our state with changes to IDEA, No Child Left Behind, and Race to the Top. However, discussions about advocacy are challenging to all except for candidates who are also active members of local teachers' unions.

Across all 3 standards, one goal for faculty in the future would be to engage candidates in added reading about models of literacy coaching for instruction, assessment use, and program development, as well as about literacy policy and advocacy at local, state, and federal levels.

DIRECTIONS TO CANDIDATES

Literacy Coaching and Program Development
Assessment #6 Decision Point 3A
Excerpted from the RED 629 Data-Driven Early Literacy Intervention and Coaching Syllabus
Literacy Education Master's Birth through Grade 12

Progress Monitoring and Program Development. Students will compose three well-written, two-page progress monitoring briefs to document assessment (e.g., pre-post *Road to Reading* phonics assessment, *Qualitative Reading Inventory*), interest inventory, and teaching results (e.g., qualitative description of task, tasks' error/correct patterns and rates, daily running records x text Lexile level), addressed to school personnel, paginated, with two printed copies of final drafts and e-draft submitted by syllabus due dates. Students will also write a more detailed fourth case report addressed to teachers and parents. The case report will include background information gathered from teachers, parents, and classroom observation, pre-post assessment table and narrative, tutoring summary arranged to report objectives, instructional procedures, evidence of tutee's progress, and recommendations for a comprehensive literacy program, including supports to be provided at home, in the classroom, and during intervention designed to address tutees' ELA needs. Two hard copies must be submitted for school personnel, with a third copy shared with parents at parent conferences and a digital copy posted to Blackboard.

Peer Literacy Coaching. Students will use adult learning theory at four points during the semester to coach one another's use and interpretation of their tutee's literacy assessment results, literacy intervention plans, tutee-specific literacy program designs, and written literacy tutoring case reports. During each of these four, in-class peer coaching sessions, students will prepare a five-minute case presentation on how they are addressing each of these four areas respectively to present to their assigned peer literacy coaches. They will be assigned to a coaching partner for each session. Partners will listen to each other's presentations, ask clarifying questions, provide 4-5 research-based, collegial suggestions to address the effectiveness of their colleagues' work (e.g., I wonder what would happen if, the approach described in article by x might help you with y if you…), and situate recommendations in local, state, and federal policy. Peer coaching pairs will prepare five-minute reports of these discussions for whole class discussion, including a brief summary of questions raised, responses, suitability, collegiality, and policy implications. Students will also individually evaluate their application of adult learning theory, coaching effectiveness, coach-ability, and policy insights. The instructor and supervisors will also rate, resolving differences in scores via instructor-student conferences.

Professional Development. Students will also attend and present at the Central New York Reading Council's Annual Spring Conference. Each student will prepare a tri-fold poster and 5-minute professional development presentation outlining research-based recommendations for one element of literacy instruction to help their tutees and other students who struggle with reading and writing to engage in developmentally appropriate literacy instructional tasks given current school, state, and federal policy. Students will also submit 2–page self-evaluations of their presentations, summaries of how the day's events play a role in teachers' ongoing professional development, and descriptions of how they could use adult learning theory to design more extensive professional development on their selected topics.

APPENDIX B

SCORING GUIDE/RUBRIC

Literacy Coaching and Program Development
Assessment #6 Decision Point 3A
(January 2016)

Student Name:_____   Reviewer Name: _____

Literacy Program B-12 Literacy Coaching and Program development DP 3A					
Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others' understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.					
IRA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
Standard 2: Curriculum and Instruction					
2.1	Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement. II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. III.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. III.2 Teachers use research-based practices and evidence of student learning to provide developmentally	• Case report and peer coaching demonstrate use of research and authoritative sources to design and help peers to design an integrated, comprehensive, and balanced curriculum.	• Case report and peer coaching demonstrate use of research and authoritative sources to design and help peers to design a comprehensive and balanced literacy curriculum.	• Case report and peer coaching demonstrate use of authoritative sources to design and help peers to design a comprehensive and balanced literacy curriculum.	• Case report and peer coaching fail to demonstrate use of research and/or authoritative sources to design and help peers to design a comprehensive and balanced literacy curriculum.

