

An Introduction
to
The Reading Specialist Certification Program

I. Program Design, Goals, and Philosophy: A Brief Description

The goal of the Arcadia University Graduate Reading Program is to prepare reading/literacy specialists who can effectively work in educational settings (preschool to adult) to strengthen literacy achievement and encourage life-long learning. Our reading specialist candidates are trained to be sensitive and alert to differences in race and ethnicity, as well as to individual differences based on special needs, interests, and strengths. The program's rationale is based on a combination of theories including (but not limited to) the transactional theory of literacy, critical literacy, and Vygotsky's research. Based on these theories, literacy is viewed as a strategic meaning-making process learned through multiple strategies, socially interactive, a means of constructing a view of the world, integration of the four language arts and an understanding that literacy of the 21st century means "reading" the spoken word, the written word, technologies, and visual texts.

The program is designed to provide a rich content of theoretical underpinnings along with a wide array of diagnostic, prescriptive, and pedagogic skills. Reading specialist candidates throughout the courses are provided with opportunities to move theory into practice. This culminates with the Reading Clinic, a carefully supervised, semester long experience on the campus. Arcadia University has had a long-standing partnership with Delaware Valley Reading Association, and taps into the Graduate Colloquium and the annual Children's Literature Author/Illustrator interchange that provides a core of professional experiences. The Arcadia Reading Certification Program also adheres to the NCTE/IRA Literacy standards and uses the IRA's definition of "Excellent Reading Teachers" and "Roles of the Reading Specialist", along with PDE Standards, for guiding the direction of the program. The Pennsylvania Framework, PCRFP II, helps graduate students implement and integrate course knowledge/PDE Standards into instructional settings.

In order to obtain a Reading Specialist certification, candidates must have completed a four-year undergraduate program at an accredited institution with a minimum of a 2.75 GPA.

II. Faculty

The Arcadia Reading Program has been without a coordinator for two years. After Dr. Marie Koals left in Spring of 2000, the Department hired a new coordinator who could then not fulfill the job because of health reasons. We are starting a new search now. For the past twelve years, Lila Finck has served as the Reading Clinic administrative assistant. Anne Brown has served as the Reading Program academic advisor for two years. The Reading Program also has a core of adjunct faculty, including Kathy Kersel, Harry Mercurio, and Hilda Carr, who are excellent practitioners in the field, fine college

instructors and have been a part of the program for the past four years. All of this lends stability and consistency to the program while we await a new coordinator.

As seen by the vitae on file, instructors in the Reading Specialist Program have a Masters, Ed.D. or Ph.D. degree. Adjunct instructors have had considerable experience in teaching in K-12 settings, many still actively teach in local public, private, or parochial schools as classroom teachers or literacy specialists. They also work in their local school districts as members of reading assessment committees, curriculum design committees, Instructional Support Teams, as well as mentoring new teachers. Full time and part time faculty are active in local, state, and national professional organizations including: IRA, KSRA, DVRA, NCTE, APA, AERA, SVEA, and PSEA. As seen on the vitae on file, a number of the instructors have been honored with awards for excellence in teaching and have published in regional and national professional journals.

The Education Department of Arcadia University strives to hire the best possible adjunct and full time teaching staff. All candidates have their vitae scrutinized and go through formal interviewing situations. Arcadia is an Equal Opportunity Employer, and encourages minority candidates to apply.

New full time and part time faculty frequently collaborate with experienced faculty to design courses that fulfill both the Department's philosophy and PDE standards. New faculty report that Dr. Koals, Dr. Appelbaum, Dr. Shultz, Dr. Ager, Dr. Goldstone, Dr. Gulkus, and Mrs. Brown provided support, mentoring and guidance. At the end of each course, all faculty are required to have students fill out a Faculty and Course Evaluation form which provides quantitative information about students' perceptions and quality of the course and an open ended student questionnaire. These forms are reviewed by the Chair and program coordinators.

All instructors are competent in the use of Word Processing Programs on PC's, MAC's or both. Instructors integrate technology in their classes through the Internet research, connecting reading specialist candidates to technology that enhance reading instruction and/or Power Point. Arcadia University has an Instructional Technology HelpDesk, open five days a week. Also faculty workshops on Blackboard and other Instructional Technologies are offered.

Please refer to Instructors' Vitae on file.

III. Course Requirements and Program Design: Response to Specific Guidelines

The program addresses the standards through the specific required courses. Reading specialist candidates must take (or show proficiency through courses from other institutions, or multiple in-service courses on the same topic) in educational psychology, computers and technology, the writing process, interpreting educational research, developmental literacy, problems in literacy acquisition and development, content area literacy, and clinical evaluation procedures. Candidates pursuing a Masters degree take additional elective courses in ethnography, computers and technology, special education, multiculturalism and children's literature.

The program is flexible in the sense that it does not demand that all the courses be taken in a specific order. Reading Specialist candidates are required to take ED 431: Developmental Literacy before taking any other reading course. All required and elective

courses must be completed before entering the culminating experience, ED 495: Reading Clinic Practicum. Content is provided through lecture, discussions, group problem solving, independent research, readings in texts, journals and Internet sources, field experiences, and the Reading Clinic. Students are evaluated through class discussions, research papers, case studies, portfolios, lesson plans, exams, writing journals, professional journal and book critiques, individual and group projects, and supervised observations in the Reading Clinic.

The following courses serve as required and elective courses in the Reading Specialist Certification and Masters Program:

ED 405: Cultural Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assignments, collaborative learning and readings: collaborative learning, what is the complexity of teaching, how to become constructively critical, what is culture, identity issues, institutional barriers, deconstructing the myth of meritocracy, understanding privilege, models of multicultural education, making links between multicultural theories and everyday teaching. Requirements include critical engagement with readings, a cultural autobiography, multicultural resource gathering assignment and final reflections. Reading assignments include *Affirming Diversity: The Sociopolitical Context of Multicultural Education* and additional journal and text readings.

