

Illinois State University
Department of Curriculum & Instruction
University Assessment Plan
Reading Masters Program
2009

Program Reading Masters Date Submitted October 1, 2009

Program Objectives/Standards

IRA STANDARDS
<p>1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:</p>
<p>1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.</p>
<p>1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.</p>
<p>1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.</p>
<p>1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</p>
<p>2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:</p>
<p>2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</p>
<p>2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.</p>
<p>2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>
<p>3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</p>
<p>3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</p>
<p>3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>
<p>3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</p>

IRA STANDARDS

3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

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

4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.

4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.

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

5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.

5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices..

5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Assessment #1 Content Test

Assessment #2 Content Assessment

Program	C&I Reading Masters
NCATE Assessment #	2
Assessment Title	Comprehensive Exam
Course	Comprehensive Exam
Standards	<p>1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction</p> <p>1.2 Demonstrate knowledge of reading research and histories of reading</p> <p>1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity</p> <p>2.1 Use instructional grouping options (individual, small group, whole-class, and computer based) as appropriate for accomplishing given purposes</p> <p>2.2 Use a wide range of instructional practices, approaches, and methods, including technology based practices for learners at different stages of development and from differing cultural and linguistic backgrounds</p>

	<p>3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology based assessment tools</p> <p>3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc)</p> <p>4.4 Motivate learners to be lifelong readers</p> <p>5.1 Display positive dispositions related to reading and the teaching of reading</p> <p>5.4 Participate in, initiate, implement, and evaluate professional development programs</p>
--	---

Date Implemented/ Revised	8/08
----------------------------------	------

The following directions are sent to each candidate along with the questions. Markings in red are those items that are individualized for each candidate and/or semester.

DIRECTIONS

Note: Careful attention to these directions will increase the likelihood that you will pass your comps!

1. The exam is a take-home exam. 1 **copy** must be e-mailed to **Reah Martin (rmmarti)** no later than **4:00 p.m. on Friday, February 27, 2009**. Your assignment is to answer **all** the questions from the attached list. The comprehensive exam questions cover the broad aspects of this program, not course-specific knowledge. It is your job to describe in detail how knowledge from all of your courses applies to each of the questions.
 2. Quote and/or cite specific people, books, or practices relevant to the questions. Provide an adequate number of references to demonstrate that you have studied the issues with some breadth and depth. Attach a separate reference list for each question to your response for that question.
 3. Provide details and examples to support your ideas. Be specific.
 4. Review the attached rubric indicating what is required to pass each question. Attend to EVERY item listed for each response.
 5. Do not put your name on each page. Put the assigned number given to you on each page. Use only your assigned number as identification. Evaluators will not have access to your identification. Begin each new question on a new page with your I.D. # at the top.
Your Personal I.D. # is: RM CSP09-18
 6. Your responses should be formatted with standard 1 inch margins, double-spaced, using a 12 point font. Use a font that is easy to read such as Courier, Helvetica, Times Roman or others that **are not** a specialized or script font. Each question should have an in-depth response, approximately 8-10 pages. Responses to question 4 may tend to be less in length.
 7. Use APA style (5th edition) for your responses, citations, and references.
- You will be informed of your exam results approximately **three weeks** after the exam.

EXAM IS DUE IN THE OFFICE OF CURRICULUM AND INSTRUCTION TO THE READING SECRETARY, REAH MARTIN, NO LATER THAN 4 PM February 27, 2009.

E-mail to: Ms. Reah Martin (rmmarti@ilstu.edu)

Student: _____

Personal ID #: _____

Assessment #3 Pedagogy Assessment

Program	C&I Reading Masters
NCATE Assessment #	3
Assessment Title	Strategy Notebook
Course	C&I 465
Standards	<p>2.1 Use instructional grouping options (individual, small group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p> <p>2.2 Use a wide range of instructional practices, approaches, and methods, including technology based practices for learners at different stages of development and from differing cultural and linguistic backgrounds.</p> <p>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds</p> <p>4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>4.2 Use a large supply of books, technology-based information, and nonprint materials, representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>
Date Implemented/ Revised	8/08

Assignment Instructions:

Candidates will develop, collect, and organize a notebook of content area strategies and teacher materials. The purpose of this assignment is to develop strategies that improve student learning in the content area and to assist other classroom teachers and paraprofessionals. Strategies will be compiled electronically and cross-referenced in a supplemental binder. The candidate's collection of strategies should include:

1. At least one strategy that assists students with using technology appropriately.
2. Strategies that incorporate a variety of grouping options.
3. Evidence of differentiation.
4. A variety of children's literature.