Literacy Program B-12 Literacy Coaching and Program development DP 3A *Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others' understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.*					
	IRA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
		appropriate and standards-driven instruction that motivates and engages students in learning. III.3 Teachers set high expectations and create challenging learning experiences for students.				
2.2	Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections	Element II.2: Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible. III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement. III.5 Teachers engage students in the development of	• Case report, peer coaching, and professional development presentation demonstrate ability to use and coach others in the use of appropriate and varied instructional approaches to develop word recognition, language comprehension, strategic knowledge, and reading-writing connections as needed.	• Case report, peer coaching, and professional development presentation demonstrate ability to use and coach others in the use of appropriate instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed.	• Case report, peer coaching, and professional development presentation demonstrate ability use and/or coach others in the use of some appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed	• Case report, peer coaching, and professional development presentation fail to demonstrate ability use and/or coach others in the use of appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and writing as needed

	Literacy Program B-12 Literacy Coaching and Program development DP 3A					
*Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others' understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.*					
	IRA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
		multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.				
2.3	Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning. 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	Case report, peer coaching, and professional development presentation demonstrate ability to use and coach others in the use of a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Case report, peer coaching, and professional development presentation demonstrate ability to use and coach others in the use of a range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Case report, peer coaching, and professional development presentation demonstrate ability to use and coach others in the use of some kinds of texts (e.g., narrative, expository, and poetry) from traditional print, digital, or online resources.	Case report, peer coaching, and professional development presentation fails to demonstrate ability to use and coach others in the use of a range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
	Standard 3: Assessment and Evaluation					
3.1	Understand types of assessments and their purposes, strengths, and limitations.	V.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to explain purposes, strengths, limitations, and misuses of a wide range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to explain purposes, strengths, limitations, and misuses of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to partially explain purposes, strengths, limitations, and misuses of a range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	Progress monitoring reports, case report, parent conference, and peer coaching fails to demonstrate the ability to explain purposes, strengths, limitations, and misuses of a range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.
3.2	Select, develop, administer, and interpret assessments, both traditional print	V.1 Teachers design, select, and use a range of assessment tools and processes to	Progress monitoring reports, case report, parent conference, and peer coaching	Progress monitoring reports, case report, parent conference, and peer coaching	Progress monitoring reports, case report, parent conference, and peer coaching	Progress monitoring reports, case report, parent conference, and peer coaching fails

	Literacy Program B-12 Literacy Coaching and Program development DP 3A					
	Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others'					
	understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.					
	IRA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECT IVE**
	and electronic, for specific purposes.	measure and document student learning and growth. V.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	demonstrate the ability to select, administer, and interpret a wide range of literacy assessments for specific purposes and to help peers do the same.	demonstrate the ability to select, administer, and interpret multiple literacy assessments for specific purposes and to help peers do the same.	partially demonstrate the ability to select, administer, and interpret a literacy assessment for a specific purpose and to help peers do the same.	to demonstrate the ability to select, administer, and interpret multiple literacy assessments for specific purposes and to help peers do the same.
3. 3	Use assessment information to plan and evaluate instruction.	III.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. V.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to use and help peers to use multiple and varied literacy assessment information to plan and evaluate instruction.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to use and help peers to use multiple literacy assessments to plan and evaluate instruction.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the partial ability to use and help peers to use information from one literacy assessment to plan and evaluate instruction.	Progress monitoring reports, case report, parent conference, and peer coaching fails to demonstrate the ability to use and help peers to use literacy assessment to plan and evaluate instruction.
3. 4	Communicate assessment results and implications to a variety of audiences.	V.3 Teachers communicate information about various components of the assessment system.	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to communicate and help peers to communicate individual, classroom, and school assessment results and implications to a wide variety of	Progress monitoring reports, case report, parent conference, and peer coaching demonstrate the ability to communicate and help peers to communicate individual, classroom, and school assessment results and implications to colleagues,	Progress monitoring reports, case report, parent conference, and peer coaching sometimes demonstrate the ability to communicate and help peers to communicate individual and classroom assessment results and implications to colleagues,	Progress monitoring reports, case report, parent conference, and peer coaching fail to demonstrate the ability to communicate and help peers to communicate individual, classroom, and school assessment results and implications to colleagues,

Literacy Program B-12 Literacy Coaching and Program development DP 3A
Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others'
understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.