ED 408: Ethnography for Educational Practitioners The following theories, research and methodologies are covered through observation, debate, class discussion, lecture, readings, guest speakers and individual conferences: interviewing, writing field notes, objectivity, culture and reading ethnographic reports critically. Readings include *Ethnography: Principles in Practice*, *Bad Boys: Public schools in the Making of Black Masculinity*, *Ain't no Makin' in it: Aspirations and Attainment in a Low-income Neighborhood* and *Shades of White: White Kids and Racial Identities in High School*. Assignments and assessments include readings, ongoing observation, papers, analytical memos, interviews and narrative vignettes, critical essay and presentation.

ED 409: Psychological Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assessment tools, case studies, assignments, written tests, and readings: nature and purpose of theories, paradigms in psychology and their relationship to education, cognitive development, theoretical approaches to learning, integrating theoretical information into a personal perspective, age-level characteristics, intelligence and moral reasoning, motivation, school discipline, assessing learning outcomes, psycho-educational evaluations and research methodology. Assignments include critical engagement with texts, a critical review and critique of a journal article, a mid-term and final examination. Readings include *Psychology in Teaching, Learning and Growth* and journal articles.

ED 410: Interpreting Educational Research The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments and examinations : Descriptive statistics, reliability and validity, inferential statistics, t-tests, ANOVA ANCOVA, regression, nonparametric statistics, research design, evaluation of

research design – descriptive, experimental, and historical, pretest-post-test designs, and time series. Assignments include active engagement in the readings, critiques and evaluations of research, communication research to the lay public, and examinations. Readings include *Research in Education* and journal articles.

ED 424:Problems in Literacy Acquisition and Development The following theories, research and methodologies are covered through lecture, readings, class discussions and assessments: examination of developmental, psychological, socio-cultural, neurological factors related to reading and learning problems, clinical and classroom assessment and instruction practices, data compilation and report writing. Readings include: *Instructing Students Who have Literacy Problems* and *Qualitative Reading Inventory*. Assignments and assessments include strategy presentations, papers, case study, examination and portfolio.

ED 431: Developmental Literacy The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: definitions of literacy, trends in the history of reading instruction, a review of current approaches, interrelationship of all communication processes, reading workshop, literature units and circles, comprehension strategies, guided reading, decoding, vocabulary, emergent literacy, content area literacy, the writing process, evaluation and understanding of prepared reading series, reading assessments, and strategies for assisting struggling readers. The readings include *Helping Children to Read*, *Guiding Readers and Writers*, and journal articles. Assessments and assignments include an examination, a literature unit, critiques and reflections.

ED 433:Content Area Literacy – The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: Definition of literacy and reading, school reading programs, evaluation of textbooks, readability scales, IRI, vocabulary instruction, constructivist theory of comprehension, schema theory, metacognition, Bloom’s taxonomy, comprehension strategies, study skills, test taking skills, graphic aids, differentiated instruction to accommodate different learning styles,, Vygotsky’s cooperative learning, DRA/DRTA, Assessment (norm and criterion-referenced tests, portfolios, etc.), transactional reading, reading and writing connections, diversity in the classroom including language factors. Readings include: PCRP II, *New Direction in Reading Instruction*, *Developing Readers and Writers in the Content Areas K-12*, and journal articles. Assessments and assignments include, active engagement of the texts, designing rubrics, creating a cloze procedure, reviewing trade books, doing an IRI, researching strategies, a portfolio of reading strategies, and an examination.

ED 435:Writing to Improve Literacy – The following theories, research and methodologies are covered through lecture, class discussions, assignments, and extensive readings: How does writing improve literacy, kinds of literacies, the theory and practice of writing, the writing process, writing autobiographies, student conferencing, writing across the curriculum, and authentic writing for audiences. Readings include *The Art of Teaching Writing*, *Inside/outside*, PCRPII, articles from research journals such as *Language Arts* and *Harvard Educational Review* and chapters from books. Assignments

include keeping a journal, response to other students' writing, presentation of one class reading assignment, exploring how individuals use writing to improve literacy, a portfolio and a final paper.

ED 436:Literature for Children and Youth The following theories, research and methodologies are covered through lectures, readings, class discussion, and assignments: knowledge and assessment of literature and illustration, teaching strategies, technology links and incorporation of literature across the curriculum. Readings include *The Giver*, *A Celebration of Literature and Response*, *The Pleasures of Children's Literature*, *The Magic Circle*, *The Night of the Living Dummy*, *Journey to Jo'burg*, *Waiting for the Rain* and assorted class readings. Assignments and assessments include active engagement with readings, papers, blackboard discussions, internet project, activity for justice, outreach cards and book cards.

ED 438: Seminar in Children's Literature The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: censorship, violence in children's books, gender issues, multicultural literature, historic and realistic literature, cultural politics, ethical heroes, wise women and warriors, fantasy, literary theories, literary characteristics, and changes in the children's literature of the 21st century. Readings include: *Battling Dragons* and children's novels. Assessments and assignments include gathering teaching resources, critiquing children's books in terms of cultural relevance and accuracy, research papers, journal reflections, and a class presentation.

ED 465(a):Computers and Technologies in Reading and Language Arts The following theories, research and methodologies are covered through internet research, lecture, readings and class discussion: uses of technology in language arts, webquests, lesson plans and software. Readings include *Content Area Reading* and *Learning Instructional Strategies*. Assignments and assessments include critiques, webquests, Internet Binder, assessments, Internet lesson plans and presentations.

