

x _____ Initial Report
 _____ Rejoinder Report
 _____ Special Report

**PROFESSIONAL ASSOCIATION'S RESPONSE TO
 INSTITUTIONAL PROGRAM**

NCATE
 COMPLIANCE WITH SPECIALTY PROGRAMS

Professional Organization: International Reading Association

Institution Submitting Program: EASTERN MICHIGAN UNIVERSITY, YPSILANTI, MI

Name of Program: MA in Reading

IRA Role(s):

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

Date of Review: January 2003

ANALYSIS OF EVIDENCE PROVIDED

KNOWLEDGE AND BELIEFS ABOUT READING

1.0 THEORETICAL BASE

Standard 1.1	Met	Not Met <u> x </u>
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Recognize that reading should be taught as a process

There was no link to a measurable assessment in RDGN 656. If objectives are used for documentation, they must be directly linked to an assessment.

Standard 1.2	Met <u> x </u>	Not Met
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Understand, respect, and value cultural, linguistic, and ethnic diversity

Standard 1.3	Met	Not Met <u> x </u>
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Recognize the importance of literacy for personal and social growth

There was no evidence found regarding the importance of literacy for personal and social growth.

Standard 1.4	Met	Not Met <u> x </u>
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Recognize that literacy can be a means for transmitting moral and cultural values

No evidence was found by the reviewers to document this standard.

Standard 1.5	Met <u> x </u>	Not Met
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Perceive 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 context of the reading situation

Standard 1.6	Met <u> x </u>	Not Met
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Understand the major theories of language development, cognition, and learning

Standard 1.7	Met	Not Met x
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Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition

The reviewers found no evidence for the physical and perceptual factors.

2.0 KNOWLEDGE BASE

Standard 2.1	Met	Not Met x
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Understand that written language is a symbolic system

There was no link between the objective and an assessment. In addition, there was no evidence found in the evaluation criteria to support this competency.

Standard 2.2	Met x	Not Met
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Understand the interrelation of language and literacy acquisition

Standard 2.3	Met x	Not Met
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Understand principles of new language acquisition

Standard 2.4	Met	Not Met x
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Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process

There was no evidence found regarding the elements of the writing process.

Standard 2.5	Met	Not Met x
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Understand the interrelation of reading and writing, and listening and speaking

No evidence was found that linked an objective to an assessment.

Standard 2.6	Met x	Not Met
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Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

Standard 2.7	Met x	Not Met
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Understand emergent literacy and the experiences that support it

Standard 2.8	Met	Not Met x
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Understand the role of metacognition in reading and writing, and listening and speaking

No evidence was found regarding the role of metacognition in the four areas.

Standard 2.9	Met x	Not Met
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Understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)

Standard 2.10	Met x	Not Met
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Know past and present literacy leaders and their contributions to the knowledge base

Standard 2.11	Met x	Not Met
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Know relevant reading research from general education and how it has influenced literacy education

Standard 2.12	Met x	Not Met
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Know classic and contemporary children's and young adults' literature, and easy-reading fiction and non-fiction for adults, at appropriate levels

Standard 2.13	Met x	Not Met
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Recognize the importance of giving learners opportunities in all aspects of literacy (eg., as readers, writers, thinkers, reactors, or responders)

Standard 2.14	Met	Not Met x
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Understands that goals, instruction, and assessment should be aligned

The reviewers found no evidence to support this standard, especially in the area of alignment.

3.0 INDIVIDUAL DIFFERENCES

Standard 3.1	Met x	Not Met
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Recognize how differences among learners influence their literacy development

Standard 3.2	Met x	Not Met
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Understand, respect, and value cultural, linguistic, and ethnic diversity

Standard 3.3	Met	Not Met x
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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

The evidence provided did not appear to be for this competency, but rather for the conventions of language.

Standard 3.4	Met x	Not Met
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Recognize the importance of creating programs to address the strengths and needs of individual learners

Standard 3.5	Met x	Not Met
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Know federal, state, and local programs designed to help students with reading and writing problems

4.0 READING DIFFICULTIES

Standard 4.1	Met x	Not Met
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Understand the nature and multiple causes of reading and writing difficulties

Standard 4.2	Met x	Not Met
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Know principles for diagnosing reading difficulties

Standard 4.3	Met x	Not Met
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Be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels

Standard 4.4	Met x	Not Met
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Know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties

INSTRUCTION AND ASSESSMENT

5.0 CREATING A LITERATE ENVIRONMENT

Standard 5.1	Met	Not Met x
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Create a literate environment that fosters interest and growth in all aspects of literacy

The reviewers found no evidence for this standard. Objective 26 does not exist for 655. In addition, there is nothing in the evaluation section that addresses this standard.

