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

NOTE: This form uses the IRA standards approved by NCATE in 2010. Beginning in Fall 2012 all programs must use the 2010 standards.

COVER SHEET

1. Institution Name

    Kutztown University of Pennsylvania

2. State

    PA

3. Date submitted

MM	DD	YYYY
03	15	2017

4. Report Preparer's Information:

    Name of Preparer:
    Dr. Catherine McGeehan

    Phone: Ext.
    (267) 243 - 7040

    E-mail:
    mcgeehan@kutztown.edu

5. CAEP Coordinator's Information:

    Name:
    Dr. Carissa Pokorny-Golden

    Phone: Ext.
    (610) 683 - 4333

    E-mail:
    pokorny@kutztown.edu

6. Name of institution's program

    Master's Degree in Reading

7. CAEP Category

    Reading Specialist

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

Pre K-12

9. Program Type
   - ◉ Advanced Teaching
   - ○ First Teaching License
   - ○ Other School Personnel
   - ○ Unspecified

10. Degree or award level
   - ○ Baccalaureate
   - ○ Post Baccalaureate
   - ◉ Master's
   - ○ Post Master's
   - ○ Specialist or C.A.S.
   - ○ Doctorate
   - ○ Endorsement only

11. Is this program offered at more than one site?
   - ○ Yes
   - ◉ No

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

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

Reading Specialist PK-12

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

15. Is your Educator Preparation Provider (EPP) seeking
   - ○ CAEP accreditation for the first time (initial accreditation)
   - ◉ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
    CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

   - ◉ Yes
   - ○ No

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

The Master of Education in Reading program resides in the College of Education at Kutztown University of Pennsylvania. Kutztown University is governed locally by a Board of Trustees. As one of fourteen institutions in the State System of Higher Education, the university is also governed by the State System's Board of Governors.

Teacher candidates are certified in the Commonwealth of Pennsylvania under the direction of the Pennsylvania Department of Education (PDE). Title 22, Chapters 49 & 354 of the Pennsylvania code grant statutory authority to the State Board of Education to govern professional educator programs. PDEs authority to promulgate the regulations is granted from the State Board. Chapter 354 is the regulatory document for the design and structure of professional educator programs, while Chapter 49 provides the certification requirements.

Chapter 354 specifically address program design, applicants, candidates, and faculty. After this legislation was enacted, Kutztown University's College of Education underwent a technical assistance compliance review in April 2001. All Chapter 354 standards were implemented. Additionally, the College passed a routine PDE review based on a site visit in Spring 2011.

In general, the PDE's Standards for Reading Specialist require that:
. Certification candidates demonstrate knowledge of the fundamental concepts of reading and competence in teaching Pre K-12 Students in reading.
. Certification candidates participate in sequential and developmental field experiences.
. The program provides evidence that the criteria and competencies for exiting from the reading specialist program are assessed during field experiences.
. Certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings.

The current Pennsylvania Reading Specialist Certification standards were developed to be congruent with the ETS Reading Specialist Praxis Exam (5301), The International Literacy Associations Standards for Reading Professionals (2010), and the Pennsylvania Academic Standards for Reading, Writing, Listening and Speaking (2014).

The revised (2011) Master of Education in Reading program at Kutztown University of Pennsylvania will be described in the attachment in Section 1, question 3.

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)

PDE requires 100 hours of clinical experiences in programs leading to licensure

for Reading Specialists. Kutztown University requires 113 hours of clinical and field experiences that prepare candidates for the role of interventionist, literacy coach and literacy leader. Those experiences are connected to the following courses:

EDU 577: Leadership for Reading Educators (15 clinical hours) is a required course in the Graduate Reading program that requires six tasks meant to provide field experiences that will prepare candidates for the role of coaches and literacy leaders. The first task (3 hours) requires candidates to assist a classroom teacher in selecting appropriate instructional strategies and curriculum materials for classroom use. Candidates will choose if they will assist classroom teachers with Methods (Standard 2.2) or Curriculum Materials (Standard 2.3). The second task (3 hours) requires reading specialist candidates to train a fellow professional to take and interpret a running record. The third task (3 hours) requires each candidate to videotape a lesson taught in a classroom setting and then participate in a coaching cycle which begins with a pre-conference with a peer observer. Once this has been accomplished, the peer observer views the video and uses The Reading Lesson Observation Framework to provide feedback on the candidate's performance on the lesson component(s). After the peer observer has viewed the video, a post-conference will be held with the candidate, at which time an action plan, appropriate to the situation, will be determined. The fourth task (2 hours) requires candidates to write a paper which accurately analyzes and uses schoolwide (reading) assessment data to formulate an appropriate action plan based on the schoolwide assessment data. The fifth task (1 hour) requires candidates to use the information from their assessment analysis in task 4 to conduct a presentation that will enable teachers to identify instructional needs and plan for data driven instruction. The sixth and final task (3 hours) requires candidates to facilitate a professional study group with peers, classroom teachers, paraprofessionals, and/or other professional school staff. There should be a minimum of three sessions for the study group.

