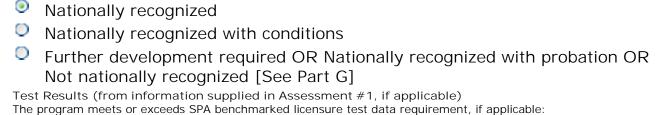# NATIONAL RECOGNITION REPORT
Preparation of Reading Education Professionals (2010 Standards)

National recognition of this program is dependent on the review of the program by representatives of the International Reading Association (IRA).

COVER PAGE

Name of Institution

Kutztown University of Pennsylvania

Date of Review

MM	DD	YYYY
08	01	2017

This report is in response to a(n):

- ◉ Initial Review
- ○ Revised Report
- ○ Response to Conditions Report

Program(s) Covered by this Review

Reading Specialist

Grade Level[1]

Pre K-12

_____

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

- ◉ Master's
- ○ Post Master's
- ○ Specialist or C.A.S.
- ○ Doctorate
- ○ Endorsement only

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- ◉ Nationally recognized
- ○ Nationally recognized with conditions
- ○ Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- ◉ Yes
- ○ No
- ○ Not applicable
- ○ Not able to determine

Comments, if necessary, concerning Test Results:

The Program has consistently had a 93%+ pass rate (score of 164 or higher) on the ETS Praxis Reading Specialist Test.

Summary of Strengths:

The Program almost doubled in size yet maintained a high passing rate on the ETS Praxis Reading Specialist Test. The assessments are very thorough and easy to follow. The coaching project is well developed for beginning literacy professionals.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

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.

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:

Assessments 1, 2, 4, & 8 are listed for this Standard. Standard 1 requires that Candidates 'understands the theoretical and evidence-based foundations...'. Although it is implied in Assessment 2, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 1.1 The Candidate understands major theories...).

Candidate data is clearly identifiable with all assessments, except for assessments 4 and 5 which contain some 2003 standards.

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.

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:

Assessments 1, 3, 4, 6, & 7 are listed for this Standard. Standard 2 requires that Candidates 'use instructional approaches, materials...'. Although it is implied in Assessment 3, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 2.1 The Candidate demonstrates limited understanding...). Although it is implied in Assessment 4, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 2.3 The Candidate uses a wide range of...). Although it is implied in Assessment 7, the Candidate needs to be clearly identified in the Rubric Evaluation as the subject that is being evaluated (i.e. 2.3 In recommendations section of case study report, the Candidate uses a very limited range of...). Assessment 4 uses 2003 standards in the rubric and this should be updated.

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.

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:

Assessments 1, 3, 4, 5, 6, & 7 are listed for this Standard. Standard 3 requires that Candidates 'use of a variety of assessment tools…'. Although it is implied in Assessment 3, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 3.3 The Candidate uses assessment information…). Although it is implied in Assessment 4, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 3.4B The Candidate demonstrates the ability…). Although it is implied in Assessment 5, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 3.2 The Candidate administers and interprets…). Assessment 4 and 5 use 2003 standards in the rubric and this should be updated.

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.

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:

Assessments 2, 3, & 4 are listed for this Standard. Standard 4 requires that Candidates 'create and engage their students…'. The Rubric for Assessment 2 evaluates the topic as opposed to the Candidate's ability to demonstrate understanding. Although it is implied in Assessment 3, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 4.1 The Candidate selects materials that are…). There was no rubric that attempted to score advocating for equity.

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.

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:

Assessments 3 & 4 are listed for this Standard. Standard 5 requires that Candidates 'create a literate environment…'. Although it is implied in Assessment 3, the Candidate needs to be clearly identified in the Rubric as the

subject that is being evaluated (i.e. 5.4 The Candidate ineffectively uses/or grouping practices...). Although it is implied in Assessment 4, the Candidate needs to be clearly identified in the Rubric as the subject that is being evaluated (i.e. 5.4 The Candidate uses a variety of classroom...).

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.

Met	Met with Conditions	Not Met
●	○	○

Comment:

Assessments 1, 3, 4, 6, & 8 are listed for this Standard. Standard 6 requires that Candidates 'recognize the importance of, demonstrate...'. Assessments 3, 4, & 8 needs to have the criteria column match the same language in the rubric evaluation columns. Candidates facilitating a professional group is a plus for professional development and the coaching project was strong. No rubric attempted to score that candidates understand and influence local, state, or national policy decisions.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Multiple Assessment data confirm Candidate knowledge of content. The candidates show a 93% pass rate with the Praxis.

C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Multiple and varied opportunities are provided for candidate's to understand and apply pedagogical and professional knowledge, skill, and dispositions in P-12 settings.

C.3. Candidate effects on P-12 student learning

Adequate data is provided to demonstrate candidate effects on P-12 student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Strong evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program. Faculty continuously met and discussed continuous program improvement. The decisions shared in the report reflected high standards and concern that candidates meet the standards at the target level.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

During Program improvement meetings, faculty should consider revising rubrics to more closely align to the wording of the Standards. The criteria in the rubric need to directly align to the wording in the evaluation columns with candidates being the subject that is clearly being evaluated. Assessment 4 was extremely confusing as it appears that the 2003 standards were mixed in with the 2010. Although the reviewers could see that the standards written as (1.3A, 2.2A, 2.2 B, 3.3A, 5.4A, 6.2 B) had some alignment with the 2010 standards, these particular standards are no longer considered valid for ILA SPA review In addition, Assessment 5 had 3.3A (Uses multiple data sources to analyze and plan instruction) as opposed to 3.3 from the 2010 standards (Use assessment information to plan and to evaluate instruction). Although these comparison of the old to the new seems equitable, the new standards should have been used. In Assessment 6 you have reference to standards such as2.1A, 2.2C, etc. in the beginning narrative, but the assessment rubric was up to date and therefore directly aligned to the 2010 standards.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The clarity of assignments and data are strong components of this program.
Continuous improvement, recruitment, and retention are all positive elements.

F.2. Concerns for possible follow-up by the CAEP site visitors:

Continue to look for alignment across rubrics to the wording and intent of the
standards.

PART G -DECISIONS

Please select final decision:

◉ National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated.To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP accreditation. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

Please click "Next"

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