**READING specialist certificate**

**Program Overview & Handbook**



Saint Vincent College Education Department

http://www.stvincenteducation.org/

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Section

1

**Welcome to the PK-12 Reading Specialist Certificate Program**

**Introduction**

## **MISSION STATEMENT**

The graduate coursework offered at Saint Vincent College to prepare certified teachers to obtain the Reading Specialist Certificate is aligned to both the mission of the College and the Education Department. The Reading Specialist Certificate coursework will prepare today’s educators to effectively diagnosis and offer treatment to identified youth in need of reading intervention and support. The coursework in this program will prepare teachers to understand literacy foundations, complex texts, diagnostics and assessments in reading, and application of techniques for remediation and interventions for reading improvement.

A unique tenet of the Benedictine mission of education is to help new others learn how to become fully prepared and equipped to participate in our communities. The Education Department recognizes that meaningful participation in our society means that today’s learners must successfully graduate from high school having the foundational literacy skills in all disciplinary areas. Therefore, the PK-12 Reading Specialist Certificate coursework is designed to prepare teachers with PK to 4, middle grades, and secondary level teaching certificates to design and deliver reading instruction that supports standards-based content and develop academic literacies.

In this way, the Saint Vincent College PK-12 Reading Specialist Certificate coursework provides quality graduate education for today’s educators that will allow them to integrate their professional aims with the broader purposes of human life.

## **NEEDS AND DEMANDS FOR THE PK-12 READING CERTIFICATE**

The fast-growing number of PK-12 pupils facing reading deficiencies in Pennsylvania and across the U. S. has heightened the need to prepare PK-12 educators to become trained in reading remediation and assessment. In the last three decades, the number of PK-12 reading deficient pupils has grown to nearly 5.5 million, about 11% of the PK-12 public school population. This number is expected to grow given the 2020 pandemic shutdowns in our school where pupils have missed direct teacher instruction in reading without disruption. It is expected that teachers having skills in reading recovery and remediation will be in high demand for the next decade and beyond.

A reading specialist’s primary duty is to work one-on-one or in small group settings with students who are having difficulty reading at their grade level. Reading specialists are frequently found working in grades K-6 but may also work with older students and adults. In some school districts, reading specialists also coach teachers on methods of teaching reading and on assessing and improving reading curricula. Reading specialists share responsibility with teachers for assessing students’ reading abilities, identifying deficiencies, and creating reading intervention plans and strategies for students selected for additional reading instruction. Reading intervention is what happens after students who are identified as at-risk of failing to read and the approach a school uses to help these students is called “response to intervention” or RTI.

Reading specialists who work with students who have physical, learning, or other disabilities can expect a similar salary to special education teachers, who earned a median annual salary of $59,780 in 2018. Reading specialists with a focus on curriculum development may make a similar salary to instructional coordinators, who earned a median annual salary of $64,450 in 2018 and have job growth prospects of 6% between 2018 and 2028. Reading specialists working with adult and out-of-school secondary students earn a median of $53,630 per year and have projected job growth of -2% from 2018 to 2028.

Reading specialists typically earn a few years of experience teaching following college before moving into reading intervention roles. As a prospective reading specialist in the Saint Vincent College program, you will obtain the skills and knowledge to earn a reading specialist endorsement onto your teaching license for Pennsylvania. A passion for reading and literacy is important for prospective reading specialists, as this passion will help professionals transfer the desire to learn and grow to their students.

The outcomes of the St. Vincent College PK-12 Reading Specialist Certificate coursework include building teachers’ capacity to support pupils in developing strong foundational literacy skills, offer remediation in reading, and to integrate the teaching of content by complex texts within each disciplinary area across all grade levels. In addition, the program aims to foster teachers’ understanding of literacy practices as a foundation for academic success and to promote practices that value and embrace reading as integral to the educational process.

Uniquely, the PK-12 Reading Specialist Certificate offering at Saint Vincent College will allow newly certified PreK-4, middle level, and secondary teachers to complete this coursework immediately following graduation at the graduate level. The program will be offered in convenient formats to attract students and to allow them to take the courses while employed.

Thus, through this program, Saint Vincent College aspires to offer newly certified and in-service teachers the opportunity to become reading specialists who are fully prepared to support *all* learners in meeting the rigorous expectations and overarching goals of the PA Common Core.

## References:

National Association of Elementary School Principals (NAESP): Early Childhood Education, Response to Intervention in Primary Grade Reading: https://www.naesp.org/sites/default/files/Primary\_Reading\_0.pdf

Bureau of Labor Statistics, Special Education Teachers: https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm

Bureau of Labor Statistics, Instructional Coordinators: https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm

O\*NET OnLine, Adult Basic and Secondary Education and Literacy Teachers and Instructors: https://www.onetonline.org/link/summary/25-3011.00

## **GOALS**

The Saint Vincent College PK-12 Reading Specialist Certificate coursework is designed to prepare educators to diagnosis, assess, and implement reading interventions and teaching practices with PrePK-12 pupils. Candidates may include pre-service teachers who have recently obtained an Instructional I certificate as well as in-service teachers who wish to prepare as a reading specialist. The program is designed for PK-4, middle level, and secondary educators wishing to add the PK-12 Reading Specialist Certificate to existing teaching certification(s) to become highly qualified in reading intervention. Candidates for the PK-12 Reading Specialist Certificate will take coursework aligned to PA Department of Education guidelines and the International Literacy Association Standards for Reading Professionals.

