**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**University Assessment Plan**
**Revised 2013**

**NCATE Assessment #2 – Professional Development Initiative[1]**

This assignment addresses the following International Reading Association standards:

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

**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.

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

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

The professional development initiative project provides an opportunity for the reading specialist candidates to establish themselves as literacy leaders in their schools. This 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. This project includes designing, implementing, and evaluating a theoretically sound professional develop experience for teachers.

Part I—Defining the Contextual Basis for the Design
Part I is a narrative includes a description of the school's mission and vision, the student demographic data, and the structural organization. Additionally, this narrative should include a description of the teacher participants (grade levels, years of experience, previous knowledge of the topic of the professional development, etc.).

Part II—Professional Literature Review
Part II requires a professional literature review that grounds the school-based professional development initiative in an evidence base. The professional literature review should provide a synthesis of historical perspectives, seminal works, and contemporary research. This will also include a description of the candidate's understanding of how adult learning theory and the school's culture impact the design of the professional development. Additionally, Part II should include a justification for the literacy topic focus of the professional development, which brings together the contextual basis and the literature review. In other words, why this topic for these participants?

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[1] Adapted from McDaniel College

Part III—Evidence Based Action Plan
Part III requires the development of an extended, ongoing professional development series based on a literacy focus. This action plan incorporates detailed and sequential plans for multiple interactive professional development sessions, the design and implementation of one professional development session, the identification of relevant resource materials for use by classroom teachers, and recommendations for further job-embedded professional development and literacy coaching activities. There should be a theoretical and practical rationale for the number of sessions of professional development. The evidence-based action plan includes descriptions for the multiple interactive sessions that incorporate a schedule; session goals and purposes; specific criteria, implementation; and debriefing procedures; professional and student resource materials; follow up activities for job embedded professional development; and literacy coaching opportunities.

Part IV: Reflection and Evaluation
Part IV requires a reflection based on systematic feedback from the implemented session. Candidates should develop an evaluation form and distribute that to participants for anonymous feedback. Candidate should then reflect on this feedback and consider modifications to the future or subsequent sessions outlined in the action plan.

Appendix
An appendix section incorporates all presentation materials from the implementation of session including informal feedback from participants.

Revised April 21, 2013

**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**NCATE Assessment #3: Instructional Unit Plan**

This assignment addresses the following International Reading Association standards:

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

**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 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.

## Assignment Instructions

Candidates will design an instructional unit that utilizes a variety of grouping options, a variety of instructional strategies, and a variety of curricular materials. The purpose of this assignment is to develop strategies that improve student learning in the content areas. The unit plan should consist of 2-4 weeks of individual lesson plans.

Part I—Rationale

Create a rationale for the topic/theme of the unit and why it is relevant for the learners in the classroom. What standards, curricular plans, and assessment data has influenced the plan for this unit and how have they done so? What prior teaching will you build upon in this unit? Additionally the reading specialist candidate should establish a theoretical base for the instructional approaches/practices that will be used in the unit.

Part II—Curricular Materials

Research, evaluate, and compile a collection of diverse texts focusing on the topic/theme of your instructional unit. The text collection should consist of titles and descriptions of at least one from seven different genres of text. For example, you might use a Children's or Young Adult (YA) novel, Informational Book, Poetry, Photograph, Newspaper article, Song, TV show, or Graphic. Describe your overall vision of how the texts will be used together or separately in teaching and learning about the theme. Describe each text, its format, content, and how it fits with your theme. Describe how you envision the students working with the text.

Part III—Lesson Plans

Develop a series of lessons that will span a 2-4 week instructional unit. Lesson plans should include lesson goals and how those relate to the unit goals, standards addressed, a description of the multimodal materials, a plan for grouping, a mini-lesson, and a plan for assessment. Provide a description of how the instructional routines will support all students' literacy development. Rather, you should describe a wide range of instructional strategies including technology-based practices that you would use with the text (or as texts) and how they relate to the rest of the unit. The point is that you show how the texts, grouping options, and the instructional strategies work together within your unit.

Part IV—Literate Environment

Create an overview of the unit plan that includes a photo essay and a description of the physical space and how that will support diverse students' use of a wide array of multimodal materials. Describe the social environment and how it supports students' intrinsic motivation to read and write. How will you ensure that students feel as though they are valued as knowers in the classroom community? Finally, provide an overview of the grouping options that will be used to differentiate instruction that supports all students' literacy development.