ED 480: Introduction to Developmental Disabilities The following theories, research, methodologies are covered through lecture, class discussion, collaborative learning and readings: labeling, early intervention, inclusion, due process, instructional strategies, assessment for ADHD, emotional and behavioral disorders, mental retardation, working with families, communication disorders, special gifts and talents, case studies, hearing impairments, visual impairments, physical disabilities. Assessments and assignments include quizzes and final examination, a group project, web site review, presentation of a journal article, observation in two types of special education classrooms, and written reaction papers to journal articles. Readings include journal articles and *Exceptional Learners*.

ED 494:Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: data collection, interpretation, diagnosis, clinical report writing, literacy recommendations, research and application of reading research.

Readings include *Assessment and Instruction of Reading and Writing Disabilities: An Interactive Approach*, *Qualitative Reading Inventory*, *Woodcock*, *PSSA packet*, *TOWL*, research articles and phonological packet. Assignments and assessments include critical engagement in readings, case study report, reflective journal, research article critique and presentation.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: reflection, observation, documentation and assessment, literacy curriculum design, interpretation of assessment results and communication. Readings include *The Literacy Dictionary-The Vocabulary of Reading and Writing*, *Strategies for Struggling Readers* and *PCRPII, PDE*. Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

The syllabi for the courses identify course objectives, content covered, readings, assignments and assessment tools used for evaluating the reading specialist candidates' knowledge and skills. The attached program matrix graphically depicts how each guideline is met in the identified courses and the student products that are required.

IV. Field Experiences

Field experiences are an integral part of the Reading Specialist certification program. Field experiences are designed for students to understand how theory is integrated into practice as well as providing specific experiences using diagnostic tools, a wide range of pedagogic materials and techniques to enhance literacy (reading and writing), technology, and trade books. Field experiences also provide important information and expertise in how to work with -- parents, instructional support teams, school personnel including the school psychologists, speech therapists and others. Field experiences involve writing up case studies, interviewing students, creating educational programs to address diagnosed needs, interviewing teachers and librarians on a range of topics, meeting with parents, and diagnostic assessment.

Candidates participate in field experiences in a variety of settings including: classrooms, reading clinic, one-to-one situations, small group situations, and libraries. Due to the nature of the demographics in the Philadelphia region, candidates have opportunities to work with diverse student populations. Philadelphia schools have a large population of African-American, Asian-American, and Spanish-American students. The surrounding suburban districts also have a significant population of African-Americans, Asian-Americans (in particular Korean-Americans), and recent immigrants from Russia, Eastern Europe, the Middle East and Africa.

Reflecting on the field experiences is strongly emphasized. Candidates write up the experiences in variety of ways including; case studies, reports of test/assessment results, diagnostic/prescriptive recommendations, ethnographic reflections, and interview write-ups. Time is also spent in class for sharing, comparing and critically analyzing experiences out in the field. In ED 495: Reading Clinic Practicum, the course instructor is

on site as the candidates work with students to observe and help problem solve. When the students leave, candidates meet with the instructor to reflect on the student-teacher interaction, instructional materials, students' needs and interests, and teaching strategies.

Please refer to the Course Syllabi on file for further information.

V. Exit Criteria

There are a number of ways the Reading Specialist Certification Program determines if all competencies are met and candidates will make sage pedagogic decisions, meet the individual needs of students, are sensitive to individual and cultural differences, use a wide range of pedagogic strategies and instructional materials, including technology, and contribute positively to schools' effectiveness.

These include:

- 1) Successfully meeting the requirements for all required courses.
- 2) Self-reflection – responding to a questionnaire about the program during the last course ED 495: Reading Clinic Practicum.
- 3) Passing the required PRAXSIS examinations.
- 4) Administering informal and formal assessments in field experiences, and then using this information to create a viable plan to enhance literacy development.
- 5) Demonstrating in ED 495: Reading Clinic Practicum the ability to successfully manage students creating a positive community of learners, communicate effectively with students, parents, and school personnel, use assessment results to guide practice, and select materials appropriate to students' needs and interests.
- 6) Designing lesson plans that encourage and challenge students to use critical, evaluative and analytic thinking skills.

Please refer to course syllabi on file.

Auxiliary materials including 1) samples of surveys used to collect information and tabulated responses, 2) IRA/NCTE position papers, 3) IRA/NCTE Standards for the English Language, 4) professional connections, 5) information about the Reading Clinic, 6) Reading Specialists Certification Advising Sheets, and 7) a bibliography of professional resources, 8) the Reading Specialist Program's Advisory Board and 9) Exit Evaluation are located in the gray notebook accompanying these documents.

Reading Specialist Certification Program **Response to Guidelines**

I. Knowing the Content

IA. Historical perspective, methodologies and theories of language and reading acquisition and development including:

- Literacy at all levels, preschool through adults, and across all content areas
- Emergent literacy and the experiences and environments that support it
- Process reading and writing
- Developmental spelling and the ability to abstract phonetic information from letter names
- Causes and characteristics of reading and writing difficulties
- Alignment of the various goals, standards, instruction and assessment
- Variety of goals, standards, instruction and assessment

Response: The Reading Certification Specialist program meets this guideline through the following courses.

ED 424:Problems in Literacy Acquisition and Development The following theories, research and methodologies are covered through lecture, readings, class discussions and assessments: examination of developmental, psychological, socio-cultural, neurological factors related to reading and learning problems, clinical and classroom assessment and instruction practices. Readings include: *Instructing Students who have Literacy Problem*. Assignments and assessments include case study, exam and portfolio.