*The principle goals of the PK-12 Reading Specialist Certificate coursework are to:*

* Support candidates in attaining the competencies including a historical perspective, methodologies and theories of language and reading acquisition and development
* Enhance candidates’ capacity to leverage phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing processes.
* Strengthen candidates’ understanding of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
* Increase candidates’ knowledge about managing the instructional environment, planning of instruction in collaboration with other professionals, and selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners.
* Develop practical uses and applications of selecting, developing and administering assessments that involve multiple indicators of student progress and maintain records of information.

*Candidates will have the opportunity to:*

* Apply principles of reading intervention in the design of instruction and assessments that reflect appropriate scaffolds/supports for pupils with varied reading levels, literacy, and cultural and educational backgrounds.
* Assess the features of classroom and school environments that can assist in reading development and offer recommendations for improvements.
* Develop a professional development (PD) plan that articulates resources and actions for continuing to grow one’s capacity work as a reading specialist.
* Engage in field experiences to build one’s expertise in diagnosis, assessment, intervention, and supporting learners at various degrees of deficiency and remediation.

The International Literacy Standards for Reading Professionals is also used to align and evidence this program. These standards are defined as follows:

STANDARD 1:

FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

STANDARD 2:

CURRICULUM AND INSTRUCTION

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

STANDARD 3:

ASSESSMENT AND EVALUATION

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4:
DIVERSITY AND EQUITY

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

STANDARD 5:

LEARNERS AND THE LITERACY ENVIRONMENT

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES

Candidates complete supervised, integrated, extended practical/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practical/clinical experience that include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

International Literacy Association. (2020). *Specialized Literacy Professionals Matrix by Roles*. https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-A.pdf

**Coursework**

## REQUIRED COURSES FOR PK-12 READING SPECIALIST CERTIFICATE

 The content of the seven (21 credits) courses that comprise the St. Vincent College PK-12 Reading Specialist Certificate reflect the breadth of methodology that is required to be successful as a reading specialist. Candidates enrolled in these courses will develop competency in the seven key domains of: ***assessment; methodology; reading diagnostics, complex texts, treatment and remediation, implementing and participating in intervention;*** and ***professionalism***.

Succinctly, the seven courses are required for candidates in the St. Vincent College PK-12 Reading Specialist Certificate. Students may take these courses as electives in an existing master’s degree program (i.e. two required and three electives in the MS in Curriculum and Instruction) or as a stand-alone add-on post baccalaureate certificate. Transfer courses or equivalent coursework taken in other programs must be approved by the Director of Graduate Programs in Education. Undergraduate courses will not be accepted in transfer.

Across courses, candidates will complete assignments for inclusion in a capstone product, the final portfolio (see section 3), to ensure that all competencies are met by every candidate. Course instructors will monitor candidates’ selection of artifacts for inclusion in the final portfolio during each GCRS course. The practicum instructor will be responsible for evaluating (see rubric in section 3) candidates’ final portfolios before an application for the PK-12 Reading Specialist Certificate can be initiated.

 Importantly and finally, all completing candidates must successfully pass the ETS Praxis Reading Specialist (5301). Please refer to the <https://www.ets.org/praxis/pa/requirements/> for more information.

## COURSE DESCRIPTIONS

Successful completion of the following seven courses including a practicum course (total of 21 credits) is necessary for adding the PK-12 Reading Specialist Certificate to an existing teaching certification:

GCED 620 Assessment and Diagnostics (3 cr)

GCED 635 Instructional Methodology (3 cr)

GCRS 603 Foundations of Literacy (3 cr)

GCRS 613 Complex Text and Disciplinary Literacy (3 cr)

GCRS 623 Diagnosis of Reading Difficulties (3 cr)

GCRS 633 Techniques for Reading Difficulties and Remediation (3 cr)

GCRS 643 Reading Specialist Practicum PreK-12 (3 cr)

**GCED 620 Assessment and Diagnostics (3 cr)**

The fundamental principles of diagnostic theory and practice are analyzed with an emphasis on the application of said principles in a variety of educational settings. Students become acquainted with the guidelines and techniques for diagnosing students' needs and abilities by implementing and interpreting developmentally appropriate assessments, both quantitative and qualitative. Procedures and problems in test construction and in the analysis, summarization, and reporting of student outcomes are examined.

**GCED 635 Instructional Methodology (3 cr)**

Students will examine the rationale for and development of viable theories of instructional design; apply instructional models (explicit, direct instruction, mastery, inductive, concept attainment, cooperative, indirect, and others) to various learning environments and evaluate the learning outcomes; develop an expanded and integrated repertoire of teaching strategies and techniques for use in their classrooms or specialty areas. Students will be required to research and apply models to teaching content in online and onsite settings.

**GCRS 603 Foundations of Literacy (3 cr)**

# The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology’s contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands

**GCRS 613 Complex Text and Disciplinary Literacy (3 cr)**

This course will examine complex text as it refers to printed, visual, auditory, digital, and multimedia texts that complement each standards-based unit, align to curricular goals, and represent an appropriate level of challenge for students. In addition, the course will support students’ literacy development across disciplinary contexts. Special emphasis will be placed on analyzing the process of extracting and constructing meaning from complex text in the content areas. Course discussions and assignments will also apply theories of language and literacy development, ways of consuming as well as disseminating evidence-based practices, and how different models for reading and pedagogical approaches can inform complex text instruction in the content areas for diverse learners. Prerequisite GCRS 603

**GCRS 623 Diagnosis of Reading Difficulties (3 cr)**

This course provides an overview of assessments and materials that may be used by the reading specialist to observe and document PrePK-12 pupils’ reading performance, relate pupils’ performance to appropriate reading instruction and evaluate their progress. Additionally, students will utilize assessment instruments to observe and identify the nature of children’s difficulties and strengths and effectively diagnose the literacy instructional needs of diverse learners, PreK-­12. Finally, students will be taught how to communicate test results properly and accurately to parents and stakeholders. Prerequisite GCRS 603

**GCRS 633 Techniques for Reading Difficulties and Remediation (3 cr)**

The course focuses on evidence-based reading interventions for struggling readers. The essential components of effective reading instruction, scientifically based reading strategies, interventions for students with learning or language needs, and appropriate literacy assessments are addressed. The course will cover a variety of remediation activities and materials to address reading problems. Participants will develop remediation strategies that are based on the results of assessments and provide differentiated instruction for all learners including students with disabilities and language learners. There will be required purchases of materials and tools for assisting in reading remediation as well as introductory clinical field assignments. Prerequisite GCRS 623; Taken concurrently with GCRS 643.

