

# Program Report for the Preparation of Reading Education Professionals International Reading Association (IRA)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

University of Memphis

### 2. State

Tennessee

### 3. Date submitted

MM DD YYYY

09 / 16 / 2007

### 4. Report Preparer's Information:

Name of Preparer:

Laurie MacGillivray

Phone:

Ext.

(203) 623-8898

E-mail:

laurie.macgillivray@memphis.edu

### 5. NCATE Coordinator's Information:

Name:

John M. Johnston

Phone:

Ext.

(901) 678-3443

E-mail:

jmjhnstn@memphis.edu

### 6. Name of institution's program

Masters of Science in Reading and Reading Specialist Licensure

### 7. NCATE Category

Reading Specialist

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

K-12

(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

- Yes
- No

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

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

K-12 Reading Specialist

**14. Program report status:**

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

- Yes

## SECTION I - CONTEXT

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

Tennessee licensure for Reading Specialist (K-12) enables candidates to fulfill multiple responsibilities ensuring that all students learn to read. The Tennessee (K-12) Reading Specialist license is an additional endorsement that must be added to an existing teacher license. The reading specialist licensure performance standards and program implementation guidelines are very closely aligned with IRA five standards.

In Tennessee, the reading specialist has a comprehensive understanding of the Tennessee Reading Standards for teachers and the Tennessee Curriculum Standards in Reading, Writing and Elements of Language for students. Reading specialists assume multiple roles, depending on the needs of students and teachers, and provide services at all grade levels—pre-kindergarten, elementary, middle grades, and high school. They support classroom instruction by planning and collaborating with teachers, modeling effective reading and literacy instruction in classrooms, demonstrating multiple teaching and assessment strategies, and providing specialized support to students to supplement and extend classroom instruction. They assist teachers in using multiple techniques to diagnose and evaluate the reading strengths and needs of students and they provide information to classroom teachers, special educators, other professionals, and parents in order to plan collaboratively an appropriate reading program.

Educators with the reading specialist license in Tennessee provide leadership in developing the literacy program and the curriculum. They deliver professional development and they mentor teachers and paraprofessionals in literacy. They help identify students at risk of referral to special education due mainly to difficulty in learning to read. Reading specialists assist teachers with integration of reading strategies across content areas. They provide resources to teachers, administrators and parents and communicate the purposes of the reading and writing program to policy makers and the community.

The University of Memphis K-12 reading specialist licensure program is approved by the Tennessee State Department of Education. A structural feature impacted our data collection. At University of Memphis, candidates from a range of areas, such as elementary education and special education, take many of the same courses required for the reading specialist license or the Reading Master of Science degree program. Candidates are not required to declare their desire for this add-on licensure until late in the program. Thus since the data are limited to students who are admitted to the Reading MS program or who declare they are seeking the Reading Specialist additional endorsement, the number of candidates' assessments are meager. We are taking steps to rectify this situation.

### 2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

All field and clinical experiences for the Reading MS degree program or the reading specialist endorsement are designed, implemented and evaluated with the ultimate goal of developing educational leaders. As candidates interact with professionals in a variety of school and community sites and agencies, further development of content, professional, and pedagogical knowledge, skills, and dispositions is enhanced. The candidate has opportunity to practice theory in realistic settings and reflect on their impact on student learning

The set of field experiences for the Reading MS and Reading Specialist licensure candidates at U of M

is comprised of:

1. Candidates must make connections between their course work and classroom-based activities. Since some of the candidates are practicing teachers and others are not yet in the classroom, they may complete field-based tasks in their own classrooms or through participating in a classroom which is not their own. The diverse contexts enrich the discussion in the courses as candidates are encouraged to consider their positions as learners, teachers, and observers.
2. Candidates teach in a variety of settings including public, private, religious, urban, suburban, and rural schools. Field experiences reflect the diverse student population of The University of Memphis area and provide for a multicultural perspective in class discussions.
3. Key course assignments frame the candidates' attention and actions while in the field. Thus carefully developing their foundation knowledge, assessment, diagnostic, and evaluated abilities, instructional strategies, knowledge of classroom materials, and professional development.  
(See chart Field Experiences in the Reading Masters of Science Degree and Reading Specialist Endorsement)

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

**Vision and Mission**

The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

**Commitments**

All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

**Outcomes for Professional Educators**

These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and IRA standards are demonstrated in the table below.

**4. Description of the relationship <sup>(2)</sup>of the program to the unit's conceptual framework. (Response limited to 4,000 characters)**

See Section 1, 4 Chart Showing Program Admission Criteria

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their**

**relationship of the program's assessments to the unit's assessment system<sup>(3)</sup>. (Response limited to 4,000 characters)**

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. The University of Memphis Reading Specialist Program assessment system includes a college-wide assessment, a professional state exam (Praxis II) and key assessments that are unique to the Reading MS program. The reading faculty collect data from the assessments and use this information to make changes in the program.

