

FRESNO STATE - POWERING THE NEW CALIFORNIA



*Reading/Literacy Added Authorization &
Reading/Literacy Leadership Specialist Certificate
Programs*

Program Assessment

Kremen School of Education and Human Development

CALIFORNIA STATE UNIVERSITY, FRESNO

**Prepared for
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Directions for Readers

This report is comprised of four sections:

Section One is the program's response to the Reading & Literacy Added Authorization Program Standards. The Program Standards are in **blue**, the program's responses in **black**. Section One reports where and how the program meets each standard.

Section Two is the program's response to the Reading & Literacy Leadership Specialist Credential Program Standards. The Program Standards are in **blue**, the program's responses in **black**. Section Two reports where and how the program meets each standard.

Section Three contains the syllabi for each course in the programs. The syllabi detail the course objectives, readings, topics and assignments. Descriptions of key course assignments are also provided. First, syllabi are provided for the Reading & Literacy Added Authorization Program. Next, the syllabi are provided for the Reading and Literacy Leadership Specialist Credential Program.

Section Four contains additional documentation related to program events and practices. These documents provide supplemental evidence to demonstrate how the programs meets the standards.

Program Standards of Sections One and Two are hyperlinked to the syllabi. Representative hyperlinks connecting the response to the standards and syllabi provide examples to demonstrate how the program meets the standard. Hyperlinks are represented in the text in [brackets]. For example: [[See LEE 278 syllabus.](#)]

Place your cursor over the bracketed text and click to hyperlink to the supporting evidence of how each standard has been met.

This document is in PDF format. Please note that the back arrow in the tool bar will enable the reader to easily go back and forth between the Program Standards and the supporting evidence.

Section One: Response to RLAA Standards

Category A: Program Design

Standard 1: Program Design, Rationale, and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework. It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.

The Reading and Literacy Added Authorization Program at California State University, Fresno includes a purposeful, developmentally-designed sequence of coursework and field experiences that effectively prepares candidates to teach all students to read and understand the challenges of developing literacy among California's diverse population. The purpose of the program is to prepare teachers with a strong theoretical foundation on literacy development and the capacity to apply this knowledge in making assessment and instructional decisions to meet the diverse needs of students with varying literacy abilities and language and cultural backgrounds ([See Student Outcomes Assessment Plan, p. 1](#)). In line with this vision, the program provides candidates the opportunity to study theoretical perspectives and scientific research on literacy processes and language development identified within the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (See Course Descriptions for [LEE 213: Teaching the Language Arts K-12, p. 1](#); [LEE 215: Language Issues in Reading, p. 1](#)). In addition, [through close communication and coordination with local school districts such as Fresno Unified, Clovis Unified, Sanger Unified, and other districts in the area](#), practical fieldwork experiences are systematically integrated throughout the program to provide candidates opportunities to apply this research in the design and implementation of instructional lessons. Several courses include major assignments that require candidates to apply specific course content with students in classrooms (See [LEE 213: Teaching the Language Arts K-12, p. 3-4](#); [LEE 215: Language Issues in Reading, p. 4](#); [LEE 224: Assessment & Development of Reading Abilities, p. 4](#)), and LEE 230: Supervised Teaching of Reading/Language Arts is the culminating course that provides candidates the opportunity to apply the knowledge gained throughout the program in a small-group intervention setting ([LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program is designed to extend the preparation preservice teachers receive and prepare the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program. The program is systematically sequenced to scaffold candidates' deeper examination of the content of the RICA content specifications. LEE 213: Teaching the Language Arts K-12 provides candidates with a deep exploration of the research on effective instructional practices for developing phonological and linguistic processes related to reading, oral language,

reading comprehension, and written language ([LEE 213: Teaching the Language Arts K-12, p. 1](#)). LEE 278: Reading Processes & Practices proceeds to deepen candidates' connections among research, theory and pedagogy by examining the theoretical models of reading processes that undergird instructional practices ([LEE 278: Reading Processes & Practices, p. 1](#)). LEE 215: Language Issues in Reading extends the knowledge base provided by the previous courses and examines the implications of these theoretical models for language acquisition and literacy development of English Learners [[LEE 215: Language Issues in Reading, p. 1](#)]. Candidates are provided with a deep exploration of research on the approaches, models, and curriculum for effectively developing the phonological and linguistic processes related to reading, oral language, reading comprehension, and written language abilities of culturally and linguistically diverse learners. LEE 224: Assessment & Development of Reading Abilities provides a deeper examination of planning and organizing reading instruction based on ongoing assessment. Candidates analyze research on the psychometric properties and uses for particular formal and informal assessment tools and research on intervention strategies to address specific literacy needs ([LEE 224: Assessment & Development of Reading Abilities, p. 1](#)).