EDU 574 The Reading Specialist and Intensified Literacy Instruction (8 clinical hours) is a required course in the Graduate Reading Program that includes supervised practice in the use of diagnostic instruments, the interpretation of the results, and in the preparation of two clinical case reports. There are class and laboratory periods for the reading specialist candidates. The class periods include instruction and practice using and interpreting the instruments. The laboratory periods give candidates opportunities to utilize the diagnostic instruments with a child, under direct faculty supervision. Participants range in age from first grade through high school. To give the candidates experience working with students across grade levels, participants are assigned to candidates who have little experience teaching at that participant's grade level. The participants engage in two laboratory sessions for 4 hours each. These participants are gleaned through press releases in newspapers in the tri-county area of Berks, Lehigh and Montgomery counties. Two detailed case study reports, with supporting data protocols, are generated for evaluation by the

supervising faculty and then shared with parents/guardians.

EDU 579 Practicum in Literacy Instruction: Struggling Readers and Writers (90 clinical hours) is a required clinical teaching experience that is supervised by faculty from the university. This clinical experiences consists of a six-week summer session designed to enhance the reading skills and strategies of local children. This opportunity gives candidates the opportunity to serve as interventionists through thematic, small group and individual instruction they provide. They also develop their coaching and literacy leader skills by working with peers to observe, plan and provide feedback to each other.

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.)

Course Descriptions

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.

gra reading grid.pdf

See Attachment panel below.

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: Master of Education in Reading		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2015-2016	50	25
2014-2015	68	24
2013-2014	59	19

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

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	Catherine McGeehan
Highest Degree, Field, & University[3]	Ed.D., Literacy, Widener University
Assignment: Indicate the role of the faculty member	Faculty, Undergraduate and Graduate

(4)	
Faculty Rank[5]	Assistant professor
Tenure Track	⸬ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Scholarship: McGeehan, C. & Mercantini, M. (2014). College Students Motivation To Read. Association of Literacy Educators and Researchers Yearbook, 36, 159-178. . Modla, G. & McGeehan, C. (2014) Swimming in Shallow Waters: Strengthening Comprehension Strategy Instruction. Journal of Reading Education. 39, 22-28. Applegate, M, Applegate, T., Mercantini, M., McGeehan, C., Cobb, J., Deboy, J., Modla, V., Lewinski, K. (2014). The Peter Effect Revisited. Literacy Research and Instruction, 53, 188-204. Service: Dr. McGeehan is chair of the Public Relations Committee for the Association of Literacy Educators and Researchers, President Elect for The Pennsylvania Reading Teacher Educators (a Special Interest Council of the International Literacy Association) and former President and current Recording Secretary for the Delaware Valley Reading Association.
Teaching or other professional experience in P-12 schools[9]	2005-2007 Radnor Township School District Literacy Coordinator. Responsible for curriculum development, instruction and staff development. 2004-2005. Radnor Township School District, Radnor, PA Literacy Coach. Responsible for staff development 1999 - 2004. Radnor Township School District, Radnor, PA Classroom Teacher. 1998 - 1999. School District of Philadelphia, Philadelphia, PA Teacher Collaborator. Responsible for mentoring new teachers and providing professional development. 1993 - 1998. School District of Philadelphia, Philadelphia, PA Classroom Teacher. Taught 1st, 3rd, 4th and 8th grades