ED 431: Developmental Literacy The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: definitions of literacy, trends in the history of reading instruction, a review of current approaches, reading workshop, literature units and circles, comprehension strategies, guided reading, decoding, vocabulary, emergent literacy, content area literacy, the writing process. The readings include *Helping Children to Read, Guiding Readers and Writers*, and journal articles which provide definitions of the reading and writing process, understanding goals, standards and instruction, emergent literacy and related topics. Assessments and assignments include an examination, a literature unit, critiques and reflections.

ED 433:Content Area Literacy The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: Definition of literacy and reading, school reading programs, IRI, vocabulary instruction, constructivist theory of comprehension, comprehension strategies, Vygotsky's cooperative learning, DRA/DRTA, assessment (norm and criterion-referenced tests, portfolios, etc.), transactional reading, and reading and writing connections. Readings include: PCRP II, *New Direction in Reading Instruction, Developing Readers and Writers in the Content Areas K-12*, and journal articles which discuss definitions of the literacy process, content area/comprehension strategies and assessments, characteristics of reading and writing difficulties and other related topics. Assessments and assignments include active engagement of the texts, designing rubrics, researching strategies, a portfolio of reading strategies, and an examination.

ED 494:Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: interpretation, diagnosis and literacy recommendations. Readings include *Assessment and Instruction of Reading and Writing Disabilities: An*

Interactive Approach and research articles. Assignments and assessments include comprehensive case study, critical engagement in readings, reflective journal, research article critique and presentation.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Observation, documentation and assessment, and literacy curriculum design. Readings include *The Literacy Dictionary-The Vocabulary of Reading and Writing* and *Strategies for Struggling Readers*. Assignments and assessments include critical engagement with readings, lesson plans, and final assessment and report.

I.B. Phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing processes including:

- **The interrelationship of reading, writing, speaking and listening,**
- **The role of metacognition in reading, writing, speaking and listening,**
- **linguistic differences and styles of language use as they relate to the sociocultural environment.**

Response: The Reading Certification Specialist program meets this guideline through the following courses.

ED 405: Cultural Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assignments, collaborative learning and readings: collaborative learning, what is the complexity of teaching, what is culture, identity issues, institutional barriers, deconstructing the myth of meritocracy, understanding privilege, models of multicultural education, making links between multicultural theories and everyday teaching. Requirements include critical engagement with readings, a cultural autobiography, multicultural resource gathering assignment and final reflections. Reading assignments include *Affirming Diversity: The Sociopolitical Context of Multicultural Education* and additional journal and text readings, which discuss linguistic differences related to sociocultural environment and other related topics.

ED 431: Developmental Literacy The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: interrelationship of all communication processes, reading workshop, literature units and circles, comprehension strategies, content area literacy, and the writing process. The readings include *Helping Children to Read, Guiding Readers and Writers*, and journal articles, which discuss the interrelationship amongst all literacies and related topics. Assessments and assignments include an examination, a literature unit, critiques and reflections.

ED 433:Content Area Literacy The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: constructivist theory

of comprehension, schema theory, metacognition, Bloom's taxonomy, comprehension strategies, differentiated instruction to accommodate different learning styles, Vygotsky's cooperative learning, reading and writing connections, and diversity in the classroom including language factors. Readings include: PCRPII, *New Direction in Reading Instruction, Developing Readers and Writers in the Content Areas K-12*, and journal articles which discuss the interrelationship amongst the literacies, theoretical issues and meeting the needs of diverse learners. Assessments and assignments include, active engagement of the texts, researching strategies, a portfolio of reading strategies, and an examination.

ED 435: Writing to Improve Literacy – The following theories, research and methodologies are covered through lecture, class discussions, assignments, and extensive readings: How does writing improve literacy, kinds of literacies, responding to students' writing, the writing process, writing autobiographies, and authentic writing for audiences. Readings include *The Art of Teaching Writing, Inside/outside*, PCRPII, articles from research journals such as *Language Arts* and *Harvard Educational Review* and chapters from books by Heath and others. Assignments include keeping a journal, response to other students' writing, presentation of one class reading assignment, exploring how individuals use writing to improve literacy, a portfolio and a final paper.

ED 495: Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: reflection, observation, literacy curriculum design, and interpretation of assessment results. Readings include *The Literacy Dictionary-The Vocabulary of Reading and Writing* and *Strategies for Struggling Readers*. Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

I.C. Classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums

Response: The Reading Certification Specialist program meets this guideline through the following courses.

ED 433: Content Area Literacy – The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: school reading programs, evaluation of textbooks, readability scales, graphic aids, and differentiated instruction to accommodate different learning styles. Readings include: PCRPII, *New Direction in Reading Instruction, Developing Readers and Writers in the Content Areas K-12*, and journal articles. Assessments and assignments include, active engagement of the texts, reviewing trade books, and an examination.

ED 436: Literature for Children and Youth The following theories, research and methodologies are covered through lectures, readings, class discussion, and assignments: knowledge and assessment of literature and illustration, teaching strategies, technology links and incorporation of literature across the curriculum. Readings include *The Giver*,

A Celebration of Literature and Response, The Pleasures of Children's Literature, The Magic Circle, The Night of the Living Dummy, Journey to Jo'burg, Waiting for the Rain and assorted class readings. Assignments and assessments include active engagement with readings, papers, literature plans, blackboard discussions, Internet project, activity for justice, outreach cards and book cards.

ED 438: Seminar in Children's Literature The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: gender issues in children's books, Christopher Columbus and the changing concept of heroes in children's books, multicultural issues in the underground railroad, visual literacy, and children's magazines. Readings include: *Battling Dragons* and children's novels. Assessments and assignments include writing book reviews, a final issues paper, outreach cards, reflection papers.