**GCRS 643 Reading Specialist Practicum PreK-12 (3 cr) (45 field hours)**

This course is taught concurrently with GCRS 633, which addresses strategies for using literacy assessment data to design, implement, and evaluate reading instruction for readers with diverse literacy needs. Projects in this course are shared across both courses. Minimum of 60 hours of focused on addressing the literacy instruction needs of struggling readers and writers in PrePK-12 clinical and/or classroom settings is required. Prerequisite GCRS 623; Taken concurrently with GCRS 633.

**fACULTY**

The Saint Vincent College faculty and instructors for the PK-12 Reading Specialist Certificate possess expertise in reading instruction, curriculum, instructional design, library science, English, special education, and school administration. All instructors of GCRS courses are certified as reading specialists.

***GCRS 603 & GCRS 613*** *Dr. Tracy McNelly*

Dr. Tracy McNelly is an Associate Professor in the Education Department at Saint Vincent College where she teaches courses in both the undergraduate and graduate programs and advises Kappa Delta Pi, the Education Honor Society. Prior to entering her career in higher education, Dr. Tracy McNelly taught secondary English and journalism for several years and served as a reading specialist in a high school setting. Following her teaching career, she began a career in school administration where she held the position of junior and senior high assistant principal, Director of Pupil Personnel Services, Director of Secondary Education and Assistant Superintendent of Secondary Education, all-in public-school systems. Her areas of research include the influence of technology on literacy, media literacy, pre-service professional development and growth, and school leadership. Dr. McNelly has numerous scholarly publications related to her research interests and she has presented at both the national, state and local levels. She has a Master’s of Reading and a reading specialist certification from the University of Pittsburgh and received her D.Ed. in Curriculum and Instruction from Indiana University of Pennsylvania in Indiana, PA.

***GCRS 623*** *Fr. Philip Kanfush, OSB*

Dr. Philip M. Kanfush is a Board Certified Behavior Analyst at the Doctoral Level and a licensed Behavior Specialist in the Commonwealth of Pennsylvania. Additionally, Dr. Kanfush is a Certified Brain Injury Specialist. He holds current Instructional II teaching certifications in the Commonwealth in the 10 areas of Early Childhood Education (PK to 3), Elementary Education (K – 6), Middle Grade areas of English, Math, and Science (7 – 9), Comprehensive Social Studies (7 – 12), Business, Computer, Information & Technology Education (K – 12), Special Education (PK – 12), Reading Specialist (K – 12), and as a Program Specialist in English as a Second Language (K – 12). Dr. Kanfush earned Bachelor of Arts degrees at both the University of Pittsburgh and Saint Vincent College, and the Master of Business Administration and Master of Education in Special Education degrees from the University of Pittsburgh. Additionally, he completed post-graduate studies in Applied Behavior Analysis at the Pennsylvania State University. Dr. Kanfush completed the Master of Divinity and Master of Arts degrees at Saint Vincent Seminary and earned his Doctorate in Education in Special Education at the West Virginia University. Dr. Kanfush is the Executive Director of the Bearcat B.E.S.T. Program at Saint Vincent College, and holds the rank of associate professor. He currently teaches undergraduate courses in reading instruction, multiple and severe disabilities, behavior and autism, and statistics and research design, and graduate level courses in inclusionary education, the assessment and instruction of students with multiple and severe disabilities, the assessment and instruction of students with severe emotional disabilities, and statistics and research design. His research interests include literacy instruction for struggling readers and students with intellectual disabilities, life skills instruction for individuals with significant and multiple disabilities, and the treatment of behavioral disorders, as well as teacher development.

GCRS 633 & 643 *Mrs. Carol Borland*

Mrs. Carol Borland, a former Reading Specialist, Reading Coordinator and Federal Programs Coordinator with the Norwin School District, is presently Coordinator of Experiential Learning in Teacher Education in the Education Department. Mrs. Borland has been with Saint Vincent College since the Spring of 2013, beginning as an adjunct lecturer in the Undergraduate Education Program. In the Fall of 2013, she assumed the duties of Director of the Step-Up Program, Coordinator of Undergraduate Field Experience and Coordinator of Graduate Internships. Mrs. Borland is involved with the homeschool community, school districts, and Junior Achievement of Western Pennsylvania. She is also a member of the JAYS Advisory Board and is a consultant for local districts in the area of literacy.

***GCED 620*** *Dr. Dawn Turkovich*

Dr. Dawn Turkovich is an Assistant Professor at Saint Vincent College. She holds a doctoral degree in Curriculum and Instruction and is certified in the Commonwealth of Pennsylvania in Secondary Math, Early Childhood Education, Middle level English and Middle level Science. Dr. Turkovich has experience in public, private, and parochial schools teaching in the various content areas reflected in her certifications. Dr. Turkovich teaches courses at the undergraduate and graduate levels in the teaching of mathematics, assessment and diagnostics, adult learning and educational psychology. Additionally, she supervises field experiences and enjoys working with local school districts.