	IRA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
			audiences.	parents, and community.	parents, and or community.	parents, and community.
Standard 6: Professional Learning and Leadership						
6.1	Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school cultures.	VII.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	Peer coaching and professional development presentation demonstrate the use of a wide array of research and authoritative sources on adult learning, organizational change, professional development, and school culture.	Peer coaching and professional development presentation demonstrate the use of a research and authoritative sources on adult learning, organizational change, professional development, and school culture.	Peer coaching and professional development presentation sometimes demonstrate the use of a authoritative sources on adult learning, organizational change, professional development, and school culture.	Peer coaching and professional development presentation fail to demonstrate the use of a research and authoritative sources on adult learning, organizational change, professional development, and school culture.
6.2	Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.	VI.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities. VI.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. VI.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other	Peer coaching and professional development presentation promote the value of reading and writing by modeling a positive attitude toward both for students, colleagues, families, and the community.	Peer coaching and professional development presentation promote the value of reading and writing by modeling a positive attitude toward both for students and colleagues.	Peer coaching and professional development presentation sometimes promote the value of reading and writing by modeling a positive attitude toward both for students.	Peer coaching and professional development presentation fail to promote the value of reading and writing by modeling a positive attitude toward both for students and colleagues.

			Literacy Program B-12 Literacy Coaching and Program development DP 3A			
		Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others' understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.				
	IRA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
		applicable expectations. VII.2 Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies. VII.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.				
6. 3	Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	VII.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	Peer coaching and professional development reflections provide evidence of ability to collaborate in superior planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Peer coaching and professional development reflections provide evidence of ability to collaborate in planning, leading, and evaluating professional development activities for individuals or groups of teachers.	Peer coaching and professional development reflections provide evidence of ability to sometimes collaborate in planning, leading, or evaluating professional development activities for individuals or groups of teachers.	Peer coaching and professional development reflections fails to provide evidence of ability to collaborate in planning, leading, and evaluating professional development activities for individuals or groups of teachers.
6. 4	Understand and influence local, state, or national policy decisions.	VI.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success. VI.5 Teachers understand and comply with relevant laws and policies as related	Peer coaching and professional development presentations demonstrate understanding of local, state, and national policies that affect reading and writing instruction and advocate for needed change.	Peer coaching and professional development presentations demonstrate understanding of local, state, and national policies that affect reading and writing instruction.	Peer coaching and professional development presentations demonstrate partial understanding of local, state, and national policies that affect reading and writing instruction.	Peer coaching and professional development presentations fail to demonstrate understanding of local, state, and national policies that affect reading and writing instruction.

Literacy Program B-12 Literacy Coaching and Program development DP 3A					
Must participate in required experiences to demonstrate knowledge of coaching and leadership needed to support others' understandings of literacy curriculum and instruction, assessment and evaluation, and professional learning and development.					
IRA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
	to students' rights and teachers' responsibilities.				

APPENDIX C

DATA CHART

	AY2016 (n=3)		
IRA 2010	Developing	Effective	Highly Effective
2.1		67%	33%
2.2		67%	33%
2.3		33%	67%
3.1		33%	67%
3.2		33%	67%
3.3		67%	33%
3.4		33%	67%
6.1		100%	
6.2		67%	33%
6.3		67%	33%
6.4		100%	

1. Description of the Assessment

The Professional Practice Portfolio is a cumulative review of knowledge, skills, and application. The purpose of this assessment is two-fold. First and foremost, it provides candidates with an opportunity to demonstrate their understanding and application of **ILA Standards 2, 3, 5, and 6** at the classroom and coaching levels**.** Second, it allows candidates to demonstrate knowledge and skills from foundational courses that were not assessed at the time they participated in the December portfolio presentation, ILA Assessment #2: Content Portfolio.

The Professional Practice Portfolio consists of two parts. **Part I** involves preparation of 10 artifact pages, which address **ILA Standards 2, 3, 5, and 6**. In **Part II,** the portfolio is presented by candidates to faculty, clinical supervisors, and other candidates in a small-group setting. The portfolio presentations occur in July toward the end of candidates' completion or *RED 747, Literacy Clinic*.