Standard 5.2	Met	Not Met x
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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

This standard was barely met in 656 and also is not linked to an assessment.

Standard 5.3	Met	Not Met x
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Model and discuss reading and writing as valuable, lifelong activities

No evidence was found to document this standard.

Standard 5.4	Met	Not Met x
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Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes

No evidence was found for reading for authentic purposes.

Standard 5.5	Met	Not Met x
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Provide opportunities for creative and personal responses to literature, including storytelling

No evidence was found for the area of storytelling.

Standard 5.6	Met x	Not Met
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Promote the integration of language arts in all content areas

Standard 5.7	Met x	Not Met
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Use instructional and information technologies to support literacy learning

Standard 5.8	Met x	Not Met
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Implement effective strategies to include parents as partners in the literacy development of their children

6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING

Standard 6.1	Met x	Not Met
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Teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations

Standard 6.2	Met x	Not Met
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Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning

Standard 6.3	Met	Not Met x
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Teach students to use context to identify and define unfamiliar words

No evidence was found to support the use of context.

Standard 6.4	Met	Not Met x
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Guide students to refine their spelling knowledge through reading and writing

No evidence was found.

Standard 6.5	Met	Not Met x
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Teach students to recognize and use various spelling patterns in the English language as an aid to word identification

No evidence was found.

Standard 6.6	Met x	Not Met
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Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition

7.0 COMPREHENSION

Standard 7.1	Met	Not Met x
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Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling
There was no evidence found for multiple comprehension strategies or retelling.

Standard 7.2	Met	Not Met x
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Model questioning strategies

There was no evidence nor was there a link from a very broad objective to an assessment.

Standard 7.3	Met	Not Met x
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Teach students to connect prior knowledge with new information

There was no evidence nor was there a link from a very broad objective to an assessment.

Standard 7.4	Met	Not Met x
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Teach students strategies for monitoring their own comprehension

No evidence was found for teaching students to be self-regulated learners.

Standard 7.5	Met	Not Met x
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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

No evidence was found. In addition, the objectives are too broad.

Standard 7.6	Met	Not Met x
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Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (eg., punctuation or usage)

There was no link from the objective to a measurable assessment.

8.0 STUDY STRATEGIES

Standard 8.1	Met	Not Met x
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Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources

There was no link from the objective to a measurable assessment.

Standard 8.2	Met	Not Met x
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Teach students to vary reading rate according to the purpose(s) and difficulty of the material

There was no link from the objective to a measurable assessment.

Standard 8.3	Met	Not Met x
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Teach students effective time-management strategies

There was no link from the objective to a measurable assessment.

Standard 8.4	Met	Not Met x
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Teach students strategies to organize and remember information

There was no link from the objective to a measurable assessment.

Standard 8.5	Met	Not Met x
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Teach test-taking strategies

There was no link from the objective to a measurable assessment.

9.0 WRITING

Standard 9.1	Met x	Not Met
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Teach students planning strategies most appropriate for particular kinds of writing

Standard 9.2	Met	Not Met x
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Teach students to draft, revise, and edit their writing

There was no link from the objective to a measurable assessment. In addition, the objective is too broad.

Standard 9.3	Met x	Not Met
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Teach students the conventions of standard written English needed to edit their compositions

10.0 ASSESSMENT

Standard 10.1	Met x	Not Met
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Develop and conduct assessments that involve multiple indicators of learner progress

Standard 10.2	Met x	Not Met
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Administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals and other indicators of student progress to inform instruction and learning

ORGANIZING AND ENHANCING A READING PROGRAM

11.0 COMMUNICATION INFORMATION ABOUT READING

Standard 11.1	Met	Not Met x
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Communicate with students about their strengths, areas for improvement, and ways to achieve improvement

There was no link from the objective to a measurable assessment.

Standard 11.2	Met	Not Met x
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Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction

There was no evidence of this type of communication.

Standard 11.3	Met	Not Met x
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Involve parents in cooperative efforts and programs to support students' reading and writing development

There was no evidence of involving parents.

Standard 11.4	Met	Not Met x
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Communicate information about literacy and data to administrators, staff members, school-based members, policymakers, the media, parents, and the community

There was no link from the objective to a measurable assessment nor mention of most of the constituents.

Standard 11.5	Met x	Not Met
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Interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community

12.0 CURRICULUM DEVELOPMENT

Standard 12.1	Met	Not Met x
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Initiate and participate in ongoing curriculum development and evaluation

There was no link from the objective to a measurable assessment.