*GCED 635 Dr. Veronica Ent*

Dr. Veronica Ent is a Professor of Education and Chair of the Education Department at Saint Vincent College, Latrobe, PA. Her main research areas are the advances of instructional technology and visual media for instruction, blended learning and teaching, innovative instructional methodologies, and the history of American curriculum. In her research, Veronica Ent has proposed models for teacher preparation in the training of online technologies, strategies for synchronous online learning, and approaches for visual learning. She received her Ed. D. in Instructional Design and Technology from the University of Pittsburgh, PA. She serves as the chairperson of the Education Department and teaches courses in instructional technology, curriculum design, online instruction, and visual thinking and learning. Among many memberships to professional organizations, Veronica Ent currently serves as the president of the Country School Association of America, a national organization focused on preserving and promoting our educational heritage. Dr. Veronica Ent is certified as a PK-12 School Librarian, K-6 Elementary teacher, and PK-12 Instructional Technology Specialist. She had taught as an elementary teacher for two years in Athens, Ohio and then later was employed as a high school librarian and media specialist for eight years at Greensburg Salem High School, Greensburg, PA, prior to entering her career in higher education.

EVALUATION OF EFFECTIVE TEACHING

Each semester, Saint Vincent College students are provided the opportunity to evaluate effectiveness of course instructors and usefulness of course content in an online evaluation system, Smart Eval. Through this evaluation system, students are able to confidentially evaluate instructors and courses.

**Program details**

### REQUIRED CLEARANCES PRIOR TO GCRS 633

* Act 151: Department of Public Welfare Child Abuse History Clearance
* Act 34: Pennsylvania State Police Request for Criminal Records Check
* TB Testing
* Child Abuse Reporter Certification--Mandated Reporter (Act 126)
* Act 114: FBI Fingerprinting Clearance

For detailed information: http://education.stvincent.edu/clearance-requirements.html

### PROGRAM REQUIREMENTS

Candidates must complete at least 60 field experience hours in PK-12 reading intervention that are directly related to teaching PK-12 pupils and meeting the needs of these students and their families. Candidates will complete a meaningful scope and sequence of field experience activities, directly linked to PDE competencies. The majority of the field experience hours will occur in a reading intervention setting provided by the instructor of GCRS 643, the practicum course. Field experience sites will be coordinated by the student and instructor. Candidates’ completion of the field experience activities and hours will be monitored by the instructor for GCRS 643 as well as assigned reading specialist site mentors in PK-12 schools, if needed. The course instructor will assume ultimate responsibility for verifying all candidates’ completion of the scope and sequence of field experience activities across grade bands in PK-12 settings. Please see Section II for more details on field experience requirements.

**OBTAINING PENNSYLVANIA TEACHING CERTIFICATION**

Candidates may add on the PK-12 Reading Specialist Certificate to any existing teaching certification and at the graduate level. If the candidate is not already a certified teacher in Pennsylvania, he/she must take the state-required courses in education, psychology, and other core courses in order to obtain a teaching certification before adding the PK-12 Reading Specialist Certificate. Initial teacher certification also requires Field Experience IV: Pre-Student Teaching and Field Experience V: Student Teaching. Along with the required coursework, candidates must pass all teacher certification exams required for the specific teaching certification he/she seeks to obtain.

**ACADEMIC ADVISING**

The Director of Graduate Studies in Education will advise all newly certified and in-service teachers seeking to add on the PK-12 Reading Specialist Certificate. The program director will verify that all students entering the program have initial certification. Students who have questions about the requirements, coursework, GPA, or certification should schedule an appointment with the Director of Graduate Studies in Education.

Section

2

**The FIELD EXPERIENCE Requirement**

**Field experiences**

To prepare candidates to acquire the competencies and skills to become a reading specialist in Pennsylvania, the program requires candidates to complete at least 60 field hours in reading intervention in schools, community settings, or similar. As most candidates are employed full time as teachers within a school, practicum experiences often take place at the site where the candidate is employed. When needed, Saint Vincent College will establish an appropriate Reading Specialist practicum site on your behalf. The Saint Vincent College Education Department operates a homeschool cooperative program, which serves PK-12 pupils in the surrounding area. The homeschool program serves between 100-150 students and will serve as a site for reading diagnostic assessment and intervention. As an added resource for candidates, a summer reading lab opportunity is planned to assist in obtaining hours and competencies. Last, the Saint Vincent College Education Department has well-established relationships with public schools throughout Westmoreland County and regularly places pre-service teachers in these schools for pre-student teaching, student teaching, and experiential learning purposes. Please consult the GCRS 643 instructor when you need assistance establishing a practicum site.

The GCRS 643 instructor will formalize candidates pursuing the PK-12 Reading Specialist Certificate in their secured settings where they can have site mentorship by other teachers, special educators, and specialists who have at least three years of experience across grade bands (PK-4, 4-8, and 7-12).

## PERFORMANCE-BASED FIELD EXPERIENCES

Candidates will accrue most of the field experience hours during opportunities mentioned above and during GCRS 643 Reading Specialist Practicum PrePK-12. This course will be offered to ensure that all candidates complete a practical scope and sequence of mandatory field experiences aligned to PDE competencies and reflective of current and relevant best practices. The principle goal of the field experiences is to afford candidates the opportunity to meaningfully practice and apply the competencies and skills developed throughout program coursework.