Revised April 21, 2013

| 2010 IRA Standards | | | | |
|---|---|---|---|---|
| **Elements** | **Exceeds** | **Acceptable** | **Developing** | **Unacceptable** |
| **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.** | Evidence strongly demonstrates that the candidate is able to relate comprehensive theoretical knowledge to contextual situations relating to literacy instruction | Evidence demonstrates that candidate is able to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates a limited ability to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates little or no understanding of theoretical knowledge or empirical research relating to literacy and literacy instruction |
| **2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.** | Evidence demonstrates a comprehensive ability to apply knowledge for the purpose of implementing and integrating a comprehensive and balanced curriculum. | Evidence demonstrates candidate's ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. | Evidence demonstrates candidate's limited ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. | Evidence demonstrates little or no ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. |
| **2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.** | Evidence concisely demonstrates the ability to apply varied and effective instructional approaches, supported by current research, to support student learning in literacy learning | Evidence demonstrates candidate's use of various instructional approaches that are supported by current research, to support student learning in literacy learning | Evidence demonstrates candidate's use of limited instructional approaches that are partially supported by current research, to support student learning in literacy learning | Evidence demonstrates little or no ability to instructional approaches that are supported by current research, to support student learning in literacy learning |
| **2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.** | Evidence demonstrates comprehensive working knowledge of and a critical stance toward a variety of quality texts and their instructional uses to meet students' strengths and needs | Evidence demonstrates knowledge of and a critical stance toward a variety of quality texts and their instructional uses to meet students' strengths and needs. | Evidence demonstrates limited knowledge of and a critical stance toward a wide variety of quality texts. | Evidence lacks knowledge of and a critical stance toward a wide variety of quality texts. |

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| **5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.** | Evidence demonstrates candidate's ability to design physical spaces that supports students' use of a wide array of multimodal materials even in the most difficult physical constraints. | Evidence demonstrates candidate's ability to create physical space that supports students' use of a wide array of multimodal materials that are responsive to diverse student strengths and needs. | Evidence demonstrates candidate's ability to create physical space that supports students' use of a few multimodal materials that are responsive to diverse student strengths and needs. | Evidence demonstrates candidate's is unable to create physical space that supports students' use of a wide array of multimodal materials that are responsive to diverse student strengths and needs. |
| **5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities to read and write.** | Evidence demonstrates candidate's ability to design a social environment that consistently engages students' intrinsic motivation to read and write, and that advocates for students as valued knowers in the classroom community. | Evidence demonstrates candidate's ability to create a social environment that supports students' motivation to read and write, and that positions students as valued knowers in the classroom community. | Evidence demonstrates candidate's potential to create a social environment that may support students' motivation to read and write. The ability to position students as valued knowers in the classroom community is less evident. | Evidence demonstrates candidate is not able to create a social environment that supports students' motivation to read and write, and that positions students as valued knowers in the classroom community. |
| **5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).** | Evidence demonstrates candidate's ability to draw on a wide variety of resources to select instructional routines that support students' literacy development. | Evidence demonstrates candidates' understanding of how to select instructional routines that support students' reading and writing development. | Evidence demonstrates candidate has a limited understanding of how to select instructional routines that support students' reading and writing development. | Evidence demonstrates candidate is unsure of how to select instructional routines that support students' reading and writing development. |
| **5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.** | Evidence demonstrates candidate's ability to balance grouping options that best support students' literacy development. Candidate can rationalize selections with evidence-base from existing literature and own research. | Evidence demonstrates candidate's ability to select and use a variety of grouping options to differentiate instruction that supports all students' literacy development. | Evidence demonstrates candidate's ability to select and use grouping options but the connect to differentiation is less evident. | Evidence demonstrates candidate's is unable to select and use a variety of grouping options to differentiate instruction that supports all students' literacy development. |

**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**NCATE Assessment #4:  Portrait of a Literacy Coach**

This assignment addresses the following International Reading Association standards:

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

**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.**

**Assignment Instructions:**

Part I – Learning the Roles of the Reading Specialist/Literacy Coach
In Part I, the reading specialist candidate will shadow and/or interview a literacy coach or reading specialist coach to learn more about the roles of the profession.  The candidate's task is to review the existing literacy regarding literacy coaching.  The candidate will use this knowledge to develop a list of questions for the interview of the literacy coach or reading specialist, then analyze the information gathered from the interview, and create a portrait of a literacy coach.  Additionally, the candidate will create a matrix, checklist, or concept map which relates the literacy coach's traits/roles with the International Reading Association (IRA) standards for literacy coaches/reading specialists.