ED 465(a):Computers and Technologies in Reading and Language Arts The following theories, research and methodologies are covered through internet research, lecture, readings and class discussion: uses of technology in language arts, webquests, and software. Readings include *Content Area Reading and Learning Instructional Strategies*. Assignments and assessments include critiques, web quests, Internet Binder, internet lesson plans and presentations.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: literacy curriculum design. Readings include: *The Literacy Dictionary-The Vocabulary of Reading and Writing*. Assignments and assessments include critical engagement with reading, lesson plans, portfolio, final assessment and report, and observations.

II. Performances

II.A. Managing the instructional environment including:

- **Creating a literate environment that fosters interest and growth in all aspects of literacy,**
- **Establishing and maintaining rapport with all students,**
- **Communicating high learning expectations to all students,**
- **Establishing and maintaining fair and consistent standards of classroom behavior,**
- **Creating a safe physical environment that is conducive to learning**

Response: The Reading Specialist Certification Program meets this guideline through the following courses:

The Reading Specialist Certification Program meets this guideline through the following courses. **ED 405:Cultural Foundation** shows reading certification candidates how to manage an instructional environment that contains a diverse cultural population; **ED 408:Ethnography for Educational Practitioners** helps candidates make objective

evaluations of the classroom culture to better create a literate environment; **ED 480:Introduction to Developmental Disabilities** describes how to design an instructional environment for students with diverse learning styles and learning difficulties; **ED 433: Content Area Literacy** discusses cooperative learning, study and test taking skills; school reading programs, cooperative learning, comprehension strategies and vocabulary instruction; **ED 495:Reading Clinic Practicum** provides an opportunity to establish and maintain fair management standards, communicate clearly with students and parents, and establish rapport that promotes learning.

ED 405: Cultural Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assignments, collaborative learning and readings: collaborative learning, how to become constructively critical, what is culture, identity issues, institutional barriers, models of multicultural education, and making links between multicultural theories and everyday teaching. Requirements include critical engagement with readings, a cultural autobiography, multicultural resource gathering assignment and final reflections.

ED 408: Ethnography for Educational Practitioners The following theories, research and methodologies are covered through observation, debate, class discussion, lecture, readings, guest speakers and individual conferences: interviewing, writing field notes, objectivity, culture and reading ethnographic reports critically.. Assignments and assessments include readings, ongoing observation, papers, analytical memos, interviews and narrative vignettes, critical essay and presentation.

ED 433:Content Area Literacy – The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: Evaluation of textbooks, comprehension strategies, study skills, test taking skills, graphic aids, differentiated instruction to accommodate different learning styles, Assessment (norm and criterion-referenced tests, portfolios, etc.), diversity in the classroom including language factors. Assessments and assignments include, active engagement of the texts, designing rubrics, creating a cloze procedure, reviewing trade books, doing an IRI, researching strategies, a portfolio of reading strategies, and an examination.

ED 480: Introduction to Developmental Disabilities The following theories, research, methodologies are covered through lecture, class discussion, collaborative learning and readings: Inclusion, due process, assessment for ADHD, emotional and behavioral disorders, mental retardation, working with families, communication disorders, special gifts and talents, case studies, hearing impairments, visual impairments, physical disabilities. Assessments and assignments include quizzes and final examination, a group project, web site review, presentation of a journal article, observation in two types of special education classrooms, and written reaction papers to journal articles.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: reflection, observation, documentation and assessment, interpretation of assessment results and communication. Assignments and assessments

include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

Textbooks such as *Affirming Diversity*, *Exceptional Learners*, *Improving Reading: A Handbook of Strategies* and *New Direction in Reading Instruction*, *Ethnography: Principles in Practice*, and *Assessment and Instruction of Reading and Writing Disabilities* provide concrete strategies and research on these subjects.

In addition, the following courses also support the content stressed in II.A- Managing Environment: **ED 431: Developmental Literacy** provides opportunities for candidates to think about ways to create a learning environment that promotes a love of literacy; **ED 435: Writing to Improve Reading** provides information for establishing and maintaining rapport through student conferencing and writing for an audience; and **ED 494: Practicum in Clinical Evaluation Procedures** provides information on evaluation which then helps candidates establish rapport and better communicate with their students

II. B. Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

- **Pennsylvania Academic Standards,**
- **Addressing reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the content of the reading situation,**
- **Addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking and listening,**
- **Techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring,**
- **Word identification and definition through the use of syntactic, semantic, and graphophonemic cues and context,**
- **Students' knowledge of letter/sound correspondence (phonics) in the construction of meaning,**
- **Students' refinement of their spelling knowledge through reading and writing,**
- **Spelling patterns in the English language, as in aid to word identification,**
- **Students' development of strategies for effective writing**

Response: The Reading Specialist Certification Program meets this guideline through the following courses:

ED 409: Psychological Foundations of Education --Reading certification candidates learn how to administer, write-up and convey assessment tools, case studies and psycho-educational evaluations; **ED 431: Developmental Literacy** provides strategies for empowering students to gain literacy skills through reading and writing workshop, **ED 433: Content Area Literacy** provides candidates with strategies for vocabulary development, comprehension, differentiated instruction; **ED 435: Writing to Improve Reading** reviews PCR II, provides ways to encourage self-monitoring and written skill

acquisition; **ED 495: Reading Clinic Practicum** provide opportunities to work with students assessing their reading and writing competencies and offering an appropriate course of study to refine and expand the students' knowledge base.