For each strategy, candidate must include the following information electronically:

- a. Rationale – why has this particular strategy been chosen
- b. Diversity – how does this strategy impact differing learning styles and cultural backgrounds; how might it be adapted for others
- c. Procedure – what does the strategy involve
- d. Potential Issues – what problems are anticipated and how can these potential issues be eliminated
- e. References – including professional resources; student books; and non-print materials

The candidate should include a final reflective paper that addresses the following questions.

- a. How did you organize the project?
- b. How will these resources change candidate's practice?
- c. How will you share this resource with other professionals?
- d. How will this project assist in addressing diverse learners, technology, and grouping?
- e. What changes or additions can you see being made to this resource in the future?

Assessment #4 Assessment of Practical Experience

Program	C&I Reading Masters
NCATE Assessment #	4
Assessment Title	Case Study
Course	C&I 463
Standards	1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology based assessment tools 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties 5.1 Display positive dispositions related to reading and the teaching of reading
Date Implemented/ Revised	8/08

Assignment Instructions:

The purpose of this assignment is two-fold. First, it provides an opportunity for you to develop and articulate a philosophy of assessment that bridges research and practice. And second, it allow you to field test that philosophy by building a short case study with a struggling reader who is culturally, linguistically, or ethnically diverse.

The following components are required for this project:

1. A coherent philosophy of assessment that is situated in research (cited using APA format, 5th edition) and your assessment practices. In other words, describe how you think about assessment and how you implement assessments in your classroom or educational setting. This philosophy section should have a minimal use of direct quotations. Paraphrasing and synthesizing what you have read is preferred. It should include:
 - A discussion of the purposes you have for assessing reading and literacy in your classroom;
 - A description of how you see your ideas and beliefs about assessment fitting within a larger view of learning; and,
 - An explanation of what specific assessments you used with the learner who is the focus of your case study and how each of those are linked with your philosophy.
2. A focus on one struggling reader from your classroom or other educational setting that you have identified as diverse.
3. An array of different assessments (6) on this reader that you have used to help determine the strengths and areas needing development (these will be included as an appendix to the case study). These can include, but are not limited to:
 - An interest inventory
 - An interview with the child
 - Checklist related to reading and literacy

- Samples of authentic work (e.g. writing, extended response to reading, project)
 - 3 observations of the learner engaged in literacy work (field notes)
 - Running record
 - Self reflection by the learner on their progress growth
 - DIBELS data or other standardized assessment data
 - Other assessments that inform your instruction
4. A narrative based on your collection and analysis of assessment data with the learner. This narrative should include:
- A section that introduces the learner (with a pseudonym) and provides brief biographical information about him or her;
 - A description of the context (classroom) in which the assessments were conducted;
 - A sections that presents the “results” of the assessments with the child that is anchored in your interpretation of strengths the child has and the areas that she or she still needs to work on in reading and literacy;
 - A section that articulates a specific instructional plan that you recommend to continue the learner’s growth and achievement; **one of these must involve technology that the learner uses either on their own or that could be scaffolded by a teacher and/or other learner;** and,
 - A section in which you reflect on the process and outcomes of this case. I am particularly interested to know if there were any surprises or unexpected realizations about you as a teacher and/or the learner.

The case study should use the following organizational format for this double spaced paper:

1. A cover page with the title of your project, your full name, semester and year
2. A philosophy section - approximately 2-3 pages
3. The study of the learner as detailed above - approximately 8-10 pages
4. A section in which describes a specific instructional plan based on your analysis and interpretation of the assessment data - approximately 2-3 pages
5. A section in which you reflect on the process and outcomes of the project - approximately 1-2 pages
6. A list of research sources informing your philosophy that should include **5-7 key citations that you have read and synthesized**
7. An appendix that includes the assessments you used with the learner
8. Refer to APA, 5th edition, for citations, sub-headings with the case study, and other formatting issues.