Candidates will be required to carefully document field experience activities and hours (see Appendix A). The instructor for GCRS 643 will monitor and verify completion of field experience activities during the practicum experience. The scope and sequence of mandatory field experiences will include:

The field work performance-based assignments may include:

* Theory of Reading
	+ 1. Observe a literacy lesson and identify theoretical perspectives applied.
	+ 2. Design and implement lessons connected to a literacy standard (i.e., common core standards) and supported by literacy development theory
* Complex Text and Grade Appropriate Design
	+ 1. Demonstrate a picture book lesson plan to focus on building background knowledge.
	+ 2. Using a readers’ workshop model design and implement a readers’ workshop model in the classroom with high school students.
	+ 3. Observe writing instruction and teach a series of writing lessons and collect writing samples for analysis.
	+ 4. Teach a series of two writing lessons, identify deficiencies, and assess learning gaps.
* Case Study and Survey
	+ 1. Administer a survey of early literacy achievement and provide a narrative report and conduct a study of a struggling intermediate grade reader.
	+ 2. Conduct a case study of an intermediate grade struggling reader.
	+ 3. Design a comprehension lesson unit and implement two comprehension lessons.
	+ 4. Case study of a secondary grade reader.
	+ 5. Create a content area lesson series to implement linked lessons that support struggling readers and writers in an area learning.
* Diagnostic Intervention
	+ 1. Observe and reflect on an ‘at risk’ situation presented in class and also a lesson that uses a recognized reading program (i.e., Reading Recovery) as intervention.
	+ 2. Work with struggling readers and writers in a special intervention program.
* Coaching, Professionalism, and Program leadership
	+ 1. Identify a coaching situation and design and take steps to implement an action plan.
	+ 2. Meet with school professionals and stakeholders to discuss evaluation of assessment, curriculum, materials, and school policy to inform improvement recommendations.
	+ 3. Design, deliver, and evaluate a one-hour professional development session for teachers /administrators/paraprofessionals, based on identified school needs.

Many of the 60 field experience hours will occur through the above-stated performance-based field activities within GCRS 643 Reading Specialist Practicum. Successful, high-quality completion of these mandatory field experiences will be verified by the course instructor for GCRS 643 and the site-based teacher site mentor.

**OTHER FIELD EXPERIENCE ACTIVITIES DURING THE PRACTICUM**

In order to fulfill any remaining field hours, other field experience activities that support candidates in attaining the PDE competencies can also be completed during the practicum experience in GCRS 643 and during other laboratory programs. These field experiences must be approved by the course instructor and documented by the candidates. Such experiences may include:

* Planning and implementing reading-related workshops for parents/guardians in accordance with the particular needs in a school site identified by the site.
* Observing certified reading specialists across grade bands and completing written reflections that explain the importance of the articulation of PA Common Core and reading proficiency and use.
* Conducting one-on-one and small group work around reading and content learning pupils across grade bands and in different content areas in school sites. These experiences will strengthen candidates’ capacity to understand and respond to challenges that pupils may face while learning reading and content at the same time. These experiences may occur during school hours or in structured and supervised after school programs attended by the pupils.

## FIELD EXPERIENCE ACTIVITIES DOCUMENTATION LOG

To verify the completion of both mandatory and other field experience hours, candidates must maintain careful documentation for each field experience activity. The candidate will use the Field Experience Activities Documentation Log (see Appendix A) to document and describe each field experience activity, the date, location, and specific amount of time (in .25/hour increments) for each activity. All field experience activities must be verified by the GCRS 643 course instructor.

## PROFESSIONAL BEHAVIORS TO BE DEMONSTRATED DURING FIELD EXPERIENCES

* Understand and adhere to Professional Codes of Conduct
* Wear a Saint Vincent name badge and dress professionally
* Maintain student, family, and staff confidentiality
* Acquire and maintain appropriate clearances
* Adhere to specific policies and procedures of each institution or organization
* Advocate for high-quality, child-centered teaching practices through appropriate supervisory channels including following requirements related to mandated reporter status

Section

3

**tHE CAPSTONE PRODUCT**

**Final Portfolio**

The professional portfolio is the capstone product of the PK-12 Reading Specialist Certificate. It is an organized collection of materials compiled by each candidate to reflect his/her preparation to promote and reading instruction and intervention. Completion of the final portfolio will occur during GCRS 643 and ensures that candidates provide concrete evidence for the attainment of each competency. Importantly, the artifacts chosen for the professional portfolio will provide clear evidence of each candidate’s acquisition of the PDE competencies and skills that form the foundation of the PK-12 Reading Specialist Certificate coursework and are needed to be an effective reading specialist.

Each section of the portfolio will contain artifacts that demonstrate that the candidate has gained the requisite competencies and skills necessary to become a certified reading specialist.

Notably, these competencies are organized around the ILA Standards for Reading Professionals (PK-12 Reading Specialist) (see appendix B). Therefore, each candidate should carefully choose artifacts that clearly demonstrate that he/she has attained competency in the key domains of required for being prepared as a PA certified Reading Specialist. The portfolio should contain sufficient evidence in the form of artifacts (see section 2) for each artifact.

Note: If a candidate chooses to include pictures of students, please secure parental permission to include the pictures in the professional portfolio. Please investigate and follow each school district’s policy about both taking pictures of students and including such pictures in the professional portfolio. If pictures are permitted, the candidate must have the students’ parents sign a permission slip stating that their child’s picture may be used in the professional portfolio. Only include the pictures of students for whom a signed permission slip has been obtained.