Part II – Coaching Cycle
The candidate will coach an educator (teacher or school administrator) through a literacy event related to planning, teaching, or assessing student data with the educator's immediate context.  As part of this coaching the candidate will display how to use professional judgment and practical knowledge to improve the student's reading development and achievement.  The candidate will engage in the literacy coaching cycle:  1) Pre-conference (goal setting); 2) Investigating, brainstorming, and collaborating the event; .and 3) Post-Conference (feedback and additional goal setting).

Part III – Demonstration/Observation Lesson

The candidate will prepare a lesson plan that would be appropriate for an educator to use with one or more of his/her students (Option: This may be based on the coaching cycle from Part II). The lesson plan will utilize a variety of instructional resources and differentiation strategies. The candidate will teach or co-teach the lesson. The lesson should focus on the student's reading development and achievement in order to build instructional practices for equity. The candidate will meet with an educator in a post conference to discuss the lesson and the plan for future lessons with students in this classroom.

Part IV – Professional Experience

The candidate will actively support and participate in efforts to improve the reading profession by becoming involved with teachers, teacher educators, theoreticians, and/or researchers in decision-making activities and by being an advocate for best practices in literacy instruction.

Reading specialist/literacy coach candidates may choose from one of these options or propose in writing an alternative experience to the course instructor (the course instructor must approve the alternative experience).

- Serve on a school wide or grade level literacy curriculum committee
- Serve on a state or local committee of a professional literacy organization (example: Illinois Reading Council or local reading council)
- Present a best practice idea to building colleagues or at a local reading council to teachers as part of a professional development workshop
- Present licensure and certification requirements and benefits to building colleagues
- Other activities can be undertaken by the candidate with the approval of the instructor.

The candidate will write a reflection that summarizes and evaluates the activity; he/she will share significant aspects of the activity with classmates, including how it demonstrates that the candidate is an advocate for literacy and reading instruction.

Revised April 2013

| 2010 IRA Standards | | | | |
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| **1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.** | Evidence demonstrates that candidate can interpret, analyze and articulate appropriate instructional strategies to enhance and meet individual student's strengths and needs. | Evidence demonstrates the use of training and experience to interpret individual student learning strengths and needs and apply appropriate instructional strategies. | Evidence demonstrates a limited ability to use training and experience to interpret individual student learning strengths and needs and apply appropriate instructional strategies | Evidence does not demonstrate any or little training and experience to interpret individual student learning strengths and needs and apply appropriate instructional strategies |
| **4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.** | Evidence demonstrates candidate has a comprehensive understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence demonstrates candidates' understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence demonstrates that candidate has a limited understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence is non-existent or demonstrates a misunderstanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. |
| **4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.** | Evidence demonstrates candidate's knowledge and use of a wide variety of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's use of a variety of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's use of a limited number of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's does not use instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. |
| **4.3: Develop and implement strategies to advocate for equity.** | Evidence demonstrates implementation of a wide variety of strategies that promote advocacy for equity and/or social justice. | Evidence demonstrates implementation of strategies that promote advocacy for equity and/or social justice. | Evidence demonstrates a limited connection between the implemented strategies and advocacy for equity and/or social justice. | Evidence demonstrates that the candidate does not implement strategies that promote advocacy for equity and/or social justice. |

**Illinois State University**
**Department of Curriculum & Instruction**
**TCH 467: Reading Process and Instructional Strategies**

**Assessment #5: Case Study: Instructional Cycle & Reflection**

International Reading Association Standards

**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.
**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

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**Assignment Instructions**

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Reading Specialist candidates will complete a case study based upon the literacy analysis of a struggling/striving reader. Through this clinical experience, candidates will understand the complex, active process of constructing meaning that takes place during reading and consider readers' use of the language cueing systems and reading strategies. Another purpose of this case study 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 to determine and implement appropriate instructional strategies. Reading specialist candidates develop sensitivity toward individual and cultural diversity.

**Part I: Assessment**
1. Select multiple assessments, including miscue analysis as well as others that will assist in understanding a reader's strengths and needs.
2. Justify the use of assessments selected for analysis. Describe each assessment's purpose, strengths and limitations. Explain why the assessments you chose are more appropriate than others.
3. Administer those assessments and document data.
4. Analyze/Interpret assessment results.
5. Create a report of your analysis of the assessment data. In your analysis, consider the reader's prior knowledge, culture, linguistics, ethnicity, learner history/school learning history, learning environment, metacognitive abilities, motivation, or other relevant factors. Describe why these identity features are relevant to the data analysis.