2. Alignment

2010 Standards	Elements
Standard 2	2.1, 2.2
Standard 3	3.1, 3.2, 3.3, 3.4
Standard 5	5.1, 5.2, 5.3, 5.4
Standard 6	6.1, 6.2, 6.3, 6.4

3. Analysis of Data Findings

We observed that all three students who completed this assessment received 'effective' or 'highly effective' ratings for both elements of Standard 2, which relates to their knowledge and application related to Curriculum and Instruction. On Standard 3, Assessment and Evaluation, we observed, again, that all three students performed effectively or highly effectively on Standard 3, elements 3.1, 3.2, 3.3, and 3.4. All three candidates were again rated as 'effective' or 'highly effective' for all elements of Standard 5, which assessed their knowledge and application of knowledge of how to construct a Literate Environment for literacy learning. Finally, all three candidates were again rated as 'effective' or 'highly effective' for all elements of Standard 6, Professional Learning and Leadership.

4. Data Interpretation:

STANDARD 2: In the first year of the new B-12 program, one candidate achieved an 'effective' rating and two of three candidates received a 'highly effective' rating on Standard elements 2.1 and 2.2, suggesting that candidates could demonstrate good understandings of theory, research, and practice related to literacy Curriculum and Instruction. Candidates also demonstrated that they know, can write about, and can coach others in implementation of instructional approaches within such a program.

STANDARD 3: One of three candidates received an 'effective' rating on Standard element 3.1, while two received a rating of 'highly effective," suggesting that they demonstrated good insights about types, uses, and limits of literacy assessment. Two candidates received 'effective' and one received 'highly effective' ratings for element 3.2, suggesting that they demonstrated good insights about the administration and interpretation of informal and formal assessments for screening, progress monitoring, and summative literacy assessment. All three candidates received ratings of 'effective' on elements 3.3 and 3.4 showing that they have good knowledge of how to use informal and formal assessments to plan and evaluate instruction, to help others to do the same, and to communicate results to others orally and in writing.

Candidates' expertise with regard to assessment has been facilitated, in part, through the addition of multiple progress monitoring reports to share results of tutoring with school personnel. Completing these reports have helped candidates to realize how to determine ways to document students' progress to each instructional activity (e.g., oral word and passage reading fluency, richness of retellings and reading notes, tutee explanations of new learning) and tie these to state student learning standards and assessment results. Discussion of varying models of progress monitoring and case reports, and peer coaching, provides candidates with significant insights in how to communicate with others about assessment clearly and in well qualified ways.

STANDARD 5: With regard to Standard 5, Literate Environment, two candidates were rated as 'effective' and one as 'highly effective' with regard to element 5.1, related to their knowledge of the role of physical environment for literacy instruction. Two candidates were rated as 'highly effective' and one as 'effective' with regard to element 5.2, showing their knowledge of the role of a low risk social environment. Two candidates were rated as 'effective' and one as 'highly effective' with regard to element 5.3's attention to classroom routines, and all three candidates were rated as 'effective' on 5.4's attention to classroom configuration. While these results are satisfactory, results here also suggest that more study of classroom context features delineated in Standard 5 could be important to students in the Literacy Education B-12 program.

STANDARD 6: With regard to Standard 6, Professional Learning and Leadership, two candidates were rated as 'effective' and one as 'highly effective' with regard to element 6.1, related to their knowledge of adult learning theory, and element 6.2, showing their dispositions toward teaching literacy and helping others to also have positive dispositions toward teaching literacy. All three candidates were rated as 'effective' with regard to element 6.3's attention to differentiated professional development and 6.4's attention to policy and advocacy.

Discussion among program faculty about these results suggests that we continue to feel somewhat shackled by the limited amount of current published research on literacy assessment based program development, including professional development, daily progress monitoring. Since most candidates have limited school experience, they can understand school culture conducive to literacy instruction in conceptual ways, but they depend on more experienced classmates to show them how school culture works to do this. All candidates understand the quick changes in assessment and curriculum that came to schools in our state with changes to IDEA, No Child Left Behind, and Race to the Top. However, discussions about advocacy are challenging to all except for candidates who are also active members of local teachers' unions.

Across all 3 standards, one goal for faculty in the future would be to engage candidates in added reading about models of literacy coaching for instruction, assessment use, and program development, as well as about literacy policy and advocacy at local, state, and federal levels.