ED 409: Psychological Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assessment tools, case studies, assignments, written tests, and readings: cognitive development, theoretical approaches to learning, integrating theoretical information into a personal perspective, age-level characteristics, intelligence and moral reasoning, motivation, school discipline, assessing learning outcomes, psycho-educational evaluations and research methodology. Assignments include critical engagement with texts, a critical review and critique of a journal article, a mid-term and final examination.

ED 431: Developmental Literacy The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: definitions of literacy, trends in the history of reading instruction, a review of current approaches, interrelationship of all communication processes, reading workshop, literature units and circles, comprehension strategies, guided reading, decoding, vocabulary, emergent literacy, content area literacy, the writing process, reading assessments, and strategies for assisting struggling readers. Assessments and assignments include an examination, a literature unit, critiques and reflections.

ED 433:Content Area Literacy – The following theories, research and methodologies are covered through lecture, class discussion, assignments and readings: Evaluation of textbooks, readability scales, IRI, vocabulary instruction, Bloom's taxonomy, comprehension strategies, study skills, test taking skills, graphic aids, DRA/DRTA, and assessment (norm and criterion-referenced tests, portfolios, etc.). Assessments include designing rubrics, creating a cloze procedure, reviewing trade books, doing an IRI, a portfolio of reading strategies, and an examination.

ED 435:Writing to Improve Literacy – The following theories, research and methodologies are covered through lecture, class discussions, assignments, and extensive readings: How does writing improve literacy, kinds of literacies, the theory and practice of writing, the writing process, writing autobiographies, student conferencing, writing across the curriculum, and authentic writing for audiences. Assignments include keeping a journal, response to other students' writing, presentation of one class reading assignment, exploring how individuals use writing to improve literacy, a portfolio and a final paper.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Documentation and assessment, literacy curriculum design, interpretation of assessment results and communication. Readings include Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, final assessment and report.

Texts such as *Word Study for Phonics, Vocabulary and Spelling, New Direction in Reading Instruction, Psychology in Teaching, Learning and Growth* and journal articles provide candidates with additional insight and expertise on these topics defined by II. B. of the Standards.

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

- **Identifying a variety of genres to motivate students to appreciate reading/literature,**
- **Evaluating materials for literacy instruction,**
- **Using texts, trade books and technology to increase interest, appreciation, motivation and growth in reading and writing,**
- **Providing opportunities for learners to select from a variety of written materials, to read for many purposes and to read extended texts,**
- **Varying reading rate according to the difficulty of the materials and purpose(s) for reading,**
- **Providing opportunities for creative personal responses to literature**

Response: The Reading Specialist Certification program meets this guideline through the following courses:

ED 431 helps candidates learn about reading workshop, literature units, guided reading, evaluation of reading series; **ED 436** and **ED 438** encourage students to read a wide range of children's literature and understanding literary characteristics for both evaluation and instructional purposes; **ED 465(a)** demonstrates a wide range of strategies for using technology in the classroom in particular in improving literacy skills. **ED 495** addresses these issues when candidates plan lessons and select materials that best fit students' needs and interests.

In addition, **ED 433** provides strategies such as DRA/DRTA, evaluation of textbooks, readability scales, IRI and transactional reading. **ED 435** provides strategies for responding to literature and ways to encourage growth in multiple writing skills.

ED 431: Developmental Literacy The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: A review of current approaches, reading workshop, literature units and circles, comprehension strategies, guided reading, decoding, vocabulary, emergent literacy, content area literacy, the writing process, evaluation and understanding of prepared reading series, reading assessments, and strategies for assisting struggling readers. Assessments and assignments include an examination, a literature unit, critiques and reflections.

ED 436: Literature for Children and Youth The following theories, research and methodologies are covered through lectures, readings, class discussion, and assignments: knowledge and assessment of literature and illustration, teaching strategies, technology links and incorporation of literature across the curriculum. Re Assignments and

assessments include active engagement with readings, papers, blackboard discussions, internet project, activity for justice, outreach cards and book cards.

ED 438: Seminar in Children's Literature The following theories, research and methodologies are covered through lecture, class discussion, collaborative learning, and readings: Gender issues in children's literature, multicultural literature, cultural politics, literary theories, and changes in the children's literature of the 21st century. Readings include: Assessments and assignments include critiquing children's books in terms of cultural relevance and accuracy, research papers, journal reflections, and a class presentation.

ED 465(a):Computers and Technologies in Reading and Language Arts The following theories, research and methodologies are covered through internet research, lecture, readings and class discussion: uses of technology in language arts, webquests, lesson plans and software. Assignments and assessments include critiques, webquests, Internet Binder, assessments, Internet lesson plans and presentations.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Literacy curriculum design, interpretation of assessment results and communication. Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

Readings in this courses that support this standard are *Helping Children to Read*, *Battling Dragons*, *Guiding Readers and Writers*, *The Pleasures of Children's Literature*, and children's books.

In addition, **ED 433** provides strategies such as DRA/DRTA, evaluation of textbooks, readability scales, IRI and transactional reading. **ED 435** provides strategies for responding to literature and ways to encourage growth in multiple writing skills.

II.D. Selecting, developing and administering assessments that involve multiple indicators of student progress and maintain records of information including:

- **Norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluation, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress,**
- **Communication with students about their strengths, areas needing improvement, and ways to achieve improvement,**
- **Individual education plans (IEP) for students with severe learning problems related to literacy**
- **Components and procedures adopted by the PA System of School Assessment (PSSA)**

Response: The Reading Specialist Certification Program meets this guideline through the following courses:

ED 409: Psychological Foundations of Education discusses age-level characteristics, assessing learning outcomes and psycho-educational evaluation. **ED 410: Interpreting Educational Research** focuses extensively on interpreting educational research; therefore topics such as portfolios, pre-test/post-test designs, reliability and validity, t-tests, statistics and other related subjects are covered. **ED 424: Problems in Literacy Acquisition and Development** discusses clinical and classroom assessment and instructional practices, data compilation and report writing. **ED 494: Practicum in Clinical Evaluation Procedures** provides students knowledge on the Woodcock, Qualitative Reading Inventory, and TOWL. **ED 495: Reading Clinic Practicum** provides concrete experience assessing and planning for students and then communicating results to parents and teachers.