In sum, Reading Specialists candidates are assessed over time in multiple ways in order to monitor candidates' understandings and inform instruction and program design.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Section 1, 2 Field Experiences in the Reading Masters of Science Degree	Section 1, 3 Alignment of Unit Conceptual Framework and Program Outcomes
Section 1, 4 Chart Showing Program Admission Criteria	Elementary Reading MS Program of Studies.doc

See **Attachments** panel below.

**7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

**8. Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program: Masters of Science in Reading		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2006-2007	18	11
2005-2006	18	3
2004-2005	12	4

Program: Reading k-12 Reading Specialist Licensure Only		

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2006-2007		3
2005-2006		4
2004-2005		3

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

## 9. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	Robert Cooter
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. University of TN, Knoxville, Reading
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Editor of Reading Teacher PI Memphis Striving Readers Grant Comprehensive reading inventory (2007)
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	5 years teacher k-12

Faculty Member Name	Laurie MacGillivray
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. ICL University of Houston
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	faculty
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	MacGillivray, L. & Rueda, R. (2004). Listening to inner city teachers of English language learners: Differentiating literacy instruction. In F. Boyd (Ed.), Multicultural and multilingual literacy and language practices. New York: Guildford Publications, Inc. MacGillivray, L., & Curwen, M. (2007). Tagging as a social literacy practice. Journal of Adolescent and Adult Literacy, 50(5), 354-369. MacGillivray, L. (2007, December) "Hallelujah!": Bible-Based Literacy Practices of Children Livin
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	5 years k-12

Faculty Member Name	J. Helen Perkins
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. Curriculum and Instruction- Reading Oklahoma State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Co-Editor, The Reading Teacher, International Reading Association Perkins, J.H. (2007). Master reading teachers taking the lead in literacy education. The State of Reading. Texas State Reading Association. Director, College Reading Association, Clinical Division
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Reading Specialist, K-4 Lead Reading Teacher, K-5 Classroom Teacher, K-5 18 Years

Faculty Member Name	E. Sutton Flynt
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. Reading, University of Georgia
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Full
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Member of Board of Examiners for Teacher Education in the State of TN Cooter, R; Flynt, E.S., Cooter, K. (2007) Comprehensive Reading Inventory. Pearson Publishing, Columbus, Ohio Co-Editor of Content Literacy Column for the Reading Teacher
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	4 years middle school

Faculty Member Name	Jerrie Scott
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. , Linguistics University of Michigan, Ann Arbor
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Full
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Member, Educational Testing Services National Board Director, the Commission on Language of the National Council of Teachers of English Founder and Director of the National African American Read- In Chain
Teaching or other professional experience in P-	Teacher, Pre-K through grade six. Consultant and Researcher, Spencer's Action Research Project Director, Teacher and Para-Professional Training Program

12 schools <sup>(11)</sup>	
----------------------------	--

Faculty Member Name	Jane Puckett
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. ICL, University of Memphis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Adjunct Professor
Faculty Rank <sup>(7)</sup>	Assisstant Professor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Anderson, R.S. & Puckett, J.B. (2005). The usefulness of the online platform for capturing literacy field experiences: Four lessons learned. Reading Research & Instruction, 44, 22-46.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	3 years – Elementary 5 years – Secondary 15 years – Reading Specialist (Central Office) 3 years – Title I Coordinator (Central Office)

Faculty Member Name	Cathy Meredith
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. ICL, University of Memphis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assessment Clinical Professor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Tennessee Association for Childhood Education International, Vice-President Membership, 2003-2006 Meredith, C. D. (2006). Nurturing literacy in everyday life. TOP: Tips on Parenting. 8, 1-2. Meredith, C. & Hawkins, J. (2005, November) "Integrating Literature in the Social Studies Classroom. National Council of Social Studies National Conference.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Kindergarten-3 years 5th and 6th Grades – 12 years Assistant Principal, K-8, 3 years

Faculty Member Name	Amanda Otsuki
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. Instruction, Curriculumand Leadership, University of Memphis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Instructor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	

Teaching or other professional experience in P-12 schools <sup>(11)</sup>	11/2 years pre-K and ELL elementary classes Interim middle school Student Teaching Supervisor Reading Inservices Current K-8 teaching license
---	---

Faculty Member Name	Kandi Clark-Hill
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. Instruction and Curriculum Leadership-Reading
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Associate
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	University Faculty Representative and Liaison, Tennessee Board of Regents, Teaching Quality Task Force Editorial Review Board, The Reading Teacher Member, NCTE-Language Commission Departmental Reading Program Coordinator Member, TACTE Executive Committee
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	4 years k-12