## PORTFOLIO GUIDELINES & EVIDENCE OF COMPETENCIES

**PK-12 Reading Specialist Certificate**

**Professional E-Portfolio: Evidence of Competencies**

The seven courses are required in the PK-12 Reading Specialist Certificate program are carefully designed to provide candidates with multiple opportunities to build the competencies and skills that comprise each of the International Literacy Association (ILA) Standards (see appendix B). Therefore, candidates should choose artifacts from across the seven courses that are the best representations of the acquisition of the individual competencies within each domain. The candidate must list the specific artifacts that provide the strongest evidence of meeting each competency from among the many artifacts produced or acquired throughout the PK-12 Reading Specialist Certificate coursework.

This portfolio should serve two purposes. Students should highlight their mastery as well as design and develop an attractive website portfolio for potential reviewers or employer. While keeping privacy and confidentiality as paramount, students should exhibit credentials and artifacts in a professional manner with clear layout and design.

The completion of each competency is worth points, which will be assigned as follows upon evaluation by the GCRS 643 course instructor, of the artifacts included as evidence of progress toward mastery of each competency. The program coordinator will also review each candidate’s final portfolio before application for the PK-12 Reading Specialist Certificate can be initiated.

 50 = Outstanding artifacts that clearly demonstrate mastery of the competency

 45 = Very good artifacts that indicate near mastery of the competency

40 = Satisfactory artifacts that indicate progress toward the competency

 10 = Less than adequate artifacts that do not indicate sufficient progress toward the competency

 0 = Unacceptable artifacts that do not indicate progress toward the competency

**Professional E-Portfolio: Evidence of Competencies**

|  |  |  |
| --- | --- | --- |
| **Competencies****Reading Specialist** **International Literacy Association Standards****(formerly IRA)** | **Portfolio Artifact***Please provide evidence that each of the competencies were met*  | **Points***This column is to be completed by GCRS 643 course instructor* |
| ***Standard 1.*** ***Foundational Knowledge*** Candidates understand the theoretical and evidence-based foundations of reading and writing processes |  |  |
| Suggested artifacts from these performances:1. Observe a literacy lesson and identify theoretical perspectives applied.
2. Design and implement a lesson connected to a literacy standard (i.e., common core standards) and supported by literacy development theory
 |  |  |
| ***Standard 2. Curriculum & Instruction***Candidates use instructional approaches, materials, and an integrated, comprehensive balanced curriculum to support student learning and writing. |  |  |
| Suggested artifacts from these performances:1. Design a comprehension lesson unit and implement two comprehension lessons.
2. Create a content area lesson series to implement linked lessons that support struggling readers and writers in an area learning.
 |  |  |
| ***Standard 3. Assessment and Evaluation***Candidates use a variety of assessment tools and practices to evaluate effective reading and writing instruction. |  |  |
| Suggested artifacts from these performances:1. Administer a survey of early literacy achievement and provide a narrative report and conduct a study of a struggling intermediate grade reader.
2. Conduct a case study of an intermediate grade struggling reader.
3. Case study of a secondary grade reader.
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| ***Standard 4. Diversity***Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and valuing of differences in our society. |  |  |
| Suggested artifacts from these performances:1. Observe and reflect on an ‘at risk’ situation presented in class and also a lesson that uses a recognized reading program (i.e., Reading Recovery) as intervention.
 |  |  |
| ***Standard 5. Literate Environment***Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. |  |  |
| Suggested artifacts from these performances:1. Work with struggling readers and writers in a special intervention program.
2. . Identify a coaching situation and design and take steps to implement an action plan.
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| ***Standard 6. Professional Learning and Leadership***Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. |  |  |
| Suggested artifacts from these performances:1. Meet with school professionals and stakeholders to discuss evaluation of assessment, curriculum, materials, and school policy to inform improvement recommendations.
2. 3. Design, deliver, and evaluate a one-hour professional development session for teachers /administrators/paraprofessionals, based on identified school needs.
 |  |  |
| Other components: Technology use, interface design, credentials, narratives, layout for materials, and presentation for potential reviewers or employers |  |  |
| **Comments:** | **Total: / 350**  |

Section

4

**fINAL STEPS**

**Obtaining the PK-12 Reading Specialist Certificate**

Completing the coursework to add a PK-12 Reading Specialist Certificate to an existing teaching certification is an important professional accomplishment that highlights a candidate’s belief in and commitment to becoming a reading specialist.

## Certificate Application Process

Upon verification by the practicum course instructor of the satisfactory completion of the PK-12 Reading Specialist Certificate coursework, required performance-based field experiences, passed praxis ETS exam, and final portfolio, the institution’s certification officer will recommend the candidate for certification. Applications must be submitted to the Bureau of School Leadership and Teacher Quality through the Teacher Information Management System (TIMS). In TIMS, the applicant should select "Instructional I" even if he/she holds an Instructional II certificate. The candidate must complete the required PDE application for certification and pay the appropriate fee to add the PK-12 Reading Specialist certificate to his/her existing instructional certificate.

Exit Criteria for PDE Certifications at the Graduate Level

For successful completion of the Saint Vincent College graduate-level PDE preparation program, which leads to certification in the State of Pennsylvania, candidates must successfully complete the following.

1. Complete the required coursework

Candidates must earn a passing grade in all required courses, by completing all course requirements in a satisfactory manner, as outlined in the course syllabus.

2. Complete the practicum/internship courses or competency requirements as outlined by EACH program's handbook

Candidates must satisfactorily complete the fieldwork competencies under the direction of a site mentor LEA professional and the college instructor. The college instructor will complete corresponding handbook rubric evaluating the candidate's performance. Candidates must earn satisfactory or higher on the aligned final evaluation for the specified program.

3. Electronic or Digital Portfolio\*

All candidates seeking a certification must complete the capstone electronic (or digitized pdf) portfolio, demonstrating proficiency in the certification's area. The requirements for this portfolio are specified in the program handbook.