**Part II: Instructional Design**

1. Design a comprehensive literacy intervention plan that builds on a reader's strengths and supports the reader's needs. The literacy plan should be justified based on the assessment results and analyses and include a variety of purposeful or data-driven instructional approaches.
2. Implement the intervention plan using both traditional print and electronic through tutoring.
3. Adjust instruction, as needed, based on ongoing informal assessments used during the tutoring sessions.

**Part III: Impact on Student's Learning: Post Assessment**
1. Select and administer post assessments to determine gains from the instructional intervention.
2. Consider the effectiveness of the instructional plan. Include a write-up in which you reflect on observable and documented effectiveness of your interventions.  Discuss any adjustments you made for instruction and the reasons for them.
3. Prepare recommendations and goals for this reader's ongoing support. Direct your recommendations to the student her/himself, his/her parents, reading specialists, and the student's other teachers.
4. Meet with parents/guardians and/or other professionals (reading specialist candidates) to report results of assessments and the implications, tutoring focus, and recommendations.

**Part IV: Literacy Coaching**
Reading Specialist candidates will work in learning groups of two or three to review teammates' data, analysis, and instructional plans, while providing support and critical feedback. Each candidate will be expected to videotape him/herself or be observed by a peer or the instructor in a minimum of two tutoring sessions. The learning group will review the videos or observational reflections and offer feedback from a literacy coaching perspective. Candidates should turn in a written report that includes feedback from a colleague and their own reflections regarding improvement. The candidate will include information regarding word recognition, language comprehension, strategic knowledge, and reading-writing connections in the written report.

| 2010 IRA Standards | | | | |
|---|---|---|---|---|
| **Elements** | **Exceeds** | **Acceptable** | **Developing** | **Unacceptable** |
| **2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.** | Evidence demonstrates a comprehensive ability to apply knowledge for the purpose of implementing and integrating a comprehensive and balanced curriculum. | Evidence demonstrates candidate's ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. | Evidence demonstrates candidate's limited ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. | Evidence demonstrates little or no ability to design differentiated instruction that supports reading and/or writing as processes that are meaningful and attuned to students' strengths and needs. |
| **2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.** | Evidence concisely demonstrates the ability to apply varied and effective instructional approaches, supported by current research, to support student learning in literacy learning | Evidence demonstrates candidate's use of various instructional approaches that are supported by current research, to support student learning in literacy learning | Evidence demonstrates candidate's use of limited instructional approaches that are partially supported by current research, to support student learning in literacy learning | Evidence demonstrates little or no ability to instructional approaches that are supported by current research, to support student learning in literacy learning |
| **3.1: Understand types of assessments and their purposes, strengths, and limitations.** | Evidence demonstrates comprehensive working knowledge and a critical analysis of assessments and their purposes, strengths, and limitations. | Evidence demonstrates knowledge of and a critical analysis of assessments and their purposes, strengths, and limitations. | Evidence demonstrates a limited understanding of and a critical stance toward a variety of assessments and their purposes, strengths and limitations. | Evidence demonstrates little or no understanding of assessments and their purposes, strengths and limitations. |
| **3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.** | 3.2A Evidence demonstrates comprehensive working knowledge and a critical interpretation of assessments for students, relating to traditional and electronic print. | 3.2A Evidence demonstrates the selection, administration, and interpretation of appropriate assessments for students, relating to traditional and electronic print. | 3.2A Evidence demonstrates a limited understanding and selection, administration, and interpretation of appropriate assessments for students, relating to traditional and electronic print. | 3.2A Evidence demonstrates little or no understanding and selection, administration, and interpretation of appropriate assessments for students, relating to traditional and electronic print. |

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| | 3.2B Evidence demonstrates strong collaboration and support of other teachers in the analyses of student assessment data. | 3.2B Evidence demonstrates collaboration with and support of other teachers in the analyses of student assessment data. | 3.2B Evidence demonstrates minimal collaboration with other teachers in the analyses of student assessment data. | 3.2B Evidence demonstrates no collaboration with other teachers in the analyses of student assessment data. |
| **3.3: Use assessment information to plan and evaluate instruction.** | Evidence demonstrates candidate exceptional ability to use a variety of assessment data to plan instruction for individual students OR groups of students and evaluate its effectiveness. | Evidence demonstrates how the candidate uses a variety of assessment data to plan instruction for individual students OR groups of students and evaluate its effectiveness. | Evidence demonstrates a limited ability to use a variety of assessment data to plan instruction for individual students OR groups of students and evaluate its effectiveness | Evidence demonstrates little or no ability to use a variety of assessment data to plan instruction for individual students OR groups of students and evaluate its effectiveness |
| **3.4: Communicate assessment results and implications to a variety of audiences.** | Evidence concisely and efficiently demonstrates the ability to effectively communicate assessment results and implications of assessments to various audiences | Evidence demonstrates the ability to effectively communicate assessment results and implications of assessments to various audiences. | Evidence demonstrates a limited ability to Evidence demonstrates little or no ability | Evidence demonstrates little or no ability to Evidence demonstrates little or no ability |