DIRECTIONS TO CANDIDATES

A Preview of the Professional Practice Portfolio Process
Decision Point 3B
Literacy Master's B-12

Date: TBD
Time: 12:00 p.m. to 2:00 p.m.
Location: Huntington Hall, room to be announced

Purpose:
The Professional Practice Portfolio is a cumulative review of knowledge, skills, and application. The purpose of this assessment is two-fold. First and foremost, it provides you with an opportunity to demonstrate your understanding and application of **ILA Standards 2, 3, 5, and 6** at the classroom and coaching levels**.** Second, it allows you to demonstrate knowledge and skills from foundational courses that were not taken by the time you participated in the December DP2 Content portfolio.

The Professional Practice Portfolio consists of two parts. **Part I** involves preparation of up to 10 new artifact pages, to be used with any combination of already drafted pages, to address **ILA Standards 2, 3, 5, and 6**. In **Part II,** the portfolio is presented by you to diverse reviewers, such as faculty, clinical supervisors, local teachers and peers in a small-group setting. The portfolio presentations occur in July toward the end of your completion or *RED 747, Literacy Clinic*.

Portfolio Format:
For the DP3B portfolio, you will add to your DP2 Content Portfolio up to 10 additional artifact pages that address ILA Standards 2, 3, 5, and 6. It is still recommended to include research citations for instructional strategies and approaches depicted in your portfolio. Citations on your artifact pages should be included in an updated reference page as part of your portfolio. On the day of the presentation, you are expected to bring in both a digital version of your portfolio (on a jump drive) as well as a paper copy.

Procedure:
You will be pre-assigned to one of several presentation groups on the day the portfolio is due.   Portfolios will not be submitted to the Reading and Language Arts faculty prior to the presentations; however, you should be prepared to leave your portfolio with faculty after your presentation.

The oral presentation of the portfolio should focus on your ability to meet Standards 2, 3, 5, and 6 with professional practice at both the classroom and coaching levels. You should use your artifact pages to demonstrate how your understanding of using assessment data and designing challenging, motivating, and inclusive instruction has become more nuanced and synthetic over time. Furthermore, you should show your growth as a prospective literacy coach/reading specialist by referring to and reflecting upon the various levels of ILA coaching.

Each person will make an 8-minute formal presentation. An additional 5 minutes will be allocated for probing and discussion among the faculty, invited examiners, the presenter and other students in the audience. Please plan to stay for the entire session, not just your time slot, as you will serve as an audience member for your peers. At their best, these sessions are supportive spaces for community building, critique, and inquiry.

(It is important that you practice your presentation so that you do not go over the specified time limit.)

After the presentations are over, the faculty and examiners will meet to discuss their impressions of each student's overall performance and to complete a rubric using a 4-point scale. This information will be used to determine whether you passed this core program assessment.

Feedback from DP3B Portfolios:
Your advisor, or a designate, will inform you of the results of your DP3B portfolio review.

NOTE: Any changes to these directions will be posted via the Reading Listserv. It is your responsibility to check the listserv regularly for any announcements or updates.

APPENDIX B

SCORING GUIDE/RUBRIC

DP3b PORTFOLIO RUBRIC (July 2016)

Student Name:_____   Reviewer Name: _____
_____

	Literacy Program B-Grade 12 Content Portfolio DP 3B *Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.*					
	ILA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
	Standard 2: Curriculum and Instruction					
2.1	Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	III.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. III.2 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. III.3 Teachers set high expectations and create challenging learning experiences for students.	• Uses research to design an integrated, comprehensive, and balanced curriculum. (Stronger portfolios overall will include research support/references because such effort demonstrates a deeper and more synthetic understanding of practices/approaches; however, we are not requiring a specific number of articles for the DP3B portfolio.)	• Uses research to design a comprehensive and balanced literacy curriculum.	• Uses authoritative sources to design a comprehensive and balanced literacy curriculum.	• Fails to use research to design a comprehensive and balanced literacy curriculum.
2.2	Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension,	III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse	• Demonstrates ability to use appropriate and varied instructional approaches to develop word recognition,	• Demonstrates ability to use appropriate instructional approaches including those that develop word recognition,	• Demonstrates ability to use some appropriate instructional approaches, including those that develop word recognition,	• Fails to demonstrate ability to use appropriate instructional approaches, including those that