4. Licensure Assessment

In order to become certified, Reading Specialist must take and pass the ETS exam for reading specialists.

5. TIMS Certification Application

Candidates will apply for certification through the Pennsylvania Department of Education Teacher Management System (TIMS), paying the appropriate fees. For information about TIMS, click here.

6. GPA: 3.0 or Higher

Candidates in Pennsylvania must maintain a 3.0 or above the receive certification in the state of Pennsylvania.

7. Exit survey

At the end of the final semester and upon completion internship requirements, each candidate will be asked to respond to exit questions regarding their current employment and experiences at Saint Vincent and with the program.

8. Code of Professional Practice and Conduct for Educator

Candidates must adhere to the Code of Professional Practice and Conduct for Educators and are aware of the consequences for immediate dismissal if not followed.

**Appendix A: FIELD EXPERIENCE ACTIVITIES DOCUMENTATION LOG**

## MANDATED FIELD EXPERIENCE ACTIVITIES LOG

The candidate must complete most of the 60 field experience hours during laboratory/practicum in GCRS 643 of the PK-12 Reading Specialist program through the successful completion of the scope and sequence of the mandated performance-based field experiences outlined below. All candidates must successfully complete the specific mandated field experiences denoted below. Verification of successful completion of these mandatory field experience activities must be documented by the GCRS 643 course instructor. Candidates must also keep careful track of the specific number of accrued field hours (in .25 increments) associated with each of the mandated field experience activities below. In this way, candidates will be able to determine any remaining field hours that are needed.

Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mandated Field Experiences Completed during GCRS 643

Please expand form and continue more pages as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ILA StandardMet (appendix B) | Field Experience Activity Description | Date, Location, and Grade Level | Hours with Start & End Time (in .25 increments) | GCLC 649 Course Instructor Notes |
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TOTAL Field Experience Hours Accrued during GCRS 643: hours

Student Candidate’s Signature: Date:

College Course Instructor’s Signature: Date:

**Appendix B: International Literacy Association (formerly IRA) Standards for Reading Professionals**

**Standard 1: Foundational Knowledge**

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| **Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading– writing connections.  | Identifies examples of reading instruction for developing word recognition, language comprehension, strategic knowledge, and reading–writing connections. Identifies conditions that support individual motivation to read and write (e.g., access to print, choice, challenge, interests, and family and community knowledge) as factors that enhance literacy learning for all  | Begins to use theories of reading & writing processes & development to understand & respond to the needs of all readers. Suggests classroom environment modifications to determine ways to foster individual motivation to read & write.  | Interprets major theories of reading & writing processes& development founders and the needs of all readers in diverse contexts. Analyzes classroom environment quality for fostering individual motivation to read & write (e.g., access to print, choice, challenge, & interests). Reads & understand the literature & research about factors that contribute to reading success (e.g., social, cognitive, and physical).  |  |
| 1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.  | Recognizes the role of professional judgment & practical knowledge for improving students’ reading development & achievement.  | Shows fair-mindedness & joins in the conversation about the importance of fair- mindedness, empathy, & ethical behavior in literacy instruction & professional behavior.  | Model fair-mindedness, empathy, & ethical behavior when working with students & working with other professionals. Communicates the importance of fair- mindedness, empathy, & ethical behavior in literacy instruction & professional behavior.  |  |

**Standard 2: Curriculum & Instruction**

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| **Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.  | Demonstrates knowledge of research & literature that supports reading & writing curriculum instruction.  | Implement lessons that are part of the reading & writing curriculum with teacher guidance & supervision. Collaborates with other teachers to implement the reading & writing curriculum.  | Demonstrates an understanding of the research & literature that undergirds the reading & writing curriculum instruction for all preK–12 students. Develops & implements the curriculum to meet the specific needs of students who struggle with reading. Work with teachers and other personnel to evaluate the literacy curriculum to ensure there is vertical & horizontal alignment across preK–12.  |  |
| 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading– writing connections.  | Identifies & describes a variety of instructional approaches related to concepts of print, phonemic awareness, phonics, vocabulary development, comprehension, fluency, critical thinking, & writing.  | Uses a variety of instructional approaches selected & supervised by the site mentor/course instructor.  | Uses instructional approaches supported by literature & research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, & writing. Provides appropriate in-depth instruction for all readers & writers, especially those who struggle with reading & writing. As needed, adapts & instructional materials & approaches to meet the language-proficiency needs of English learners & students who struggle to learn to read & write.  |  |
| 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.  | Identifies & describes a variety of materials  | With guidance from the site mentor/course instructor, selects & uses a wide range of materials.  | Demonstrates knowledge of & a critical stance toward a wide variety of quality traditional print, digital, & online resources. Engages in collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs & abilities of all learners.  |  |

**Standard 3: Assessment and Evaluation**

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| **Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction..**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 3.1: Understand types of assessments and their purposes, strengths, and limitations.  | Identifies assessments used to assess student reading performance  | Demonstrates an understanding of established purposes for assessing student performance. Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.  | Demonstrates an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, & measuring outcomes. Recognizes the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). Explains district and state assessment frameworks, proficiency standards, and student benchmarks.  |  |
| 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.  | Is beginning to select for specific purposes appropriate traditional print & electronic assessments.  | Administers assessments under the direction of certified personnel.  | Administers and interpret appropriate assessments for students, especially those who struggle with reading and writing. Collaborates with other teachers in the analysis of data, using the assessment results of all students.  |  |
| 3.3: Use assessment information to plan and evaluate instruction.  | Candidate knows a range of standards-based materials, resources, & technologies.  | Works with the site mentor/course instructor to collect data & maintain records.  | Uses multiple data sources to analyze individual readers’ performance & to plan instruction & intervention. Analyzes & use assessment data to examine the effectiveness of specific intervention practices & students’ responses to instruction. Participates in professional development initiatives using assessment data.  |  |
| 3.4: Communicate assessment results and implications to a variety of audiences.  | Understands the importance of student confidentiality & acknowledges the role of certified personnel as communicators of assessment results.  | With the site mentor/course instructor, analyzes assessment results and beginning to explain the results to appropriate audiences.  | Analyzes & reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, & accountability. Demonstrates the ability to communicate results of assessments to various audiences  |  |