**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**NCATE Assessment #6: Reading and Writing Engagement Project**

This assessment is divided into two components: Engaging as a reading and engaging as a writer.

This assignment addresses the following International Reading Association standards:

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

**Assessment Instructions**

**TCH 452  Writing in K-12 Classrooms**

Part I—Engage as a writer
Create a portfolio of personal writing and reflect on how you have improved as a writer. Additionally, your reflection should include what you learned about the process of writing and how this will impact you as a teacher of writing.

Your portfolio should include a table of contents that lists and briefly describes each piece of writing and any accompanying texts. Accompanying texts could be drafts or other evidence that demonstrates a process approach; your critical thinking about writing, writers, audiences and texts; references to  (or actual mentor) texts that have inspired your writing or that you have attempted to emulate; and any intention to publish or use the writing for public or educational purposes., and a concluding section that a) relates your understanding to the theoretical base presented in this course as well as b) includes a set of goals for your writing in the future and c) how this experience has contributed to your understanding of teaching writing.

**TCH 474 Reading with Children in K-12 Classrooms**

Part II—Engage as a reader

Create a portfolio of evidence that demonstrates that you have engaged in reading both professionally and personally.

Your portfolio should include an initial set of goals you set for yourself as a reader, a reflective narrative that describes your identity as a reader and how you have changed as a reader, a description of texts that you read (personal, not assigned as part of the coursework) and the activities you engaged in (such as a book club, recommendations by colleagues or friends, blog, reviews online such as Amazon or NY Times), and a concluding section that includes a set of personal and professional goals for the future and how this experience has contributed to your understanding of reading and readers as well as  the teaching of reading.

Revised April 21, 2013

| 2010 IRA Standards | | | | |
|---|---|---|---|---|
| **Elements** | **Exceeds** | **Acceptable** | **Developing** | **Unacceptable** |
| **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.** | Evidence demonstrates candidate is an engaged reader and writer who focuses on individual growth and its relation to the teaching of reading/writing and the pursuit of individual professional goals. Candidate is dedicated to motivating others in this pursuit of reading and writing engagement. | Evidence demonstrates reading and writing for personal and professional purposes and relates these practices to the teaching of reading/writing and the pursuit of individual professional goals. | Evidence demonstrates some reading and writing for personal and professional purposes that may relate to the teaching of reading/writing. Candidate may be unsure of how to set personal and professional goals. | Evidence demonstrates little to no reading and writing for personal and professional purposes and goals that will not result in reading and writing engagement. |

**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**NCATE Assessment #7 – Program Evaluation Project**

This assignment addresses the following International Reading Association standards:

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

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

**Assignment Instructions:**

**Curriculum Evaluation Report**

- Use multiple indicators to evaluate existing K-12 literacy curricula and make suggestions for revisions that would promote even more effective literacy instruction.
- Explain how contextual factors in the school can influence student learning and reading through the evaluation of various K-12 curricula.

- Analyze and critique the various aspects (needs assessment, program development, coordination, supervision, budgeting and evaluation procedures) of literacy programs including programs that are funded by federal, state, and local agencies, pertinent to and designed for improving the reading and writing of struggling and diverse learners.

- Examining how the curricula uses a variety of individual and group strategies/interventions assist all of the students, especially those in greatest need, in becoming more effective readers and learners.
- Using knowledge of students, best practice, current theory and research assessment, and local, state, and federally funded programs to suggest revisions for particular K-12 curricula.
- Provide a description of the school's literacy context in terms of reading, spelling, and writing programs across the school's span of grade levels (i.e. K-3; K-5; 9-12).
- The report will use printed sources, such as the state's report card data to describe the demographics of the district/school. The report will then address the evaluation criteria generated by the instructor and the class. Some of the criteria will focus on the following aspects:

Use his/her knowledge of best practice, current theory, and research to propose a set of revisions that would improve the curriculum's ability to address the reading and writing needs of all learners, with particular focus on the needs of struggling and diverse learners.