ED 409: Psychological Foundations of Education The following theories, research and methodologies are covered through lecture, class discussion, assessment tools, case studies, assignments, written tests, and readings: Cognitive development, age-level characteristics, intelligence and moral reasoning, motivation, assessing learning outcomes, psycho-educational evaluations and research methodology. Assignments include critical engagement with texts, a critical review and critique of a journal article, a mid-term and final examination.

ED 410: Interpreting Educational Research The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments and examinations : Descriptive statistics, reliability and validity, inferential statistics, t-tests, ANOVA ANCOVA, regression, nonparametric statistics, research design, evaluation of research design – descriptive, experimental, and historical, pretest-post-test designs, and time series. Assignments include active engagement in the readings, critiques and evaluations of research, communication research to the lay public, and examinations.

ED 424: Problems in Literacy Acquisition and Development The following theories, research and methodologies are covered through lecture, readings, class discussions and assessments: Examination of developmental, psychological, socio-cultural, neurological factors related to reading and learning problems, clinical and classroom assessment and instruction practices, data compilation and report writing. Assignments and assessments include strategy presentations, papers, case study, examination and portfolio.

ED 494: Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: Data collection, interpretation, diagnosis, clinical report writing, research and application of reading research. . Assignments and assessments include critical engagement in readings, doing assessments, case study report, reflective journal, research article critique and presentation.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Documentation and assessment, interpretation of assessment results and communication. Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

In addition, **ED 431: Developmental Literacy** discusses general reading assessments; **ED 433: Content Area Literacy** provides the candidates with knowledge and practice administrating an IRI, norm and criterion-referenced tests, and addressing portfolios . **ED 480:Introduction to Developmental Disabilities** discusses assessments and working with families,

Readings that support this guideline are journal articles, *Exceptional Learners*, *Instructing Students Who Have Literacy Problem*, *Qualitative Reading Inventory*, *Classroom Reading Inventories*, *Improving Reading*, *PCRP II*, *PSSA Packet*, *New Direction in Reading Instruction*, *Helping Children to Read*, and *Affirming Diversity*.

III. Professionalism

The professional education program provides evidence that Reading Specialist Certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Reading local, state, national, and international publications and belong to professional organizations.

Response: The Reading Specialist Certification Program fulfills this guideline in the following required courses:

ED433: Content Area Literacy This course discusses PCRP II and journal articles in national publications; **ED 435: Writing to Improve Literacy** This course discusses PCRP II and research articles from Language Arts and Harvard Education, **ED 495: Reading Clinic Practicum** This course also discusses PCRP II.

ED 433:Content Area Literacy – Readings include: PCRP II, *New Direction in Reading Instruction*, *Developing Readers and Writers in the Content Areas K-12* and journal articles.

engagement of the texts, designing rubrics, creating a cloze procedure, reviewing trade books, doing an IRI, researching strategies, a portfolio of reading strategies, and an examination.

ED 435:Writing to Improve Literacy – Readings include *The Art of Teaching Writing*, *Inside/outside*, PCRPII, articles from research journals such as *Language Arts* and *Harvard Educational Review* and chapters from books. Assignments include keeping a

journal, response to other students' writing, presentation of one class reading assignment, exploring how individuals use writing to improve literacy, a portfolio and a final paper.

ED 495:Reading Clinic Practicum (6 credits) Readings include *The Literacy Dictionary-The Vocabulary of Reading and Writing*, *Strategies for Struggling Readers* and *PCRPII, PDE*. Assignments and assessments include critical engagement with readings, initial assessment and report, lesson plans, literacy portfolio, observations, final assessment and report.

The Reading Specialist Certification Program fulfills this guideline in all of the courses, because each course requires some exposure to professional journals, and therefore professional organizations. Arcadia University and the Delaware Valley Reading Association have had over the years close connections. Frequently DVRA holds their board meetings, and general meetings on campus. Six past presidents of DVRA have worked at Arcadia University in various capacities. Course instructors in the program belong to such professional organizations as NCTE, AERA, and IRA.

For further information see the notebook of Auxiliary Materials and Instructors' vitae.

III.B. Collaborating with other educators, allied professionals and wider community, as well as serving as a resource to teachers, administrators, community and allied professionals.

Response: The Reading Specialist Certification Program fulfills this guideline in the following required courses:

ED 408: Ethnography for Educators provides expertise in interviewing techniques that will help the candidate communicate better with parents and colleagues. **ED 494: Practicum in Clinical Evaluation Procedures** provides information on data collection, interpretation, diagnosis, and clinical report writing. **ED 495: Reading Practicum Clinic** has candidates make recommendations to parents and teachers. Information gained through observation, instruction, assessment and reflection allows the candidate to serve as a resource to adults in the child's community

ED 408: Ethnography for Educational Practitioners The following theories, research and methodologies are covered through observation, debate, class discussion, lecture, readings, guest speakers and individual conferences: interviewing, writing field notes, objectivity, culture and reading ethnographic reports critically. Assignments and assessments include papers, analytical memos, interviews and narrative vignettes.

ED 494:Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: data collection, interpretation, diagnosis, clinical report writing, literacy recommendations, research and application of reading research. Assignments and assessments include a case study report, and reflective journal.