Faculty Member Name	Rebecca Anderson
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. Va Tech Reading
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Department Chair
Faculty Rank <sup>(7)</sup>	Full
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Co-Editor of Technology Column of the Reading Teacher Technology to Teach Literacy Text MidSouth Reads Board Member
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	3 years teacher K-8

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the IRA standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

**1. Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II-Reading Specialists Examination	Exam	End of Program
Assessment #2: Assessment of content knowledge in reading education (required)	Professional Development Portfolio	Portfolio	ICL 7809 Reading Research and Project
Assessment #3: Assessment of candidate ability to plan instruction (required)	In-Service Training Plan	Curriculum Plan	RDNG 7544: Reading and Study Skills in the Content Area
Assessment #4: Assessment of internship, practicum, or other clinical experience (required)	Case Study Assessments and Intervention	Case Study	RDNG 7541: Advanced Assessment of Reading Performance
Assessment #5: Assessment of candidate effect on student learning (required)	Creating a Literate Environment	Paper	RDNG 7540: Innovations for Teaching literacy in the Classroom
Assessment #6: Additional assessment that addresses IRA standards (required)	Masters Project	Action Research Study	ICL 7992: Master's Project
Assessment #7: Additional assessment that addresses IRA standards (optional)			
Assessment #8: Additional assessment that addresses IRA standards			

(optional)			
------------	--	--	--

- (12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

## SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

**1. For each IRA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple IRA standards.**

**Standard 1 Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:**

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.	b	e	e	e	e	e	e	e
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	b	e	e	e	e	e	e	e
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	b	e	e	e	e	e	e	e
1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	b	e	e	e	e	e	e	e

**2. 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, reading specialist/literacy coach candidates:**

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.	e	e	b	e	e	b	e	e
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.	e	e	b	e	e	b	e	e
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.	e	e	b	e	e	b	e	e

**3. 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, reading specialist/literacy coach candidates:**

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.	3	3	3	4	3	3	3	3
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.	3	3	3	4	3	3	3	3
3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.	3	3	3	4	3	3	3	3
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).	3	3	3	4	3	3	3	3

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

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.	3	3	3	3	4	3	3	3
4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	3	3	3	3	4	3	3	3
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.	3	3	3	3	4	3	3	3
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.	3	3	3	3	4	3	3	3

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

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Articulate the theories related to the connections between teacher	3	4	3	3	3	3	3	3

dispositions and student achievement.								
5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	€	6	€	€	€	€	€	€
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.	€	6	€	€	€	€	€	€
5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	€	6	€	€	€	€	€	€

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

**1. Data from licensure tests or professional examinations of content knowledge. IRA standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment #1 PRAXIS for Reading Specialists 0300

See **Attachments** panel below.

**2. Assessment of content knowledge in reading education. IRA standards addressed in this entry could include but are not limited to 1 and 5. Examples of appropriate assessments include comprehensive examinations, research reports, child studies, action research, portfolio projects,<sup>(8)</sup> and essays. (Answer required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 2 - Professional Portfolio

See **Attachments** panel below.

---

(8) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

**3. Assessment that demonstrates candidates can effectively plan reading and literacy instruction, or fulfill other professional responsibilities in reading education. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans. (Answer required)**

**Provide assessment information as outlined in the directions for Sections III and IV.**

Assessment 3 In-Service Training Plan (ITP)

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. (Answer required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Case Study Assessments-Intervention

See **Attachments** panel below.

**5. Assessment that demonstrates and evaluates candidate effects on student learning and provision of supportive learning environments for student learning. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment #5: Creating a Literate Environment

See **Attachments** panel below.

**6. IRA standards that could be addressed in this assessment include but are not limited to 2, 3, 4, and 5. Examples of appropriate assessments include evaluations of field experiences, case studies, research reports, child studies, action research, portfolio tasks, and follow-up studies. (Answer required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Master's Project

See **Attachments** panel below.

**7. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

**8. Additional assessment that addresses IRA standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

**(Response limited to 12,000 characters)**

### Overview

The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the Spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean's office, and the College of Education Teacher Education Advisory Council. The Early Childhood Faculty have been active in the development of this self study and have met four times and communicated through multiple e-mails in addition to the COEAS retreat to discuss findings and plan for changes

When analyzing the assessments, a structural feature limited their impact. At University of Memphis, candidates from a range of areas, such as elementary education and special education, take many of the same courses required in the Reading Specialist degree. Candidates are not required to declare their desire for this add-on licensure until late in the program. Thus since the data are limited to declared majors, the number of candidates' assessments range between 1 and 7. Another reason for the small numbers is that our courses are only offered once a year. The discussion of outcomes below will be tentative in nature due to the lack of data. Steps to improve program are comprehensive- drawing from SPA results as well as program members' observations, and feedback from our graduates.