		Literacy Program B-Grade 12 Content Portfolio DP 3B			
		Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.			
	ILA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
	strategic knowledge, and reading-writing connections	learning needs, engage students, and promote achievement. III.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	language comprehension, strategic knowledge, and reading-writing connections as needed.	language comprehension, strategic knowledge, and writing as needed.	language comprehension, strategic knowledge, and writing as needed	develop word recognition, language comprehension, strategic knowledge, and writing as needed

		Standard 3: Assessment and Evaluation			
3.1	Understand types of assessments and their purposes, strengths, and limitations.	V.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	• Explains purposes, strengths, limitations, and misuses of a **wide** range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Explains purposes, strengths, limitations, and misuses of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Partially explains purposes, strengths, limitations, and misuses of a range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.	• Fails to explain purposes, strengths, limitations, and misuses of a range of informal and formal screening, diagnosis, progress monitoring, and summative literacy assessments.
3.2	Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	V.1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth. V.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by	• Demonstrates ability to select, administer, and interpret a **wide** range of literacy assessments for specific purposes. • Demonstrates ability to collaborate with teachers to analyze and use **varied** literacy assessments.	• Demonstrates ability to select, administer, and interpret multiple literacy assessments for specific purposes. • Demonstrates ability to collaborate with teachers to analyze and use multiple literacy assessments.	• Partially demonstrates ability to select, administer, and interpret a literacy assessment for a specific purpose. • Partially demonstrates ability to collaborate with teachers to analyze and use a literacy assessment.	• Fails to demonstrate ability to select, administer, and interpret multiple literacy assessments for specific purposes. • Fails to demonstrate ability to collaborate with teachers to analyze

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
1		which the students will be evaluated.				and use multiple literacy assessments.
3.3	Use assessment information to plan and evaluate instruction.	III.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. V.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.	• Uses **multiple and varied** literacy assessment information to plan and evaluate instruction. • Collaborates with teachers to use **multiple and varied** literacy assessment information to plan and evaluate instruction.	• Uses multiple literacy assessments to plan and evaluate instruction. • Collaborates with teachers to use multiple literacy assessments to plan and evaluate instruction.	• Sometimes uses information from one literacy assessment to plan and evaluate instruction. • Sometimes collaborates with teachers to use a literacy assessment to plan and evaluate instruction.	• Fails to demonstrate ability to use literacy assessment to plan and evaluate instruction. • Fails to collaborate with teachers to use literacy assessments to plan and evaluate instruction.
3.4	Communicate assessment results and implications to a variety of audiences.	V.3 Teachers communicate information about various components of the assessment system.	• Communicates individual, classroom, and school assessment results and implications to a **wide** variety of audiences.	• Communicates individual, classroom, and school assessment results and implications to colleagues, parents, and community.	• Sometimes communicates individual and classroom assessment results and implications to colleagues, parents, and or community.	• Fails to communicate individual, classroom, and school assessment results and implications to colleagues, parents, and community.
			Standard 5: Literate Environment			
5.1	Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	IV.3 Teachers manage the learning environment for the effective operation of the classroom.	• Arranges physical space to provide easy access to books, technology, and other instructional materials for all students in a **wide** variety of seating arrangements. • Helps others arrange physical space to provide easy access to books,	• Arranges physical space to provide access to books, technology, and other instructional materials for all students. • Helps others arrange physical space to provide access to books, technology, and other instructional materials for all students.	• Sometimes arranges physical space to provide access to most instructional materials for most students.	• Fails to arrange physical space to provide access to books, technology, and other instructional materials for all students. • Fails to help others arrange physical

	Literacy Program B-Grade 12 Content Portfolio DP 3B *Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.*					
	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
			technology, and other instructional materials for all students in a **wide** variety of seating arrangements.			space to provide access to books, technology, and other instructional materials for all students.
5.2	Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	IV.2 Teachers create an intellectually challenging and stimulating learning environment.	• Creates supportive environments, including technology (e.g., low risk, motivating, scaffolded) for all students, especially those who struggle with reading and writing. • Helps others to create supportive environments for all students, especially those who struggle with reading and writing.	• Creates supportive environments (e.g., low risk, motivating, scaffolded) for all students. • Helps others to create supportive environments for all students.	• Sometimes creates supportive environments (e.g., low risk, motivating, scaffolded) for most students. • Sometimes helps others to create supportive environments for most students.	• Fails to create supportive environments (e.g., low risk, motivating, scaffolded) for all students. • Fails to help others to create supportive environments for all students.
5.3	Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	IV.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	• Creates effective literacy instruction routines for all students, especially those who struggle with reading and writing while ensuring Internet safety. • Helps others to create effective literacy instructional routines for all students, especially those who struggle with reading and	• Creates effective literacy instruction routines for all students. • Helps others to create effective literacy instructional routines for all students.	• Sometimes creates effective literacy instruction routines for most students. • Sometimes helps others to create effective literacy instructional routines for most students.	• Fails to create effective literacy instruction routines for all students. • Fails to help others to create effective literacy instructional routines for all students.