**Standard 4: Diversity**

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| **Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.  | Values diversity as a resource in a functioning democratic society.  | Recognizes the forms of diversity in their own lives and understand how these may limit or enable their reading and writing. Demonstrates an understanding of the forms of diversity that exist in society, with a particular focus on individual & group differences that have been used to marginalize some & privilege others. Values diversity as a resource in a functioning democratic society.  | Demonstrates an understanding of the ways in which diversity influences the reading & writing development of students, especially those who struggle with reading & writing. Works with other teachers to develop reading & writing instruction that is responsive to diversity. Participates in school community conversations about research on diversity & how diversity impacts reading & writing development.  |  |
| 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity  | Describes specific aspects of school &community experiences that can be used to reveal students’ diversity & engage them in learning.  | Assists in instructional practices that are linked to students’ diversity & which also acquaint them with others’ traditions &diversity. Assists in instructional practices that engage students as agents of their own learning.  | Provides differentiated instruction & instructional materials, including traditional print, digital, & online resources that capitalize on diversity. Collaborates with others to build strong home-to-school & school-to-home literacy connections.  |  |
| 4.3: Develop and implement strategies to advocate for equity.  | Identifies strategies to advocate for equity  | Identifies the need to advocate for equity in literacy learning.  | Provides students with linguistic, academic, & cultural experiences that link their communities with the school. Advocates for change in societal practices & institutional structures that are inherently biased or prejudiced against certain groups. Demonstrates how issues of inequity & opportunities for social justice activism & resiliency can be incorporated into the literacy curriculum. Collaborates with teachers, parents & guardians, & administrators to implement policies and instructional practices that promote equity & draw connections between home & community literacy & school literacy.  |  |

**Standard 5: Literate Environment**

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| **Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.  | Describes a physical environment that optimizes students’ use of traditional print, digital, & online resources in reading & writing instruction.  | Works with the site mentor/course instructor to develop & maintain physical arrangements of traditional print, digital, and online resources that facilitate reading & writing instruction.  | Arranges instructional areas to provide easy access to books & other instructional materials for a variety of individual, small-group, & whole-class activities & support teachers in doing the same.  |  |
| 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.  | Describes a social environment that is low risk & includes choice, motivation, & scaffolded to support students’ opportunities for learning to read & write.  | Works with site mentor/course instructor to create & maintain a positive social environment.  | Creates supportive social environments for all students, especially those who struggle with reading and writing.  |  |
| 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).  | Knows a variety of routines to support reading & writing instruction.  | Understands how and why reading teachers use specific routines. Assists site mentor/course instructor to create & maintain supportive classroom routines.  | Understands the role of routines in creating and maintaining positive learning environments for reading & writing instruction using traditional print, digital, & online resources. Creates effective routines for all students, especially those who struggle with reading and writing. Supports teachers in doing the same for all readers.  |  |
| 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.  | Is knowledgeable about a variety of instructional grouping options  | Uses a variety of instructional grouping options selected by & supervised by the site mentor/course instructor. In consultation with the site mentor/course instructor, adjusts instructional groupings to ensure that the diverse needs of learners are being met.  | Uses evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.  |  |

**Standard 6: Professional Learning and Leadership**

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| **Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.**  |
|  | beginning | Emerging | Ready to Begin | Not Observed |
| 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.  | Respects the importance of confidentiality. Demonstrates a belief that all students can learn.  | Respects the importance of confidentiality. Cares for the well-being of students. Demonstrates a curiosity and interest in practice that results in student learning.  | Articulates the research base related to the connections among teacher dispositions, student learning, & the involvement of parents, guardians, & the community. Promotes the value of reading & writing in and out of school by modeling a positive attitude toward reading & writing with students, colleagues, administrators, & parents & guardians. Joins & participates in professional literacy organizations, symposia, conferences, & workshops. Demonstrates effective use of technology for improving student learning.  |  |
| 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.  | Articulates the value of professional learning/ development opportunities  | Participates with teachers in professional development experiences designed to improve student learning.  | Collaborates in planning, leading, & evaluating professional development activities for individuals & groups of teachers. Activities may include working individually with teachers (e.g., modeling, co- planning, co-teaching, & observing) or with groups (e.g., teacher workshops, group meetings, and online learning). Demonstrates the ability to engage in effective conversations (e.g., for planning & reflective problem solving) with individuals & groups of teachers, work collaboratively with teachers & administrators, & facilitate group meetings.  |  |
| 6.4: Understand and influence local, state, or national policy decisions.  | Recognizes that policy mandates influence a teacher’s responsibilities.  | Demonstrates an understanding of local, state, & national policies that affect reading and writing instruction  | Writes or assists in writing proposals that enable schools to obtain additional funding to support literacy efforts. Promotes effective communication & collaboration among stakeholders, including parents & guardians, teachers, administrators, policymakers, & community members. Advocates with various groups (e.g., administrators, school boards, and local, state, & federal policymaking bodies) for needed organizational & instructional changes to promote effective literacy instruction.  |  |

Please provide comments below: