

Appendix G

Alverno College
Master of Arts in Education
Specialization in Reading Teacher/Reading Specialist

IRA/NCATE Standards for Reading Professionals -

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/Literacy Coach Candidates (plus previous two levels)
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	Know and apply elements from learning theory.	Know foundational theories related to practices and materials they use in the classroom.	Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
1.2 Demonstrate knowledge of reading research and histories of reading.	N/A	Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.	Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.	Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.	Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.
1.4 Demonstrate knowledge of the major components of reading	List and define the major components of reading (phonemic awareness, word	Explain how the components (phonemic awareness, word identification and	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) and how they are integrated in fluent reading.	identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).	phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.	(phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.
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* The Teacher Educator Candidate and Administrator Candidate Proficiencies are not replicated on these charts. For more info. see www.ira.org.

STANDARD 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, candidates:

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/Literacy Coach Candidates (plus previous 2 levels)
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.	Use a variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.	Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.	Support classroom teachers and paraprofessionals 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 learners.
2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Use a wide range of instructional practices, approaches, and methods, including technology-based practices, that are selected and supervised by a classroom teacher or reading specialist.	Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.	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 teaching and in demonstration teaching.
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at	Use a wide range of curriculum materials selected by a classroom teacher or reading specialist.	Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and	Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers

different stages of reading and writing development and from different cultural and linguistic backgrounds.		accommodate the developmental, cultural, and linguistic differences of their students.	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.
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STANDARD 3: ASSESSMENT, DIAGNOSIS, AND EVALUATION

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/Literacy Coach Candidates (plus previous 2 levels)
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal assessment strategies, including technology-based assessment tools.	Administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.	Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.	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>3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.</p>	<p>N/A</p>	<p>Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.</p>	<p>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 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>N/A</p>	<p>Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.</p>	<p>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 all individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.</p>
<p>3.4. Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policy makers, policy officials, community, etc.).</p>	<p>N/A</p>	<p>Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.</p>	<p>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).</p>

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, candidates:

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/Literacy Coach Candidates (plus previous 2 levels)
<p>4.1 Use students' interests, reading abilities, and backgrounds as the foundation for the reading and writing program.</p>	<p>Assist the teacher and reading specialist in gathering information on students' interests and cultural and linguistic backgrounds. They can use appropriate technology to collect this information.</p>	<p>Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.</p>	<p>Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.</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>	<p>Assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them.</p>	<p>Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.</p>	<p>Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>
<p>4.3 Model reading and writing enthusiastically as valued lifelong activities.</p>	<p>Read aloud enthusiastically and fluently when reading to students.</p>	<p>Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.</p>	<p>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 life-long activities.</p>

4.4 Motivate learners to be lifelong readers.	Support students' choices of reading materials.	Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.	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.
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STANDARD 5: PROFESSIONAL DEVELOPMENT

Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

Element	Paraprofessional Candidates	Classroom Teacher Candidates (plus previous level)	Reading Specialist/Literacy Coach Candidates (plus previous 2 levels)
5.1 Display positive dispositions related to reading and the teaching of reading.	Know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn.	Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.	Articulate the theories related to the connections between teacher dispositions and student achievement.
5.2 Continue to pursue the development of professional knowledge and dispositions.	Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate a curiosity and interest in the area of knowledge, skills and dispositions related to reading and writing instruction.	Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state and federal policymaking bodies.	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.

<p>5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.</p>	<p>N/A</p>	<p>Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.</p>	<p>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.</p>
<p>5.4 Participate in, initiate, implement, and evaluate professional development programs.</p>	<p>N/A</p>	<p>Participate individually and with colleagues in professional development experiences.</p>	<p>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 identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.</p>



Reading Teacher/Reading Specialist Licensure Program
Professional Portfolio
Candidates graduating after Summer 2004

As part of the Reading Teacher, Reading Specialist and/or Master of Arts in Reading programs, each student/candidate will develop a portfolio to demonstrate her/his growing knowledge and professional development in literacy learning based on the IRA/NCATE Standards for Reading.

In each literacy course taken, you will create a Development Plan by selecting standards related to coursework in which to increase proficiency and provide evidence and artifacts to demonstrate your growth. In addition to literacy courses you take, you may find other opportunities in MA core courses that include projects and assignments that relate to the IRA/NCATE Standards for Reading. With each course, you will revise and adjust your plan to reflect your development toward achieving proficiency in the standards.

Your final and completed professional portfolio will include all 5 IRA/NCATE standards (including standard elements) and evidence from your coursework and teaching that demonstrate the standards.

During the semester of your last course, you will register for a 0 credit external assessment where you will present your portfolio to at least one reading professional from Alverno College and/or a professional in the field.

Course Numbers: Portfolio External Assessment

ED 752	Reading Teacher License
ED 753	Reading Teacher and Adaptive Education Licenses
ED 754	Reading Teacher and Reading Specialist Licenses (previously earned Master's Degree)
ED 755	Reading Teacher and Reading Specialist License completed with Master's Degree

**Directions and Criteria for Professional Portfolio for
Reading Teacher/Reading Specialist Licensure Programs**

**Individual Course Professional Portfolio
Development Assignment**

Directions:

Beginning of Each Literacy Course: Creating a Development Plan

Select at least two IRA/NCATE standard elements that you feel you will develop in the course. Write a brief description of your rationale for choosing each standard element and how you plan to provide evidence of your ability in each, both in coursework and if applicable in your own teaching.

End of Course: Include the following in Assembling your Professional Development Portfolio

Select at least two projects/assignments that you feel provide evidence of your ability in each selected standard.

Write a brief rationale for choosing *each* standard element and how your project/assignment provides evidence of your ability in the selected standard element. (This will be the introductory page to the identified IRA/NCATE standard/pieces of evidence.)

Revise your Development Plan to detail future plans related to the highlighted standards. Set goals for development in at least two other standards elements in future coursework and your teaching.

3 Components to Include:

- Development Plan (beginning of semester)
- Portfolio Pieces and Rationale Statements
- Revised Development Plan with Goals

Criteria:

Portfolio Development

- ___ Strong rationale is provided for choice of standards
- ___ Standard elements selected are related to course outcomes and/or teaching performance
- ___ Evidence clearly and logically supports ability in the standard

Development Plan with Goals

- ___ Strong rationale for choice of area(s) to develop is clearly articulated
- ___ Implementation of plan is specific in stating how development will occur
- ___ Articulation of own learning experience shows appropriate level of reflection

- ___ Revised plan includes appropriate future plans (course work, fieldwork, teaching, etc.)
- ___ Goals solidly address development of stated standard
- ___ Description of original plan for development, progress toward goals, and revised plan are consistent and coherent

Directions and Criteria for Professional Portfolio for Reading Teacher/Reading Specialist Licensure Programs

End of Program Professional Portfolio

Directions:

Write a brief introductory letter to the reader of your portfolio detailing information about yourself and your teaching experience. Supply details about the program(s) you are completing.

Select portfolio pieces from your individual courses and teaching that demonstrate all five IRA/NCATE Standards for Reading Professionals at the appropriate candidacy level. (i.e. 316 license candidates = “Classroom Teacher Candidates” level, 317 license candidates = “Reading Specialist/Literacy Coach Candidates” level)

Include a rationale for each standard. Detail how the selected pieces of evidence provide support of your overall ability in the particular standard. (This will be the introductory page to the identified IRA/NCATE standard.)

Write a brief reflection that projects your goals for future development in relation to the five IRA/NCATE standards and how what you have learned in your program will assist you with your future career.

Submit your completed Professional Portfolio to the Coordinator of the Reading Program no later than 4 weeks prior to the end of your final course.

3 Components to Include:

- Introductory Letter
- Portfolio Pieces and Rationale Statements
- General Future Goals

Criteria:

- ___ Demonstrates a solid knowledge and competent application of each of the IRA/NCATE Standards for Reading Professionals
- ___ Provides concise and convincing evidence of ability in each standard
- ___ Reflects articulately on own learning and teaching experience

**Reading Teacher/Reading Specialist Licensure Program
Professional Portfolio Assessment Form**

Name: _____ Date: _____

Program/Degree: _____

Anticipated Graduation Date: _____

Please submit completed form to Mary Diez, Corona 109,
382-6214, at the **beginning** of your final course in the
Reading Teacher/Reading Specialist Licensure Program
no later than 2 weeks after the start of the course.

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Office use only:

DATE PORTFOLIO MUST BE
SUBMITTED: _____

Portfolio Assessor and
Affiliation: _____

Date Assessed: _____