Assessment #5 Impact on Student Learning

Program	C&I Reading Masters
NCATE Assessment #	5
Assessment Title	Instructional Cycle & Reflection
Course	C&I 467
Standards	1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based

	<p>practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds</p> <p>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds</p> <p>3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties</p> <p>3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <p>3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)</p> <p>4.1 Use students' interest, reading abilities, and backgrounds as foundations for the reading and writing program</p> <p>4.4 Motivate learners to be lifelong readers</p>
--	--

Date Implemented/ Revised	8/08
----------------------------------	------

In addition to addressing the following International Reading Association standards, this assignment also completes Part II of the required practicum for the Reading Teacher Endorsement and Reading Teaching Certification.

Assignment Instructions:

Literacy Profile: Candidates will complete a case study based upon the literacy analysis of an ineffective or non-proficient reader. Through this project, candidates will understand the complex, active process of constructing meaning that takes place during reading; consider reader's use of the language cueing systems and reading strategies. Another purpose of this project is to become aware of the need for ongoing assessment of students through authentic literacy tasks using a variety of texts, a critical part of reflective teaching and develop sensitivity towards individual and cultural diversity.

1. Select a student and an appropriate text, collect miscue data, utilize advanced miscue analysis techniques, analyze case study data, and prepare case study/reader profiles.
2. Within the analysis of the reader, consider the reader's prior knowledge, culture, linguistics, and ethnicity, learner history/school learning history, learning environment, metacognitive abilities, and motivation as part of their assessment.

Tutoring Experience:

1. Design a comprehensive intervention plan that builds on reader's strengths and supports the reader's weaknesses. The literacy plan should acknowledge the reader's cultural differences, support family literacy, integrate services from other teachers and para-professionals, and be integrated into the school literacy plan.
2. Implement intervention plan through tutoring. Consult with teachers, administrators, para-professionals, and parents to discuss the comprehensive literacy plan and any support as needed.
3. Consider the effectiveness of the tutoring. Include a write-up in which you reflect an observable effectiveness of your literacy plan.
4. Prepare recommendations and goals for this reader, parents, reading specialists, and other teachers.
5. Meet with parent to report results of assessment, tutoring, and recommendations.

Assessment #6 Optional Assessment

Program	C&I Reading Masters
NCATE Assessment #	6

Assessment Title	Teacher Research Project
Course	C&I 469
Standards	<p>4.3 Model reading and writing enthusiastically as valued lifelong activities</p> <p>5.1 Display positive dispositions related to reading and the teaching of reading</p> <p>5.2 Continue to pursue the development of professional knowledge and dispositions</p> <p>5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practices</p> <p>5.4 Participate in, initiate, implement, and evaluate professional development programs</p>
Date Implemented/ Revised	8/08

Literacy Leadership Project

The literacy leadership project is intended to impact the candidate's school environment regarding a specific literacy topic and will help to demonstrate the role of a Reading Specialist in the school and/or district. To complete the project, candidates need to do the following:

- Recruit 2 or more teachers and/or paraprofessionals to participate in a series of 2-3 meetings that are lead by the candidate
- The topic should be one that generates interest in your school community, and also relevant to your intended research project proposal area
- A **Leadership Synopsis** of these meetings must be handed in. This synopsis is to include agendas, handouts, meeting notes, and a final analysis of intended goals, leadership methods, and outcomes achieved by the group.

Completed Manuscript

Candidates will write a 20-25 page manuscript detailing or reporting the results of their teacher action research. This manuscript should include the following sections as required by the journal guidelines: a condensed literature review, methodology, findings, and a discussion or conclusion. This manuscript should follow the most recent edition of APA guidelines.

To complete this project, candidates will:

1. Review journals that are potential publication outlets for teacher research manuscripts and choose an appropriate outlet for submission.
2. Select specific aspects from the candidate's teacher action research project to be included in the article.
3. Submit a completed manuscript to a state or national reading or language arts journal.

Conference Notebook

As a reading specialist, one of the one of the roles involves the evaluation of professional development materials and perhaps even plan professional development activities. Over the course of this school year, candidates will keep a conference notebook and evaluate workshops and professional development activities as they are attended. This notebook should contain an analysis of at least 6 sessions (at least two of these must be from sessions at the Symposium). Each entry should include:

- The date, the name of the session, presenter's names, a brief description of the event, and an evaluation of the content.
- Each workshop or activity should be critiqued through the lens of a literacy coach/reading specialist. Although other questions may come to mind, the following will guide the critique:
 - What was valuable?
 - What was not?
 - What would you want teachers to think about implementing? Why?