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

The sequence of course/fieldwork for the California State University, Fresno Reading & Literacy Added Authorization program includes the following:

<u>Courses</u>	<u>Units</u>
SEMESTER 1	
LEE 213 Teaching the Language Arts K-12	3
LEE 278 Literacy Processes & Practices	3
SEMESTER 2	
LEE 215 Language Issues in Reading	3
LEE 224 Assessment & Development of Reading Abilities	3
SEMESTER 3	
LEE 230 Supervised Teaching of Reading/Language Arts	3
Total Units for Reading & Literacy Added Authorization	15

The program provides multiple opportunities for candidates to learn and demonstrate the skills required to teach all of California's diverse learners. The program is systematically structured to combine course work and field experiences that scaffold candidates' increasing competence toward meeting the expected program learning outcomes. The sequence of fieldwork experiences is evident in LEE 224 and LEE 230. In LEE 224, students implement assessment and devise an instructional plan for struggling readers at a preK-12 school site. One of the primary outcomes of the course is to prepare a report appropriate for distribution to parents, teachers, and administrators that details plan of appropriate literacy instruction. (*LEE 224: Assessment & Development of Reading Abilities, p. 2, p. 11*) This is followed by a supervised fieldwork

experience in LEE 230. Students work with their school administrators to set up individual tutoring for K-12 struggling readers. The faculty instructor of LEE 230 serves as supervisor at the school site and by coordinating with school administrators, arranges visits to observe their intervention. [LEE 230: Supervised Teaching of Reading/Language Arts, p. 1, p. 3](#). Research on the importance of a culture of literacy for student learning, how such a culture is developed, and the factors that support the sustainability of such a culture is analyzed and used to examine classroom level instructional practices, with a particular emphasis on second language development (See [LEE 213: Teaching the Language Arts K-12, p. 3-4](#); [LEE 215: Language Issues in Reading, p. 4](#)). The candidates are expected to reflect on this information and develop a plan of action to improve the culture of literacy at the classroom level. Candidates are also provided extended practical opportunities to develop a culture of literacy at the grade, school and community levels. Course assignments require students to complete diagnostic case studies and submit the reports and intervention plans to teachers, principals, and parents ([LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 224: Assessment & Development of Reading Abilities, p. 4](#)). These experiences are designed to facilitate candidates' understanding of the structures and communication procedures necessary to establish and sustain an expansive culture of literacy that supports students' literacy learning.

The program provides multiple opportunities for candidates to learn how to administer, analyze and interpret assessment results to guide instruction and to determine intervention procedures. In LEE 224: Assessment & Development of Reading Abilities candidates are expected to interpret results of disaggregated school-wide assessment data related to intervention programs and then prepare a proposal of recommended changes in intervention structural and instructional practices through discussions with school leadership (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). In LEE 224: Assessment & Development of Reading Abilities candidates are guided through the process of learning how to select, administer, and analyze appropriate assessments to determine students' instructional needs and develop an intervention plan to accelerate successful entry into grade level standards-based programs. LEE 230: Supervised Teaching of Reading/Language Arts extends the independent practice of this process, as candidates design and deliver instructional lessons to a small group of linguistically and culturally diverse students. In both courses, candidates complete diagnostic case studies and submit the reports and intervention plans to parents, classroom teachers, and administrators ([LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 224: Assessment & Development of Reading Abilities, p. 4](#)).

The Coordinator of the Reading Language Arts Program is responsible for overseeing the Reading and Literacy Added Authorization program. The Coordinator is recommended by the program faculty and appointed by the Dean of the School of Education. The Coordinator reports directly to the Chair of the Literacy, Early, Bilingual & Special Education Department and to the Dean of the Kremen School of Education and Human Development by way of the Dean's Coordinating Council. Responsibilities of this position include reviewing applicant files to determine admission into the program, advising students and monitoring their progress in the program, conducting program review, and communicating with PreK-12 school leaders regarding recruitment and field experiences. Department and Reading/Language Arts program meetings are held each month to maintain continuous ongoing program review. The Coordinator is responsible for coordinating the collection of assessment data with the assistance of program faculty each semester. The Program Coordinator is responsible for summarizing the data each

semester. Near the end of each spring semester, a program meeting is dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's course work, fieldwork and/or assessment activities as needed. The minutes of this meeting is provided as the basis for the department chair's annual report on assessment activities. ([See Student Outcomes Assessment Plan, p. 7](#)).

Category B: Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

Candidates enrolled in the Reading and Literacy Added Authorization program are exposed throughout their training to current research on the elements of an effective culture of literacy across K-12 classroom, school, district, and community contexts. Candidates review research on the strategic integration of multiple areas of literacy (i.e., reading, writing, listening, speaking, and visual representation) and the organization of instructional activities and environments in highlighted in LEE 213: Teaching the Language Arts K-12 (See Course Description [LEE 213: Teaching the Language Arts K-12, p.1](#); See [Course Schedule LEE 213: Teaching the Language Arts K-12, p.6](#)). The influences of student motivation on literacy engagement are explored through Self-Determination Theory, Expectancy-Value Theory, and Sociocultural Theory in LEE 278: Reading Processes & Practices (See [Course Schedule LEE 278: Reading Processes & Practices, p.6](#)), and the specific research on evaluating and constructing engaging instructional approaches are further examined in LEE 224: Assessment & Development of Reading Abilities (See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). Candidates also examine the distinct contributions that narrative, content area texts, and online media make to students' overall literacy development, and the specific research on evaluating and constructing practices that support adolescent disciplinary literacies and 21st Century literacies (See [Course Schedule LEE 213: Teaching the Language Arts K-12, p.6](#); See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). In addition, candidates examine the structural components of a culture of literacy. Specifically, candidates examine the important role collaboration and communication among classroom teachers, reading teachers, administrators, and parents in increasing the effectiveness of intervention models (See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 7](#)).

The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; and fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child and diverse cultural groups. Specifically, candidates review research that examines education's place in a broader social context, the resources and assets within diverse cultural communities, and practices that encourage community-education partnerships. Emphasis is placed on understanding how the intersection of culture and literacy practices in terms of students' funds of knowledge and multiple literacies can be utilized to engage students, their families, and the community in the acquisition of English literacy skills (See [Course Schedule LEE 213: Teaching the Language Arts K-12, p.6](#)).

LEE 215: Language Issues in Reading deepens this knowledge by focusing on developing a strong, coherent and shared vision of a culture of literacy that supports language acquisition and literacy development of English Learners. Special emphasis is placed on enhancing instruction for culturally and linguistically diverse learners by aligning resources to support high academic expectations. Candidates specifically review research on multilevel collaboration models, where parents, community members and all school personnel share responsibility for student learning, as well as specific models that connect children, culture, curriculum and text to foster academic language development (See [Course Schedule LEE 215: Language Issues in Reading, p. 7](#)).

Candidates are provided multiple opportunities to review current research on the role of a culture of literacy for fostering student engagement, motivation, and positive attitude towards reading and development of a lifelong habit to engage in literate activities. The influences of student motivation on literacy engagement are explored in LEE 278: Reading Processes & Practices (See [Course Schedule LEE 278: Reading Processes & Practices, p.6](#)), and the specific research on evaluating and constructing engaging instructional approaches are further examined in LEE 224: Assessment & Development of Reading Abilities (See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). The research reviewed includes school level and classroom structural factors as well as instructional practices, such as fostering goal-oriented learning, stimulating intrinsic motivation, supporting student academic self-efficacy, valuing cultural practices and resources, and constructing instructional contexts that involve collaborative structures and infuse real-world connections.

[The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.](#)

The program is designed to provide candidates opportunities to review current research on factors that develop/support a culture of literacy. The design intentionally exposes candidates to research that examines how a culture of literacy is developed and sustained through a synergistic combination of instructional and structural factors that permeate the contextual boundaries of classroom, school and community. The mutual interplay of these factors across contexts is intentionally demonstrated through continuous review across program courses, including building on funds of knowledge to promote community-classroom links, developing instruction that leverages the reciprocity of literacy skills, and organizing a collaborative school structures that promote shared responsibility for the academic achievement of all students (See [Course Schedules LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 215: Language Issues in Reading, p. 7](#); [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 7](#)).

Category B: Curriculum and Fieldwork

Standard 3: Preparation to Teach Literacy to all Student through Assessment, Instruction, and Appropriate Intervention

The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects.

The California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards are analyzed in relation to current literacy research in multiple courses throughout the program. Candidates are provided multiple opportunities to thoroughly analyze the research supporting these state-adopted standards and apply the research in delivering standards-based instruction during field experiences. For example, in LEE 213: Teaching the Language Arts K-12 candidates are required to conduct an inquiry project that links theory to practice. Candidates examine current research on a particular component of literacy instruction and then apply this research to particular standards-based lessons in their classrooms (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Likewise, in LEE 215: Language Issues in Reading candidates are expected to apply research-based strategies demonstrated in the course within their own classroom. The candidates are required to keep reflective journals that detail the particular standards addressed, the implementation process, observed outcomes, and a conclusion regarding the connections between the language acquisition and/or literacy research that supported strategies for English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)). In addition, students complete strategy research analysis reports for LEE 224: Assessment & Development of Reading Abilities and LEE 230: Supervised Teaching of Reading/Language Arts. For both of these assignments, students analyze and synthesize current research on strategies used to support struggling readers and English Learners. The reports include summaries and critiques of the research and implications for how the strategies align with specific state-adopted standards (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

The program is purposefully sequenced to scaffold candidates' mastery of how to assess, instruct, and provide intervention for each component of literacy instruction (oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development). The program provides multiple opportunities for candidates to review research and apply the course content in practical instructional contexts to facilitate

deeper learning. Initial courses provide candidates a strong foundation of research-based instructional strategies that effectively support student learning of each component of an effective literacy program and the interdependent nature of the components in constructing an integrated, balanced approach to instruction. For example, in LEE 213: Teaching the Language Arts K-12 candidates examine how oral language development and written language development are intertwined (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)), and in LEE 278: Reading Processes & Practices candidates review Automaticity Theory and Reading Systems Theory to develop a deeper understanding of the relationship between word analysis and fluency (See Course Schedule [LEE 278: Reading Processes & Practices, p.6](#)). LEE 213: Teaching the Language Arts K-12 includes assignments throughout the course so candidates can learn how research-based instructional strategies work in practical situations to support specific areas of literacy instruction. Further, LEE 213: Teaching the Language Arts K-12 provides candidates opportunities to develop an understanding of how to create a balanced literacy program through their Theory to Practice Project (See [LEE 213: Teaching the Language Arts K-12, p.3](#)).

Candidates' competency in learning to develop a balanced instructional approach that integrates multiple areas of literacy is further enhanced in LEE 215: Language Issues in Reading. The key literacy areas of oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development are taught in this course, with a special emphasis on modifying curriculum and instruction to meet the needs of linguistically and culturally diverse students. In addition, candidates are expected to apply these instructional models in their own classrooms. Through the Teaching Strategy Journal, candidates reflect on their process of learning how research-based instructional strategies work to develop the language and literacy skills of English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)).

Building on the candidates' knowledge about effective literacy instruction, the final phase of the program prepares candidates with the capacity to plan, implement, evaluate and modify literacy instruction to meet the needs of students with diverse literacy abilities and linguistic or cultural backgrounds. LEE 224: Assessment & Development of Reading Abilities and LEE 230: Supervised Teaching of Reading/Language Arts provide candidates with direct, guided experiences in learning how to assess the key literacy components of oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development. In both courses, students learn how to select, administer, and interpret assessment tools for each of these literacy areas. Specific Reader Assessment Projects provide experiences for candidates to learn how to assess the literacy components appropriate for a beginning young reader and an older struggling reader (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)), and clinical field experiences require candidates to apply this learning by assessing students in small intervention groups (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). These assessment experiences ground candidates' understanding of how to use assessment results to design differentiated instruction for various literacy strengths and weaknesses. In both courses, candidates analyze assessment results to develop case study reports and make instructional recommendations and develop an intervention plan, if necessary (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). During a clinical field experience, candidates implement these intervention plans through small-group tutoring. This

guided field experience provides candidates with an opportunity to learn how to utilize assessment results to provide effective clinical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers.

The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.

The program provides candidates multiple opportunities to understand the manner in which the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects structure learning standards along levels of increasing complexity. Candidates learn about the normal developmental process for each component of literacy, ranging from basic literacy skills in emergent/early readers to more advanced literacy skills required by adolescent and adult readers in content or discipline areas (See Course Schedules [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 215: Language Issues in Reading, p. 7](#); [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). In addition, the progression of complexity is examined through assessment assignments that provide candidates opportunities to analyze and compare early/emergent readers' skills with those of older/advanced readers (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)).

The program provides candidates with multiple opportunities to learn about the implications for literacy struggles and when such struggles warrant differentiated instruction and intervention. Course assignments and clinical experiences provide candidates opportunities to understand the implications of delays, compare assessment results to typical developmental patterns, and construct reports that detail whether further assessment and/or intervention procedures are necessary (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). In addition, through examination of research and practical field assignments, candidates develop a deep understanding of the implications of the unique developmental differences experienced by second language learners and specific differentiation techniques to mediate the acceleration of language and literacy for English Learners (See [LEE 215: Language Issues in Reading, p. 5](#)).

The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI, and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program, as well as methods to ...incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society....
(*California Model School Library Standards for Students*)

The program is based on a philosophy that effective literacy instruction utilizes a balanced, integrated approach, and this philosophy is emphasized in all courses. Candidates are provided

continuous opportunities to learn about the reciprocal nature of literacy areas and how to capitalize on these areas to support and accelerate students' literacy and language learning (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)). Candidates are also provided explicit instruction regarding the instructional intervention sequences and routines that can maximize this reciprocity, and candidates apply this knowledge by developing an intervention plan that uses students' strengths to support areas of need (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#)). Intervention models specific to English Learners are explored, and candidates use this knowledge to analyze school-wide English Learner intervention programs and propose intervention procedures that could support and accelerate the literacy and language development of culturally and linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 5](#)). Clinical field experiences provide candidates opportunities to apply the knowledge of effective integrated intervention approaches through small-group tutoring. Candidates analyze assessments, design and deliver instruction that builds on students' literacy strengths to support weaker areas, and then provide an analysis of the connections between their intervention experiences and the research reviewed for the course (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program provides candidates with multiple opportunities to learn how to incorporate information literacy skills into classroom activities. Candidates examine research about critical literacy and are required to implement critical literacy instructional strategies in their classroom lessons. Through these practical experiences, candidates learn the ways that critical literacy can teach students to evaluate information from texts. In addition, specific attention is given to research on digital and visual literacies, as candidates examine strategies to develop students' abilities to access, evaluate, and integrate information found in media and digital resources (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)). Specific tools and procedures to assess student information literacy skills and 21st Century literacy skills are explored. These assessments are then coupled with an examination of research on how to support and develop students' abilities to comprehend and produce multimodal text sources that will enable the to succeed in a technologically-oriented society (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)).

The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.

The program provides candidates opportunities to learn the types and uses of assessments across the continuum of literacy skill components, from early/emergent literacy skills to advanced literacy skills, including oral language, concepts of print, phonemic awareness, word analysis, vocabulary development, written language development, and comprehension. To connect with current school practices, candidates are engaged in analyzing relevant curriculum-embedded, California norm-referenced and criterion-based assessments (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). This analysis is designed to develop candidates' knowledge on how such assessments can be used for screening, placement, and summative evaluation. In addition, candidates are required to complete two assessment projects. These projects facilitate candidates' understanding of how to use norm-referenced (Clay's

Observation Survey), criterion-based (Analytic Reading Inventory), and other formative assessment tools for screening, diagnosis, and progress monitoring (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)). The candidates then apply these same tools in LEE 230: Supervised Teaching of Reading/Language Arts to design and implement differentiated intervention plans through small-group tutoring (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.

Although meeting the needs of culturally and linguistically diverse learners is emphasized throughout the program, LEE 215: Language Issues in Reading is the course in the program that deals most specifically with the distinctions between literacy development and second language acquisition. The overarching theme of this course is that identifying English Learners with a reading problem requires a deep analysis of the instructional and learning opportunities that exist. As such, candidates are expected to develop a deep understanding of the types of instructional accommodations that support literacy development for English Learners, including making content instruction accessible through the SIOP model, using communicative approaches to bridging second-language literacy, and mediating literacy through language (See Course Schedule [LEE 215: Language Issues in Reading, p. 7](#)). In addition, LEE 224: Assessment & Development of Reading Abilities requires candidates to assess linguistically and culturally diverse students using a variety of tools to assess oral language, vocabulary, comprehension and written language development. The aim of these projects is to provide candidates with a deep understanding that multiple aspects of literacy must be considered in forming conclusions about students' literacy struggles (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)).

The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

Collegial collaboration is a key structure embedded throughout the program. Candidates have opportunities within each course to present their analysis of research and practical experiences to classmates as well as presenting individual student reports to teachers, administrators, and parents. Candidates are provided multiple opportunities to examine school level data in relation to intervention programs and procedures. For example, one assignment requires candidates to conduct a multilevel (teachers and administrators) analysis of the RTI process. Based on the findings of this analysis, recommended revisions of assessment and instructional practices are provided. In addition, candidates make recommendations to school administrators regarding revisions to intervention components and professional development needs to create a more effective intervention program (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). A similar assignment addresses the needs of English Learners and requires candidates to conduct an analysis of English Language Development programs and procedures. Based on the findings of this analysis, candidates provide administrators with recommended revisions of intervention components and professional development needs to

enhance the effectiveness of the programs for culturally and linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 5](#)).

Category B: Curriculum and Fieldwork

Standard 4: Integrating Curriculum through Fieldwork

The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.

The program provides candidates with opportunities to evaluate research and integrate the research in classroom contexts. Specific course assignments require candidates to apply research in developing and implementing instructional lessons. For example, candidates are required to complete a Theory to Practice project. Candidates review and evaluate research on a literacy topic of interest and use this inquiry to develop and implement instructional lessons in the field (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Candidates are provided similar opportunities through other field assignments that emphasize applying research-based instructional strategies with linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 4](#)). Candidates are also provided opportunities to apply assessment and differentiation research in the field. In LEE 224: Assessment & Development of Reading Abilities, candidates are required to complete two assessment projects. Candidates administer assessments across a range of literacy areas, interpret the results, and then complete a diagnostic report detailing a plan of differentiated instruction and/or intervention (See [LEE 224: Assessment & Development of Reading Abilities, p. 3-4](#)). Candidates are provided similar opportunities in LEE 230: Supervised Teaching of Reading/Language Arts through small-group tutoring in the field. Again, candidates have opportunities to apply assessment practices, however, the plan of differentiation and/or intervention is actually implemented throughout the tutoring sessions (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

These field experiences ensure that candidates have opportunities to work with students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition. The Theory to Practice project, the Teaching Strategies assignments and the Tutoring Field Experience require candidates to work with PreK-Adult students (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). The assessment projects for LEE 224 provide specific opportunities for candidates to work with students from both specified ranges. One project must be completed with an early reader (PreK-3), and one project must be completed with an intermediate reader (4th grade to adult) (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)).

Candidates will demonstrate knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.

The program is designed to provide comprehensive field experiences for candidates to demonstrate understanding of assessment and instruction of all elements of a literacy program that effectively supports student literacy development. The courses in the program have been structured to include field-based assignments that allow candidates to demonstrate their abilities to apply course content across a range of literacy areas and educational contexts. Some assignments, such as the Demonstration Lesson and Theory to Practice Project, require candidates to apply research-based instructional strategies in their own classrooms and then demonstrate their knowledge of effective instruction by presenting their experiences in class (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 5](#)). Similarly, field-based assessment projects provide opportunities for candidates to learn and demonstrate their abilities to administer and interpret formative, diagnostic assessments and use the assessment results to design differentiated instructional plans (See [LEE 224: Assessment & Development of Reading Abilities, p. 3-4](#)).

The concluding course, LEE 230: Supervised Teaching of Reading/Language Arts, includes a small-group tutoring assignment as a culminating field experience. Candidates demonstrate their abilities to cohesively unite the assessment and instructional knowledge gained throughout the program. Candidates begin the project by administering and interpreting formative assessments. The results of these assessments are interpreted and used to design an intervention plan. During tutoring sessions, candidates implement the selected instructional strategies and administer formative assessments to monitor student progress. At the conclusion of the tutoring, candidates administer summative assessments to evaluate student progress (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

All field sites and clinical settings include instructional approaches and methods consistent with a balanced, comprehensive program of literacy instruction. Fieldwork is supported by on-going guidance, assistance, and feedback from the instructor. Candidates are provided continuous feedback and guidance on extended projects, such as the Theory to Practice project, Teaching Strategies journal, and Assessment Projects. Class time is dedicated to project workshops, so the instructor can collaborate with candidates to review assignment requirements, discuss progress, and address challenges (See Course Schedules [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 215: Language Issues in Reading, p. 7](#); [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). The tutoring fieldwork required for LEE 230 is a supervised experience and includes a variety of mechanisms for feedback and guidance. Tutoring lesson plans are submitted on a weekly basis and student progress monitoring reports are submitted at midterm. The instructor reviews and provides candidates feedback on these items in a timely manner to evaluate and support candidates' instructional decision-making. In addition, the instructor conducts on-site observations of tutoring sessions to provide feedback on candidates'

instructional and assessment practices at the point of need (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

Category C: Assessment of Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

Standard 5A: Reading and Literacy Research and Assessment

Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

The program uses multiple measures through which candidates demonstrate competence in evaluating and strengthening the culture of literacy at a classroom, grade or school level. The Theory to Practice project and the Teaching Strategies journal are two measures used to determine candidates' competence in identifying classroom level instructional practices that impede or support students' literacy development. These major assignments require candidates to analyze personal classroom practices and reflect on how the practices align or conflict with current research on literacy development, with particular emphasis on first and second language acquisition. Candidates submit written reports and make presentations detailing their analysis and plan of action to strengthen the culture of literacy to better support student learning (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 4](#)).

The Teaching Strategies journal reflections are utilized as a formative assessment. The ongoing nature of the journals provides a measure of candidates continued growth in their abilities to identify classroom factors that support the development and sustainability of a culture of literacy. The Theory to Practice project is utilized as a summative assessment. Projects are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to compare and contrast literacy theories and apply the theoretical perspectives in effectively designing literacy instruction that meets the needs of struggling readers and English Learners (See [Student Outcomes Assessment Plan, Appendix 1](#)).

Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

The program uses multiple measures through which candidates demonstrate competence in interpreting results of disaggregated school-wide assessment data to propose changes in instructional practices through school level discussions. In LEE 224: Assessment & Development of Reading Abilities candidates collect and review disaggregated school-wide assessment data from intervention programs and conduct a multilevel (teachers and administrators) analysis of the RTI process. Candidates discuss recommended revisions of assessment and intervention practices with their school administrators. In LEE 215: Language Issues in Reading candidates conduct a similar analysis, focused on school-wide English Language Development programs and procedures. Based on the findings of the analysis, candidates provide administrators with recommended revisions of intervention components and professional development needs to enhance the effectiveness of the programs (See Course

Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 215: Language Issues in Reading, p. 4](#)).

Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators. Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

The program uses multiple measures through which candidates demonstrate competence in selecting and administering assessments, and analyzing and reporting assessment results. In [LEE 224: Assessment & Development of Reading Abilities](#) candidates complete two assessment projects. These projects are evaluated using rubrics to determine candidates' competence in selecting appropriate literacy assessments for different students across PK-Adult ranges. The rubrics for these projects also evaluate candidates' competence in administration and interpretation of results (See [LEE 224: Assessment & Development of Reading Abilities, p.8-9](#)). The Case Study Report is used as a summative measure of candidates' competence in summarizing assessment results, using assessment results to guide instruction, and reporting the results in ways that are meaningful to parents, classroom teachers, and administrators. The candidates prepare a case study report, which includes the assessment tools and results, an analysis of the results, and instructional recommendations, for parents, teachers, and administrators. Reports are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers (See [Student Outcomes Assessment Plan, Appendix 2](#)).

In addition, [LEE 230: Supervised Teaching of Reading/Language Arts](#) includes multiple measures of candidates' comprehensive understanding of the assessment/instruction cycle. Candidates are required to complete a supervised clinical field experience diagnosing and tutoring K-Adult students who demonstrate reading achievement below expected performance for their respective age levels. The Clinical Experience Matrix (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#)) is used during on-site observations and analysis of tutoring materials, lessons, and case reports. The matrix is designed to document candidates' competence in selecting and administering appropriate assessment measures, analyzing results, and using the results to guide instruction to accelerate student learning. The final case study summary reports resulting from the clinical field experience are summative measures that evaluate candidates' competence in determining appropriate intervention placements and reporting the results in ways that are meaningful to parents, teachers, and administrators (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

Category C: Assessment of Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

Standard 5B: Instruction and Intervention

Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.

