

**SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)
SUMMARY REPORT ON PROGRAM REVIEW DECISION**

Initial Review
 First Rejoinder
 Second Rejoinder
 Other

Professional Organization: International Reading Association

Institution Submitting Program/City/State: Eastern Michigan University, Ypsilanti, MI

Date of Review: January 2004

Program(s) Covered by this Review	Program Type	Award or Degree Level
	<input type="checkbox"/> [Initial teacher licensure in field]	<input type="checkbox"/> [Baccalaureate]
	<input type="checkbox"/> [Advanced teaching degree]	<input type="checkbox"/> [Post baccalaureate]
	<input type="checkbox"/> [Other educational personnel]	<input checked="" type="checkbox"/> [Master's]
	<input type="checkbox"/> [Other (specify)]	<input type="checkbox"/> [Specialist]
		<input type="checkbox"/> [Doctorate]
		<input type="checkbox"/> [Endorsement, Certificate, or License (specify)]

IRA Role(s):

Role 6: Reading Specialist Role 7: Reading Coordinator Role 8: Teacher Educator

SPA Decision on Program(s):

(See "Definition of the SPA Decision" in this report for specific details)

Nationally Recognized
 Nationally Recognized with conditions
 Decision Deferred - additional information required
 Rejoinder Recommended
 Not recognized - see comments section

Summary of Strengths:

The revised curriculum has relevant performance-based assessments that are linked to the standards.

Summary of Areas for Improvement:

The faculty is encouraged to develop rubrics or other criteria for use with the assessments that they have developed for the program.

Status of Transition to Performance Assessment:

In addition to the assessment plan and timeline, the faculty has specifically explained what will be completed yearly.

Additional Comments: N/A

Definition of the SPA Decision

The following are definitions of the five possible SPA program review decisions.

Nationally Recognized dates and terms of recognition:

The program is nationally recognized through the semester and year of the institution's next NCATE review. The institution may designate its program as nationally recognized by IRA/NCATE through the semester of the next NCATE review in its published materials.

Nationally Recognized with conditions dates and terms of conditional recognition:

The program is conditionally recognized through the date specified in the report. To retain recognition, the program must submit the specified documentation by the date listed in the report. Five copies should be submitted. Once the documentation has been submitted and approved, the program will be listed as nationally recognized through the semester and year of the institution's next NCATE review. The institution may designate its program as nationally recognized by IRA, through the time period specified above, in its published materials.

Decision deferred – additional information required:

The program report does not contain adequate information for the reviewer to make a decision based on what was sent. If the institution is resubmitting the program report, please refer to NCATE's timeline and production calendar located at: http://www.ncate.org/accred/programreviews/apr02_submissions_timelines3.htm Five copies should be submitted. The program will not be listed as nationally recognized until the documentation specified by the review team has been provided and addressed by the institution, and approved by the review team.

Rejoinder recommended:

It appears that the program has the potential to meet IRA's standards, providing that the program can successfully address the issues cited in the "areas of improvement section" in the report. For this decision, the institution does not need to redo the entire submission; however, the institution must address all the standards that received a "Not Met" designation and must satisfy all issues in the areas of improvement section. If the institution is submitting a rejoinder report, please refer to NCATE's timeline and production calendar located at:

http://www.ncate.org/accred/programreviews/apr02_submissions_timelines3.htm

Five copies of the rejoinder should be submitted. The program will not be listed as nationally recognized until the documentation specified by the review team has been provided and addressed by the institution, and approved by the review team.

Not recognized:

The program has been through the rejoinder process but has been unable to provide evidence of meeting IRA's standards. It is recommended that if a program seeks IRA/NCATE national recognition that it undergo a redesign and submit to IRA/NCATE at a later date. Please refer to NCATE's timeline and production calendar located at: http://www.ncate.org/accred/programreviews/apr02_submissions_timelines3.htm.

Analysis of Evidence Provided

KNOWLEDGE AND BELIEFS ABOUT READING

1.0 THEORETICAL BASE

Standard 1.1	Met ✓	Not Met
---------------------	-------	---------

Recognize that reading should be taught as a process

Standard 1.3	Met ✓	Not Met
---------------------	-------	---------

Recognize the importance of literacy for personal and social growth

Standard 1.4	Met ✓	Not Met
---------------------	-------	---------

Recognize that literacy can be a means for transmitting moral and cultural values

Standard 1.7	Met ✓	Not Met
---------------------	-------	---------

Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition

2.0 KNOWLEDGE BASE

Standard 2.1	Met ✓	Not Met
---------------------	-------	---------

Understand that written language is a symbolic system

Standard 2.4	Met ✓	Not Met
---------------------	-------	---------

Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process

Standard 2.5	Met ✓	Not Met
---------------------	-------	---------

Understand the interrelation of reading and writing, and listening and speaking

Standard 2.8	Met ✓	Not Met
---------------------	-------	---------

Understand the role of metacognition in reading and writing, and listening and speaking

Standard 2.14	Met ✓	Not Met
----------------------	-------	---------

Understands that goals, instruction, and assessment should be aligned
Only met in RDNG 678, not in 658 in referenced objective.