Faculty Member Name	Mary Ann O'Neil
Highest Degree, Field, & University[3]	Ed.D., Reading & Language Arts, Widener University
Assignment: Indicate the role of the faculty member (4)	Faculty & Graduate Reading Program Coordinator
Faculty Rank[5]	Associate Professor
Tenure Track	⸬ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Scholarship: O'Neil, M. (2016) "Creating a Culture of Professional Development; Attendance at The Keystone State Reading Association Conference." PA READS Journal. Accepted-publication pending. O'Neil, M. (2014) "Talking Trash: Using Artifacts to Engage Students in Writing" AMLE Magazine, August. Invited. O'Neil, M. & Chambers, S. (2013) "Graduate students' Perceptions of the Summer Reading Clinic". International Reading Association publication Journal of Reading Education, Volume 39(1) page 8. Juried 20% acceptance Service: August 2014-Present: Graduate Reading Program Coordinator, Kutztown University August 2012-Present: University Strategic Planning & Resource Committee, Kutztown University. August, 2013, August 2014, August 2015 Volunteer to "Mission Mazahua" Mexico. Served as an interpreter, assisted with therapy for disabled children and adults, assisted with literacy instruction and visited rural schools.
Teaching or other professional experience in P-12 schools[9]	1973-1974, Summer and after school program instructor for Title IV program, Reading PA (K-6). Summer 1986- 87 Migrant Education Fleetwood Elementary School (K-1). Summer 1998-2007 Kutztown School District Summer Reading (grades 3-5). August 1987-2002, Kutztown Middle School, Learning Support (grades 7&8). August 2002-2007, Kutztown Middle School Reading (grade 8). August 2006-2009, Volunteer teacher Grace Christian

	Preschool, Kutztown, PA August 2006-2007, Adjunct part-time Kutztown University, Kutztown, PA

Faculty Member Name	Sandra Chambers
Highest Degree, Field, & University[3]	Ph.D., Curriculum and Instruction, Kent State University
Assignment: Indicate the role of the faculty member [4]	Faculty, Undergraduate and Graduate
Faculty Rank[5]	Assistant Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Young, J.R., Scales, R.Q., Grisham, D.L., Dobler, E., Wolsey, T.D., Smetana, L., Chambers, S., Ganske, K., Lenski, S. & Yoder, K.K (2017). Teacher preparation in literacy: Cooking in someone else's kitchen. Teacher Education Quarterly. O'Neil, M.A. & Chambers, S. (2013). Graduate candidates' perceptions of the summer reading program and its impact on their preparation as reading specialists/literacy coaches. Journal of Reading Education 39 (1) 8-14. Get It Right! Evaluating Digital Picture Books. The Annual Conference of the Association of Supervision and Curriculum Development, Houston, TX, March 23, 2015. Committee Member (2005-2015) University Strategic Planning and Resource Committee Committee Member and Former Chairperson (1998-present) Kutztown University Children's Literature Conference
Teaching or other professional experience in P-12 schools[9]	Elementary School Principal, Jamesville-DeWitt SD, NY (1993-95). Elementary School Principal, Mt. Vernon SD, OH (1985-1991). Language Arts Coordinator, K-12 Nordonia Hills SD, OH (1979-84). Teacher, grade 5, Nordonia Hills SD, OH (1976-79). Teacher, grade 1, Maple Heights SD, OH (1972-74).

Faculty Member Name	Dr. Darlene Schoenley
Highest Degree, Field, & University[3]	D. Ed., Curriculum and Instruction, Pennsylvania State University
Assignment: Indicate the role of the faculty member [4]	Faculty, Undergraduate and Graduate
Faculty Rank[5]	Assistant Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Articles; Schoenly, D. (2013). Reconciling the common core standards and best practices. Middle Ground Journal, III (2), 31-34, October 2013. CONSULTANTSHIPS; New Teacher Induction, Workshops, Coatesville School District, Coatesville, PA., Conducted 2015-16 School Year Engaged Learning Through Differentiated Instruction, Workshop, Governor Mifflin School District, Reading, PA, Conducted 2013 Surviving that First Year of Teaching, Workshops, Susquehanna Township School District, Harrisburg, PA, Conducted 2013.
Teaching or other professional experience in P-12 schools[9]	2000 - 2004 Twin Valley School District, Director of Curriculum and Learning. 1998 - 2000 Colonial School District, Curriculum Supervisor. 1993 - 1998 Springfield School District, Assistant Superintendent. 1988 - 1993 Wilson School District, West Lawn, PA. Elementary School Principal. 1976 - 1982 Westmont Hilltop School District, Johnstown, PA, Reading Specialist / Reading, Supervisor. 1972 - 1976 Westmont Hilltop School District,

	Johnstown, PA, Classroom Teacher.

Faculty Member Name	Jeanie Burnett
Highest Degree, Field, & University[3]	Ed.D., Curriculum & Instruction, University of Maryland, College Park, MD
Assignment: Indicate the role of the faculty member [4]	Faculty, Undergraduate and Graduate Chairperson, Department of Elementary Education
Faculty Rank[5]	Full Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Reviewer for ACEI SPA reports. Reviewer for Journal of Reading Education Reviewer for Literacy Research and Instruction Past President of ACEI Past President of Organization of Teacher Educators in Reading/Literacy Conference presentations at ILA and ACEI related to award winning myriad books for children and adolescents
Teaching or other professional experience in P-12 schools[9]	Coordinator of KU to UK summer studies in England. Professor of record for university undergraduate and graduate literacy courses. College and university supervisor for teacher candidates in clinical experiences. Reading Specialist, Spring Grove, PA. Teacher of Gifted, Milford, DE. Teacher of Reading & Language Arts. Middle School Remedial reading Teacher.

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a 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) For example, 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, in-service 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 ILA 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)	ETS Reading Specialist Praxis Examination	Licensure Test	Prior to Graduation
Assessment #2: Assessment of content knowledge in reading education (required)	Literature Review	Paper	During EDU 502
Assessment #3: Assessment of candidate ability to plan instruction (required)	Curriculum Portfolio	Related projects across 3 courses	During EDU 504, 506, 513
Assessment #4: Assessment of internship, practicum, or other clinical experience (required)	Clinic Notebook	Portfolio	During EDU 579
Assessment #5: Assessment of candidate effect on student learning (required)	Assessment File and Clinic Pre/Post Assessment Results of Elementary Students	Project	During EDU 579
Assessment #6: Additional assessment that addresses ILA standards (required)	Literacy Leadership Portfolio	Portfolio	During EDU 577
Assessment #7: Additional assessment that addresses ILA standards (optional)	Diagnostic Case Study Reports	Case Study	During EDU 574
		Essay	End of the program

Assessment #8: Additional assessment that addresses ILA standards (optional)	Reflective Essay: Comprehensive Portfolio Presentation		

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

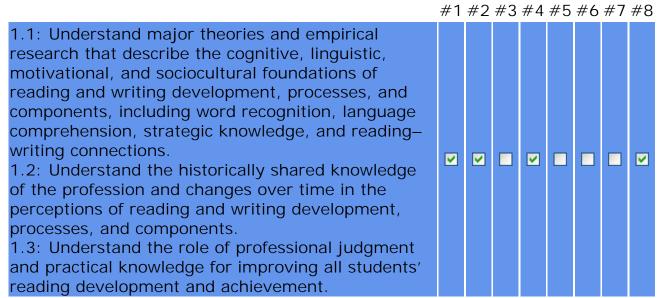(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(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).
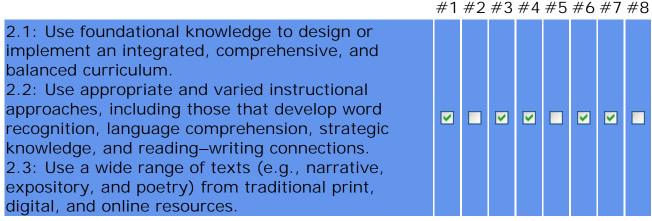
1. For each IRA/ILA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple IRA/ILA standards.
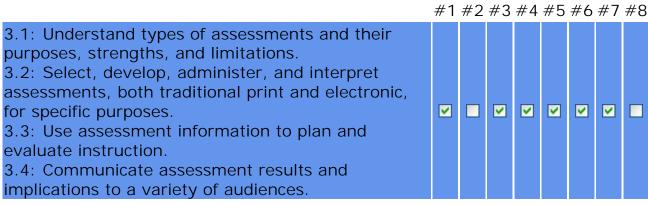
Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

	#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.	☑	☑	☐	☑	☐	☐	☐	☑

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.

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

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

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

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.

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

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.

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

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.

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

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 and data reported should be required of all candidates. Assessments, scoring guides/rubrics 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 CAEP's 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/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/rubrics 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/ILA 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 CAEP.docx

    See Attachment panel below.

2. Assessment of content knowledge in reading education. IRA/ILA 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_CAEP_(2017).docx

    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/ILA 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_for_CAEP_2017 (2).docx

    See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. IRA/ILA 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_for_CAEP_2017(2).docx

    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/ILA 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_CAEP 2017 (2).docx

See Attachment panel below.

6. IRA/ILA 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

Assessmnt_6_CAEP_(2017).docx

See Attachment panel below.

7. Additional assessment that addresses IRA/ILA 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_CAEP_(2017)(1).docx

See Attachment panel below.