Literacy Program B-Grade 12 Content Portfolio DP 3B					
Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.					
ILA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
		writing.			
5. 4	Use a variety of classroom configurations (e.g., whole class, small group, and individual) to differentiate instruction.	IV.4 Teachers organize and utilize available resources (e.g., physical space, time, people, **technology)** to create a safe and productive learning environment.	• Uses a **wide** variety of classroom configurations and technology use to differentiate instruction. • Helps others to use a **wide** variety of classroom configurations to differentiate instruction.	• Uses a variety of classroom configurations to differentiate instruction. • Helps others to use a variety of classroom configurations to differentiate instruction.	• Occasionally uses 1-2 classroom configurations to differentiate instruction. • Sometimes helps others to use 1-2 classroom configurations to differentiate instruction.	• Fails to use a variety of classroom configurations to differentiate instruction. • Fails to help others to use a variety of classroom configurations to differentiate instruction.
Standard 6: Professional Learning and Leadership					
6. 1	Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school cultures.	VII.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	• Uses a **wide** array of research and authoritative sources on adult learning, organizational change, professional development, and school culture in developing comprehensive school literacy programs.	• Uses research and authoritative sources on adult learning, organizational change, professional development, and school culture in developing comprehensive school literacy programs.	• Sometimes uses authoritative sources on adult learning, organizational change, professional development, and school culture in developing comprehensive school literacy programs.	• Fails to use research on adult learning, organizational change, professional development, and school culture in developing comprehensive school literacy programs.
6. 2	Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.	VI.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities. VI.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high	• Promotes the value of reading and writing by modeling a positive attitude toward both for students, colleagues, families, and the community.	• Promotes the value of reading and writing by modeling a positive attitude toward both for students and colleagues.	• Sometimes promotes the value of reading and writing by modeling a positive attitude toward both for students.	• Fails to promote the value of reading and writing by modeling a positive attitude toward both for students and colleagues.

Literacy Program B-Grade 12 Content Portfolio DP 3B

Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.

	ILA 2010	NYSED	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
		expectations for student learning. VI.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations. VII.2 Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies. VII.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.				
6.3	Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	VII.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	• Collaborates in superior planning, leading, and evaluating professional development activities for individuals and groups of teachers.	• Collaborates in planning, leading, and evaluating professional development activities for individuals or groups of teachers.	• Sometimes collaborates in planning, leading, or evaluating professional development activities for individuals or groups of teachers.	• Fails to collaborate in planning, leading, and evaluating professional development activities for individuals or groups of teachers.
6.4	Understand and influence local, state, or national policy decisions.	VI.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	• Demonstrates understanding of local, state, and national policies that affect reading and writing instruction and	• Demonstrates understanding of local, state, and national policies that affect reading and writing instruction.	• Partially demonstrates understanding of local, state, or national policies that affect reading and writing	• Fails to demonstrate understanding of local, state, and national policies that affect reading

Literacy Program B-Grade 12 Content Portfolio DP 3B					
Must provide artifacts to demonstrate competent intervention, coaching, and program leadership for each element.					
ILA 2010	**NYSED**	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING**	**INEFFECTIVE**
	VI.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.	advocate for needed change.		instruction.	and writing instruction.

APPENDIX C

DATA CHART

AY2016 (n=x)				
2010 ILA Standards	Ineffectiv3	Developing	Effective	Highly Effective
2.1			33%	67%
2.2			33%	67%
3.1			33%	67%
3.2			67%	33%
3.3			100%	
3.4			100%	
5.1			67%	33%
5.2			33%	67%
5.3			67%	33%
5.4			100%	
6.1			67%	33%
6.2			67%	33%
6.3			100%	
6.4			100%	