3.0 INDIVIDUAL DIFFERENCES

Standard 3.3	Met ✓	Not Met
---------------------	-------	---------

Understand that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names

INSTRUCTION AND ASSESSMENT

5.0 CREATING A LITERATE ENVIRONMENT

Standard 5.1	Met ✓	Not Met
---------------------	-------	---------

Create a literate environment that fosters interest and growth in all aspects of literacy

Standard 5.2	Met ✓	Not Met
---------------------	-------	---------

Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth

Standard 5.3	Met ✓	Not Met
---------------------	-------	---------

Model and discuss reading and writing as valuable, lifelong activities

Standard 5.4	Met ✓	Not Met
---------------------	-------	---------

Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes

Standard 5.5	Met ✓	Not Met
---------------------	-------	---------

Provide opportunities for creative and personal responses to literature, including storytelling

6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING

Standard 6.3	Met ✓	Not Met
---------------------	-------	---------

Teach students to use context to identify and define unfamiliar words

Standard 6.4	Met	Not Met ✓
---------------------	-----	-----------

Guide students to refine their spelling knowledge through reading and writing

In order for this competency to be met, all students would have to complete the paper on spelling, which is now a choice among four others.

Standard 6.5	Met ✓	Not Met
---------------------	-------	---------

Teach students to recognize and use various spelling patterns in the English language as an aid to word identification

7.0 COMPREHENSION

Standard 7.1	Met ✓	Not Met
---------------------	-------	---------

Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling

Standard 7.2	Met ✓	Not Met
---------------------	-------	---------

Model questioning strategies

Standard 7.3	Met ✓	Not Met
---------------------	-------	---------

Teach students to connect prior knowledge with new information

Standard 7.4	Met	Not Met ✓
---------------------	-----	-----------

Teach students strategies for monitoring their own comprehension

The assignment in RDGN 657 addresses a researcher in reading comprehension, not strategies for teaching students to monitor their own comprehension.

Standard 7.5	Met ✓	Not Met
---------------------	-------	---------

Ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links

Standard 7.6	Met	Not Met ✓
---------------------	-----	-----------

Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (eg., punctuation or usage)

There was no evidence found to document this competency.

8.0 STUDY STRATEGIES

Standard 8.1	Met	Not Met ✓
---------------------	-----	-----------

Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources
No reference was found for electronic sources.

Standard 8.2	Met ✓	Not Met
---------------------	-------	---------

Teach students to vary reading rate according to the purpose(s) and difficulty of the material

Standard 8.3	Met ✓	Not Met
---------------------	-------	---------

Teach students effective time-management strategies

Standard 8.4	Met ✓	Not Met
---------------------	-------	---------

Teach students strategies to organize and remember information

Standard 8.5	Met ✓	Not Met
---------------------	-------	---------

Teach test-taking strategies

9.0 WRITING

Standard 9.2	Met	Not Met ✓
---------------------	-----	-----------

Teach students to draft, revise, and edit their writing

The referenced objectives and assessments are either too broad to see the editing process or refer to college students rather than K-12 students.

ORGANIZING AND ENHANCING A READING PROGRAM

11.0 COMMUNICATION INFORMATION ABOUT READING

Standard 11.1	Met ✓	Not Met
----------------------	-------	---------

Communicate with students about their strengths, areas for improvement, and ways to achieve improvement

Standard 11.2	Met	Not Met ✓
----------------------	-----	-----------

Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction

No evidence was found for communicating specifically with allied professionals and paraprofessionals.

Standard 11.3	Met ✓	Not Met
----------------------	-------	---------

Involve parents in cooperative efforts and programs to support students' reading and writing development

Standard 11.4	Met ✓	Not Met
----------------------	-------	---------

Communicate information about literacy and data to administrators, staff members, school-based members, policymakers, the media, parents, and the community

12.0 CURRICULUM DEVELOPMENT

Standard 12.1	Met	Not Met ✓
----------------------	-----	-----------

Initiate and participate in ongoing curriculum development and evaluation

Did not find the referenced "performance assessment 4" in RDNG 686...

Standard 12.2	Met ✓	Not Met
----------------------	-------	---------

Adapt instruction to meet the needs of different learners to accomplish different purposes

Standard 12.4	Met ✓	Not Met
----------------------	-------	---------

Select and evaluate instructional materials for literacy, including those that are technology-based

13.0 PROFESSIONAL DEVELOPMENT

Standard 13.1	Met ✓	Not Met
----------------------	-------	---------

Participate in professional development programs

Standard 13.2	Met ✓	Not Met
----------------------	-------	---------

Initiate, implement, and evaluate professional-development programs

Standard 13.5	Met ✓	Not Met
----------------------	-------	---------

Use multiple indicators to judge professional growth

SUPERVISION OF PARAPROFESSIONALS

Standard 15.3	Met ✓	Not Met
----------------------	-------	---------

Provide professional development and training for paraprofessionals

Standard 15.4	Met ✓	Not Met
----------------------	-------	---------

Provide emotional and academic support for paraprofessional

16.0 PROFESSIONALISM

Standard 16.4	Met ✓	Not Met
----------------------	-------	---------

Support and participate in efforts to improve the reading profession by being an advocate for licensing and certification