Standard 12.2	Met	Not Met x
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Adapt instruction to meet the needs of different learners to accomplish different purposes
 There was no link from the objective to a measurable assessment.

Standard 12.3	Met x	Not Met
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Supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing)

Standard 12.4	Met	Not Met x
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Select and evaluate instructional materials for literacy, including those that are technology-based
 Only technology was included.

Standard 12.5	Met x	Not Met
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Use multiple indicators to determine effectiveness of the literacy curriculum

Standard 12.6	Met x	Not Met
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Plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding

Standard 12.7	Met x	Not Met
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Help develop individual educational plans for students with severe learning problems related to literacy

13.0 PROFESSIONAL DEVELOPMENT

Standard 13.1	Met	Not Met x
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Participate in professional development programs

Standard 13.2	Met	Not Met x
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Initiate, implement, and evaluate professional-development programs

Standard 13.3	Met x	Not Met
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Provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development

Standard 13.4	Met x	Not Met
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Provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources)

Standard 13.5	Met	Not Met x
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Use multiple indicators to judge professional growth
 There was no link from the objective to a measurable assessment.

Standard 13.6	Met x	Not Met
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Model ethical professional behavior

14.0 RESEARCH

Standard 14.1	Met x	Not Met
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Apply research for improved literacy

Standard 14.2	Met x	Not Met
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Conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical

Standard 14.3	Met x	Not Met
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Promote and facilitate teacher-and classroom-based research

SUPERVISION OF PARAPROFESSIONALS

Standard 15.1	Met x	Not Met
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Plan lessons for paraprofessional

Standard 15.2	Met x	Not Met
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Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance

Standard 15.3	Met	Not Met
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Provide professional development and training for paraprofessionals

Standard 15.4	Met	Not Met
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Provide emotional and academic support for paraprofessional

16.0 PROFESSIONALISM

Standard 16.1	Met x	Not Met
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Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities

Standard 16.2	Met x	Not Met
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Reflect on one's practice to improve instruction and other services to students

Standard 16.3	Met x	Not Met
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Interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers

Standard 16.4	Met	Not Met x
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Support and participate in efforts to improve the reading profession by being an advocate for licensing and certification

The reviewers found no evidence for advocacy.

Standard 16.5	Met x	Not Met
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Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy

Standard 16.6	Met x	Not Met
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Promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction

Standard 16.7	Met x	Not Met
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Write for publication

Standard 16.8	Met x	Not Met
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Make presentations at local, state, regional, and national meetings and conferences

Summary of Program Strengths:

The faculty has moved toward a performance-based program. They have developed and are implementing an assessment plan.

Summary of Program Weaknesses:

The syllabi are too broad to inform candidates and the reviewers about the real content of the courses. Many courses have a great number of objectives that do not necessarily relate to the course content or evaluation criteria. The objectives are not linked to specific, measurable assessments. If objectives are used to document a standard, the faculty must indicate how each is assessed. In addition, RDNG 655 was used excessively to document standards. The evaluation measures listed for candidates are weak and also are not related to the content that is listed. In addition, they are not explained. The comprehension and communication standards noticeably lack substance. The faculty should begin to develop rubrics and other assessment measures to document candidate progress.

Status of Performance Assessment Transition:

An assessment plan and timeline were provided. However, the faculty should specifically list what will be done for each year:

The plan must be linked to the IRA Standards. The plan must include information that demonstrates candidates' proficiencies and have at least four checkpoints or benchmarks (entering the program, prior to clinical experience, after clinical experience, and at the completion of the program). It must have a timeline for the following years: 2002-2003, 2003-2004, 2004-2005. By the 2004-2005, the faculty must have a fully operational assessment system.

- 2001-2002: plan, collect currently available data
- 2002-2003: plan, pilot data, collect currently available data
- 2003-2004: plan, more pilot data, collect currently available data
- 2004-2005: fully functioning assessment systems

The plan should also include information regarding what the P-12 students are learning as a result of the candidates' teaching. Any existing data that the School of Education has collected should be aggregated and provided. How technology is used to monitor and analyze the data should be included. Finally, the faculty should include the program changes that are recommended based on their analysis of the data.

Information and articles that will aid the faculty in developing a plan can be found at

www.reading.org/advocacy/ncate_institutions.html

Program Nationally Recognized: N/A

Program Not Nationally Recognized:

Eastern Michigan University, MA in Reading program, IRA's role 6 is not nationally recognized.

If a second review of the program document is required, how many copies of the rejoinder should be submitted? ____5____