Revised April 21, 2013

| **2010 IRA Standards** | | | | |
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| **Elements** | **Exceeds** | **Acceptable** | **Developing** | **Unacceptable** |
| **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.** | Evidence strongly demonstrates that the candidate is able to relate comprehensive theoretical knowledge to contextual situations relating to literacy instruction | Evidence demonstrates that candidate is able to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates a limited ability to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates little or no understanding of theoretical knowledge or empirical research relating to literacy and literacy instruction |
| **6.4: Understand and influence local, state, or national policy decisions.** | Evidence demonstrates a comprehensive understanding of how educational policies affect literacy instruction across local, state, and national levels. | Evidence demonstrates an understanding of how education policies affect reading and writing instruction. | Evidence demonstrates a limited understanding of local, state, and national policies that affect reading and writing instruction. | Evidence demonstrates candidate is unable to articulate how local, state, and national policies affect reading and writing instruction. |

**Illinois State University**
**School of Teaching and Learning – Reading Masters**
**NCATE Assessment #8 – Family Literacy Project**


This assignment addresses the following International Reading Association standards:

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

**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.

**Assignment Instructions:**

Part I: Theoretical Grounding
The candidate will develop a theoretical paper that synthesizes course and outside readings regarding the theoretical, pedagogical, and research issues in family literacy. 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:
- Historical perspectives on family literacy that have influenced the development of programs and policy.
- The implications of theory and research for family literacy programs, if possible that are relevant for a school the candidate knows well.
- The benefits of connecting family, community, and schools
- A critique on at least two existing programs, one that serves the PK-5 level and one that serves the 6-12 level.

Part II—Theory to Practice
In Part IIA, the candidate will connect theory to classroom practice. Write a paper that a reading specialist/literacy coach could share with an educator explaining specific elements of family partnership programming that can improve student learning. Then, develop a series of lessons (3-4) that support students' developing knowledge and beliefs about diversity across families and between home and school.

- Each lesson should include a theoretical justification, pedagogical or curricular rationale, texts and resources, and an instructional plan that incorporates students' linguistic and cultural knowledge. The plan must incorporate knowledge and practices grounded in family literacy practices and support learning of diverse students.
- Implement at least one plan that demonstrates advocacy on behalf of family literacy, equity and/or social justice.
- The literacies of students' families need to be a component of the lesson.
- Evaluate the implemented lesson and include another teacher's feedback.

Part IIB:
Reading specialists/literacy coaches need to familiarize themselves with family literacy programs to use as a resource for students and parents/caregivers.

- Write a report critiquing two family literacy programs. Describe the audiences they target, comprehensiveness of the programs, available resources, and degree of effectiveness/impact upon the community.

Part III: Advocacy Paper
Write a focused paper of 3-5 pages based upon your course readings that are designed to convince a School Board of the need for a comprehensive Family Literacy Program in your community or school setting.

Revised April 21, 2013

| 2010 IRA Standards | | | | |
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| **Elements** | **Exceeds** | **Acceptable** | **Developing** | **Unacceptable** |
| **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.** | Evidence strongly demonstrates that the candidate is able to relate comprehensive theoretical knowledge to contextual situations relating to literacy instruction | Evidence demonstrates that candidate is able to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates a limited ability to articulate and evaluate the theoretical knowledge base for literacy instruction. | Evidence demonstrates little or no understanding of theoretical knowledge or empirical research relating to literacy and literacy instruction |
| **4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.** | Evidence demonstrates candidate has a comprehensive understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence demonstrates candidates' understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence demonstrates that candidate has a limited understanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. | Evidence is non-existent or demonstrates a misunderstanding of how students' linguistic and culturally grounded knowledge can be recruited to support learning. |
| **4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.** | Evidence demonstrates candidate's knowledge and use of a wide variety of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's use of a variety of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's use of a limited number of instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. | Evidence demonstrates candidate's does not use instructional practices, resources, and texts that support students' developing knowledge and beliefs about features of diversity. |
| **4.3: Develop and implement strategies to advocate for equity.** | Evidence demonstrates implementation of a wide variety of strategies that promote advocacy for equity and/or social justice. | Evidence demonstrates implementation of strategies that promote advocacy for equity and/or social justice. | Evidence demonstrates a limited connection between the implemented strategies and advocacy for equity and/or social justice. | Evidence demonstrates that the candidate does not implement strategies that promote advocacy for equity and/or social justice. |