8. Additional assessment that addresses IRA/ILA 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_8_CAEP_(2017).docx

See Attachment panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

   (Response limited to 12,000 characters)

In 2011, the Graduate Reading program began major redesign, using the 2010 Standards for Reading Professionals. The faculty studied these standards thoroughly as well as current research and literature. Over a three-year period, with numerous meetings held on Fridays, Saturdays, and during the summer, the faculty designed a program with four new courses as well as revisions to two other courses. The faculty created two new program assessments and made significant revisions to others.

The faculty designed three curriculum and instruction courses, based on a balanced literacy framework, that span Pre K-12. Next we designed a core assignment for each course with parallel tasks and rubrics. Then we created a cumulative curriculum and instruction portfolio that provides data on the candidates' abilities to design curriculum and create instructional data-driven plans, that meet the reading and writing needs of diverse learners, Pre K-12.

The other new course, The Reading Specialist and Intensified Literacy Instruction, focuses on the reading specialist's role as an interventionist. In the 2011 SPA report, we noted that candidates were not as prepared in providing intensive instruction to struggling readers and writers as their performance in the foundation courses would suggest. In further discussion, we identified the need for a foundation level course that would provide candidates with more experience in using daily data to create instructional plans to meet the needs of struggling (tangled) readers and writers.

The final major change relates to EDU 579, the practicum in literacy instruction. The practicum, while always six weeks, was a 3-semester hour credit course. To make the course equal to the time required in the practicum, it was changed to six credit hours. The core assessment (notebook) was modified to include the lesson plans and rich anecdotal data required for intensified small group instruction (n=3/group).

The other courses also underwent changes, with greater attention to diversity. While the new program and courses were first offered in Fall 2013, the changes in the core assessments and rubrics were piloted and revised in 2014. Data collection with the new core assessments began in Spring 2015.

Content Knowledge

Content knowledge evidenced by data from the Praxis Reading Specialist Test was strong, indicating the strengths of the candidates who complete the Graduate Reading Program. The passing rate ranges from 200 (highest) to 149 (lowest) across three years of data. The mean of 182.5 is well above PDE's required passing rate of 164.

In the EDU 502 Seminar in Research Foundations Pertinent to Reading course, candidates demonstrate foundational knowledge of literacy theories and practices by immersing themselves in a wide range of reading research and then writing a paper on a self-selected topic. Where applicable, they relate theories in foundational areas and seminal studies to their topic. While successful in doing so, course instructors noted that candidates' familiarity with studies limited to their topics is a concern that has also been noted by the faculty during the candidates' Comprehensive Program Portfolio Presentations. Thus, in spring 2016 the faculty selected and agreed to incorporate 15 seminal studies throughout the eight courses in the graduate reading program. In so doing, we will increase all candidates' historically shared knowledge of the literacy profession.

Professional and Pedagogical Knowledge, Skills, and Dispositions
The data from program assessments indicate that our candidates are performing strongly in the Knowledge, Skills, and Dispositions represented in the IRA Standards for Reading Professionals (2010).

Data reflect the strong foundation candidates gain as interventionists in designing instructional plans and creating materials that scaffold students' learning in literacy. In so doing, they choose a range of varied print and online resources that meet students' diverse needs and interests. They also plan effectively for whole group, small group, and individual literacy instruction using student data provided by the instructor. Data demonstrate that our candidates expand on this foundational knowledge at the advanced level as they design, implement, and analyze intensified small group instruction for struggling readers and writers in the 6-week literacy practicum. Data also reveal effective configuration of learning environments with appropriate time and instruction for whole groups, small groups, and one-on-one. In addition, candidates use a wide range of print and online resources for instruction and as suggestions for parents/guardians They demonstrate and model positive attitudes toward reading and writing as they work with the children on a daily basis. Candidates in the role of interventionists skillfully administer and interpret individual assessment tools as evidenced in the literacy practicum and the diagnostic case studies. Candidates demonstrate their ability to communicate information effectively to parents and/or teachers.

The Graduate Reading Program faculty could enhance the candidates' skills as interventionists by: 1) offering more access to models of effective writing instruction in the foundation courses, 2) modeling of lessons which embed

cultural, linguistic, and socio-economic diversity in differentiated instruction in the foundation courses, 3) providing sample lesson plans for the practicum that consistently embed diversity, and 4) affording candidates the opportunity to expand their practical knowledge by observing in other grade levels during the literacy practicum.