ED 495:Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Documentation and assessment, literacy curriculum design, interpretation of assessment results and communication. Assignments and assessments include initial assessment and report, observations, final assessment and report.

Readings that support this particular standard are *Ethnography: Principles in Practice*, *Reading and Writing Disabilities*, *The Literacy Dictionary* and *PCRPII*.

Additional courses also provide information to the reading specialist candidates about this guideline. **ED 409:Psychological Foundations** and **Ed 410: Interpreting Educational Research** provide expertise on educational testing. **ED 431: Developmental Literacy** and **ED 433: Content Area Reading** provide theoretical information that help candidates define their own teaching philosophy and adds depth to their understanding of instructional practice. **ED 433: Content Area Reading** provides additional information on assessments and accommodating differentiated learning styles. **ED 480: Introduction to Developmental Disabilities** provides information about working with families and developing a strong home/school connection.

III.C. Communicating with parents to make them effective partners in the literacy development of their children.

Response: The Reading Specialist Certification program meets this guideline through the following courses.

ED 410:Interpreting Educational Research demonstrates communicating research to the public, **ED 424: Problems in Literacy Acquisition and Development** involves report writing and compiling a case study; **ED 480: Introduction to Developmental Disabilities** discusses how professionals deal with parents whose children have diverse and different needs; **ED 494: Practicum in Clinical Evaluation Procedures** has reading specialists candidates compile information for a case study, and **ED 495: Reading Clinic Practicum** involves directly working with children and their parents in the clinic setting.

ED 410:Interpreting Educational Research The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments and examinations : Descriptive statistics, reliability and validity, inferential statistics, t-tests, ANOVA ANCOVA, regression, nonparametric statistics, research design, evaluation of research design – descriptive, experimental, and historical, pretest-post-test designs, and time series. Assignments include active engagement in the readings, critiques and evaluations of research, communication research to the lay public, and examinations.

ED 424:Problems in Literacy Acquisition and Development The following theories, research and methodologies are covered through lecture, readings, class discussions and assessments: examination of developmental, psychological, socio-cultural, neurological factors related to reading and learning problems, clinical and classroom assessment and

instruction practices. Assignments and assessments include case study, exam and portfolio.

ED 480: Introduction to Developmental Disabilities The following theories, research, methodologies are covered through lecture, class discussion, collaborative learning and readings: Inclusion, due process, assessment for ADHD, emotional and behavioral disorders, mental retardation, working with families, communication disorders, special gifts and talents, case studies, hearing impairments, visual impairments, physical disabilities. Assessments and assignments include quizzes and final examination, a group project, web site review, presentation of a journal article, observation in two types of special education classrooms, and written reaction papers to journal articles.

ED 494: Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: data collection, interpretation, diagnosis, clinical report writing, literacy recommendations, research and application of reading research. Assignments and assessments include a case study report, and reflective journal.

ED 495: Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Documentation and assessment, literacy curriculum design, interpretation of assessment results and communication. Assignments and assessments include initial assessment and report, observations, final assessment and report

Readings include: *Research in Education; Instructing Students Who have Literacy Problems; PCRPII; Strategies for Struggling Readers; The Literacy Dictionary; Assessment and Instruction of Reading and Writing Disabilities; and Exception Learners.*

III.D. Integrity and ethical behavior, professional conduct as stated in the Pennsylvania's Code of Professional Practice and Conduct for Education: and local, state, and federal laws and regulations

Response: The Reading Specialist Certification program meets this guideline through the following courses.

ED 494: Practicum in Clinical Evaluation Procedures and **ED 495: Reading Clinic Practicum** stress the importance of professional and ethical behavior in testing and assessment situations; **ED 436: Literature for Children and Youth** discusses professional and ethical behaviors during censorship issues and also covers the laws involved in censorship; and **ED 480: Introduction to Developmental Disabilities** reviews the regulations for children with disabilities and diverse needs and provides information to enhance and extends reading specialist candidates sensitivity to difference and appropriate, professional and ethical behaviors.

ED 436: Literature for Children and Youth The following theories, research and methodologies are covered through lectures, readings, class discussion, and assignments:

knowledge and assessment of literature and illustration, teaching strategies, technology links and incorporation of literature across the curriculum. Re Assignments and assessments include active engagement with readings, papers, blackboard discussions, Internet project, activity for justice, outreach cards and book cards.

ED 480: Introduction to Developmental Disabilities The following theories, research, methodologies are covered through lecture, class discussion, collaborative learning and readings: Inclusion, due process, assessment for ADHD, emotional and behavioral disorders, mental retardation, working with families, communication disorders, special gifts and talents, case studies, hearing impairments, visual impairments, physical disabilities. Assessments and assignments include quizzes and final examination, a group project, web site review, presentation of a journal article, observation in two types of special education classrooms, and written reaction papers to journal articles.

ED 494: Practicum in Clinical Evaluation Procedures The following theories, research and methodologies are covered through lecture, readings, class discussion, assignments, case study and assessment tools: data collection, interpretation, diagnosis, clinical report writing, literacy recommendations, research and application of reading research. Assignments and assessments include a case study report, and reflective journal.

ED 495: Reading Clinic Practicum (6 credits) The following theories, research and methodologies are covered through observation, supervised teaching, lecture, readings, discussions, and presentations: Documentation and assessment, literacy curriculum design, interpretation of assessment results and communication. Assignments and assessments include initial assessment and report, observations, final assessment and report.

Readings include Pleasures of Children's Literature; Exceptional Learners; Assessment and Instruction of Reading and Writing Disabilities, Strategies for Struggling Readers; The Literacy Dictionary; PCRPII