Assessment #7; Optional Assessment

Program	C&I Reading Masters
NCATE Assessment #	7
Assessment Title	Theoretical paper
Course	C&I 462
Standards	<p>1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction</p> <p>1.2 Demonstrate knowledge of reading research and histories of reading</p> <p>1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity</p>
Date Implemented/ Revised	8/08

Assignment Instructions:

Candidates will develop a theoretical paper that synthesizes course and outside readings regarding two major theories of literacy learning. This paper should take into consideration the diverse strengths and needs that students bring into the classroom/school context, language and literacy development and practices, and instructional principles. Attend to the following in your paper:

- Provide a comprehensive discussion of one theory from each of the two lists below. Do not select Sociocultural Theory from list one AND Sociocultural-Historical Theory from list two;
- Provide an explanation of language and literacy development and/or practices as related to each theory;
- Include a discussion of the relationship between the two theories, How are they similar and/or different?
- Connect your discussion of theories to classroom practice (for example, what might classroom instruction look like from each theoretical orientation?). Do not re-state instructional examples from the course texts;
- Discuss how these two theories are similar and/or different. What might be learned from both?
- Support all assertions and claims with relevant citations. In addition to citing course texts, your paper should include detailed discussions of a minimum of 2 outside research articles conducted within each of the theories you discuss. These research articles should be from peer reviewed journals and should report research, not simply instructional ideas or tips. (*Reading Research Quarterly, Journal of Literacy Research, Research in the Teaching of English, Language Arts, Journal of Adolescent & Adult Literacy, The Reading Teacher, Reading Research & Instruction, Yearbook of the National Reading Conference, American Educational Research Journal*).

Other details/guidelines:

1. Page length: Approximately 12.14 pages (do not exceed 15), not counting references.
2. APA 5th Edition style must be followed.
3. It is okay, even encouraged, to use the first person. You may, for instance, want to be clear about your own personal stance with respect to the theories you discuss. However, to be clear, in discussing classroom practice, do not simply discuss what you do. In your discussion of practice, you should be discussing what instruction would look like if informed by the theories you select.
4. Proofread your paper well so that mechanical errors do not interfere with your discussion and so that your paper is well-organized.

Theories (Select one from each list)

List 1:

- Information/Cognitive Processing (You may select one model within this family of theories, or present

them more generally with a couple of examples)

- Transactional/Reader Response
- Schema Theory
- Psycholinguistics
- Engagement Theory
- Sociolinguistics
- Sociocultural Theory (a la Vygotsky, as discussed in *Lenses on Reading*)

List 2:

- Sociocultural-Historical Theory (as discussed in *Making Literacy Real*)
- Critical Literacy
- New Literacy Studies
- Multiliteracies (a.k.a. Literacy and New Technologies)
- Bourdieu's Social Practice Theory
- Postculturalism

Assessment #8 Optional Assessment

Program	C&I Reading Masters
NCATE Rubrics #	8
Assessment Title	Classroom Resource Evaluation
Course	C&I 470.01
Standards	1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction 1.2 Demonstrate knowledge of reading research and histories of reading 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity
Date Implemented/ Revised	8/08

Assignment Instructions:

Candidates will evaluate a classroom library and available resources, as well as the curriculum materials used. In the evaluation, the candidate should:

1. Analyze available resources from a critical perspective.
2. Determine the extent to which there is a wide range of curricular materials including books, technology based information, and non-print materials.
3. Determine the extent to which the available materials represent multiple levels, broad interests, and linguistic and cultural backgrounds.
4. Make recommendations for improvement.
5. Support evaluation and recommendations with a research base.

Reading Masters Program Assessment Matrix

	Foundational Knowledge				Instructional Strategies & Curriculum Materials			Assessment, Diagnosis, & Evaluation				Creating a Literate Environment				Professional Development			
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
#1 Content Test	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#2 Comprehensive Exam	X	X	X		X	X		X			X								
#3 Strategy Notebook (465)					X	X	X					X	X						
#4 Case Study (463)				X				X	X							X			
#5 Instructional Cycle & Reflection				X		X	X		X	X	X	X			X				
#6 Teacher Research Project (469)														X		X	X	X	X
#7 Theoretical Paper (462)	X	X	X																
#8 Classroom Resource Evaluation (470.01)							X						X						