Candidates in the Graduate Reading Program demonstrated strengths in many of the skills needed by a reading specialist in the role as a literacy leader. They evidenced strong interpersonal and communication skills in working with team members during the literacy practicum. Their confidence grew through the experiences in practicum and other courses that required them to synthesize and apply what they know and lend guidance and support to peers. The key information they learned about adult learning development was used as they interpreted data, at the individual and school wide levels, and offered curricular and instructional suggestions to peers.

The Graduate Reading Program faculty recognizes outstanding project presentations by some candidates in coursework and yet, when we suggest they assume the role of a literacy leader and present their work elsewhere, candidates shrink from doing so. To develop their confidence, in fall 2016 we invited several candidates to present at the Literacy Conference, held at KU in October for undergraduate students. This was very successful and we will continue this in fall 2017.

There is little data from the core assessments on candidates' understanding of the impact of national, state, and local policies on literacy education, a key factor for effective literacy leaders. In the redesign of the Graduate Reading Program, the faculty originally planned to replace a project in the leadership course with the requirement to write a grant. In the end, that wasn't feasible and the faculty has determined that a project related to the influence of policies is best matched to EDU 514 as this course includes the impact of Title I, ESSA, RtII, etc. As literacy leaders are often heavily involved in the selection of instructional materials, the project will also require candidates to explain how to lead others in making informed decisions. This newly designed project will be implemented in fall 2017.

Literacy leaders, who ideally work for systemic change, are also expected to provide leadership in "developing and implementing strategies to advocate for equity" (Standard 4.3). To do so, literacy leaders must first be able to "demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable," an expectation in Standard 4.2 for classroom teachers. Graduate Reading Program faculty recognize that we must do more to prepare candidates to lead others to understand "how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum." (Standard 4.3 for reading specialist/literacy coach).

The Graduate Reading Program faculty have committed to working together in summer 2017 to create a model set of differentiated lesson plans for EDU 504, 506, and 513 that embed issues of "inequity and opportunities for social justice activism and resiliency" (Standard 4.3) and create questions to elicit meaningful discussion and journal entries.

Core assessment data, particularly in Assessment #6, reflect candidates' strong skills in the role of literacy coach at the novice level. Candidates used the research on adult learning and professional development in working with teachers and professional colleagues to lead study groups, support peers with the development of instructional ideas, guide others in learning how to use and interpret an assessment tool, and coach them to improve instruction. Candidates demonstrated their willingness to pursue knowledge on their own when developing improvement plans, based on their analysis of school wide data. Candidates articulated the research base for their suggestions. Most of the candidates, in reflective essays, reported on their pride in enacting these beginning tasks as a literacy coach and many want to pursue more opportunities. Thus, Dr. McGeehan led us in creating two new courses for PDE's instructional coaching endorsement. This endorsement will provide many of our graduate candidates, after they have completed the M.Ed. program, an opportunity to pursue more skill in coaching.

Effects on Student Learning:
Reported data, based on pre- and post-assessment measures, indicate that the Reading Specialist/Literacy Leader/Literacy Coach positively impact the learning of the elementary grade students with whom they work during the six credit Literacy Practicum in the summer. Rich qualitative data, as revealed in parent and teacher letters, provide evidence that students grow in specific reading and writing skills, strategies, and attitudes. As discussed in Assessment #5 in section IV, we need to make several changes to the way we measure the impact on student learning. Some possibilities to explore have been discussed under Assessment #5.

As the research indicates that motivation and independent reading play a significant role in students' attitude toward reading and their growth in literacy, there are three components of the literacy practicum that the faculty are currently discussing. While we have observed excellent, targeted instruction in the small intensified instruction groups, two 30-minute groups/day for all grade levels may take away from other valuable experiences such as reader's theater, reading workshop, etc. This in turn may negatively impact motivation, at least at some grade levels. Also, independent reading is crucial to the program. In fact, the elementary students visit the school library every day and check out books; candidates help them locate books of interest within their reading range. Even so, some of the teams do not engage in discussions about books read for pleasure; more work is necessary in this regard. Finally, while we have access to the school district's laptops and I-pads, there is limited

access to apps. We are exploring how the district and the university might resolve this concern.

Summary Statement:
Evidence to support the success of the Graduate Reading Program and its candidates is based on a set of core assessments, which reflect the thorough and complex levels of learning that occur in the program. Candidates develop the knowledge, skills, and dispositions needed to work as interventionists, literacy coaches and literacy leaders.

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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

Please click "Next"

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