### CONTENT KNOWLEDGE

#### Principal Findings

Two out of 3 candidates were successful on the PRAXIS II Reading Specialist exam. One candidate did not demonstrate their knowledge of major theories, seminal research, and integration. There were only 3 candidates who created professional portfolios. All items related to content knowledge were exemplar.

#### Faculty Interpretation

Since two candidates successfully demonstrated an understanding of content knowledge as reflected in the PRAXIS assessment and professional portfolio, we drew the conclusion that the program is doing a good job as related to content knowledge. But our faculty considered possible reasons for the failure of one candidate. The courses may not spend a sufficient time addressing all of these topics, only one area may be weak, or the student may have had poor test-taking strategies.

#### Changes

Reading faculty members will meet with adjunct faculty, clinical school faculty, and other stakeholders to insure consistency of curriculum. Course content will explicitly make connections to the standardized test.

#### Steps Taken to Improve Candidate Performance

There will be explicit discussion on what content will be covered on the PRAXIS and test-taking skills will be addressed prior to the candidates taking the PRAXIS. Candidates who are not successful will receive individualized counseling as to what steps might improve their understanding of the content.

#### Steps Taken to Improve Program

**Short Term Actions.** As mentioned above, we are at present completing development of a follow-up survey for graduates from M.S. programs in Reading/Literacy Education. The survey will include questions which directly address content area knowledge. Anticipated implementation is for Spring, 2008 semester.

**Long-Term Actions.** The graduate reading faculty are completing an audit and revision of the M.S. program in Reading/Literacy Education with an anticipated implementation of a new program in Summer 2008. Specific attention will be paid to the role of content knowledge across courses.

### PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILL, AND DISPOSITIONS

#### Principal Findings

The one candidate who took the In-Service Training Plan received acceptable on most of items which addressed candidates' ability to use instructional grouping options, the instructional practices of diverse learners, and curriculum materials for diverse learners. The assessment on creating a literacy environment was taken by one candidate who received exemplary on all of the items. This reflected a competence in the ability to foster reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

#### Faculty Interpretation

Since the data is based on one candidate per assessment our faculty interpreted cautiously. We believe our program might better prepare candidates to work with diverse students.

#### Changes

All courses which do not specifically and frequently address diverse learners will be revised to specifically address these populations. Reading faculty members will meet with adjunct faculty, clinical school faculty, and other stakeholders to insure consistency of evaluation.

#### Steps Taken to Improve Candidate Performance

Candidates will continue to address issues surrounding diverse learners across the curriculum. Where appropriate, syllabi will be revised to include more attention to these issues. Diversity will be defined broadly to enable candidates to be successful in meeting the needs of all learners.

#### Steps Taken to Improve Program

**Short Term Actions.** As mentioned above, we are at present completing development of a follow-up survey for graduates from M.S. programs in Reading/Literacy Education. Anticipated implementation is for the spring, 2008 semester.

**Long-Term Actions.** The graduate reading faculty are completing an audit and revision of the M.S. program in Reading/Literacy Education with an anticipated implementation of a new program in

Summer 2008. Designated times will be set aside during program meetings to discuss course content in relation to IRA standards, in this case diversity standards. Analysis of the role of diverse learners in courses will occur in order to maintain and strengthen the presence.

## STUDENT LEARNING

### Principal Findings

Two of the 4 students received an acceptable on communicating results. In the other items related to knowledge of assessment tools, a developmental continuum, planning, evaluating and revising instruction, 3 of the 4 students received exemplary.

### Faculty Interpretation

Our faculty discussed possible ways to further development candidates' understanding of how to best communicate results to parents, students and colleagues. We realized this is a topic is more likely to be mentioned several times across many courses but explicit explanations and practice may need to be included pragmatically.

### Changes

Consider curriculum revisions and explore ways to include meaningful practice of communication. Incorporate candidates' experiences as students, teachers, and parents in order to increase understandings and reflection.

### Steps Taken to Improve Candidate Performance

Strategies to communicate successfully will be incorporated into more than one course. Candidates will analyze documents of communication and discuss implications for their future practice.

### Steps Taken to Improve Program

Short Term Actions. As mentioned above, we are at present completing development of a follow-up survey for graduates from M.S. programs in Reading/Literacy Education. Anticipated implementation is for the Spring 2008 semester.

Long-Term Actions. The graduate reading faculty are completing an audit and revision of the M.S. program in Reading/Literacy Education with an anticipated implementation of a new program in Summer 2008. Activities across the program will include authentic assessments based in the context of actual k-12 settings.

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)**

**THANK YOU**

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