The program provides candidates multiple opportunities to plan and implement lessons with students from various age, grade, and demographic groups. Many of these experiences take place in the candidates' own classrooms in Central Valley schools, with approximately 50% Latino/Hispanic students, 37% English Learners, and 25% students living in poverty. By the nature of these statistics, candidates are primarily working with students from diverse ethnic, cultural, gender, linguistic, and socio-economic backgrounds.

The program uses specific measures to ensure that candidates are competent in planning and teaching lessons with students from these diverse backgrounds. Specific course assignments and clinical experiences require candidates to plan and deliver lessons to students from culturally and linguistically diverse backgrounds. Candidates' competence is measured through the Teaching Strategies journal and the Clinical Experience Matrix (See [LEE 215: Language Issues in Reading, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#)).

Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible. Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.

The program uses multiple measures through which candidates demonstrate competence in selecting and administering assessments, and analyzing and reporting assessment results. In [LEE 224: Assessment & Development of Reading Abilities](#) candidates complete two assessment projects. These projects are evaluated using rubrics to determine candidates' competence in selecting appropriate literacy assessments for different students across PK-Adult ranges. The rubrics for these projects also evaluate candidates' competence in administration and interpretation of results (See [LEE 224: Assessment & Development of Reading Abilities, p.8-9](#)). The Case Study Report is used as a summative measure of candidates' competence in summarizing assessment results, using assessment results to guide instruction, and reporting the results in ways that are meaningful to parents, classroom teachers, and administrators. The candidates prepare a case study report, which includes the assessment tools and results, an analysis of the results, and instructional recommendations, for parents, teachers, and administrators. Reports are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy

research to guide the design of differentiated instruction for struggling readers (See [Student Outcomes Assessment Plan, Appendix 2](#)).

Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today's global economy.

The program uses multiple measures through which candidates demonstrate knowledge of digital literacies and competence in facilitating student and teacher use of such 21st Century skills. Several courses provide candidates opportunities to examine research on the characteristics of digital literacies and effective instructional practices for developing these skills. Candidates are required to apply this knowledge during their Theory to Practice project. The written report and subsequent presentation are evaluated to measure this area (See [Student Outcomes Assessment Plan, Appendix 1](#)). In LEE 224: Assessment & Development of Reading Abilities, candidates are required to include recommendations for utilizing technology as an instructional tool and/or as a strategy to facilitate underlying literacy processes in their case study reports (See [LEE 224: Assessment & Development of Reading Abilities, p.11](#)). In addition, candidates must apply knowledge of digital literacies during their tutoring field experience in LEE 230: Supervised Teaching of Reading/Language Arts. Lesson plans are used as formative assessments to determine candidates' competence in using technology to facilitate student learning and develop particular digital literacy skills (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

Section Two: Response to RLLSC Standards

Category A: Program Design

Standard 6: Program Design, Rationale, and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It begins at the level of the Reading and Literacy Added Authorization and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10.

The Reading and Literacy Leadership Specialist Credential Program at California State University, Fresno includes a purposeful, developmentally-designed sequence of coursework and field experiences that effectively prepares candidates to lead the development and implementation of comprehensive literacy programs at classroom, school, district, county and state levels to ensure equitable opportunity and achievement for California's diverse PK-12 student population. The purpose of the program is to prepare candidates with a strong theoretical foundation on literacy development, assessment and instruction, coupled with the capacity to apply this knowledge in serving as effective literacy leaders capable of mentoring colleagues, evaluating literacy programs, and advocating for effective programs that support student learning (See [Student Outcomes Assessment Plan, p. 1](#)).

The program is designed to build upon the foundational knowledge, skills and competencies developed in the Reading and Literacy Added Authorization program. The sequence of course/fieldwork for the California State University, Fresno Reading & Literacy Leadership Specialist Credential program includes the following:

<u>Courses</u>	<u>Units</u>
SEMESTER 1	
LEE 213 Teaching the Language Arts K-12	3
LEE 278 Literacy Processes & Practices	3
SEMESTER 2	
LEE 215 Language Issues in Reading	3
LEE 224 Assessment & Development of Reading Abilities	3
SEMESTER 3	
LEE 230 Supervised Teaching of Reading/Language Arts	3
LEE 244 Research for Reading Professionals	3
SEMESTER 4	
LEE 234 Clinical Experiences in Reading Assessment & Instruction	3
LEE 254 Supervised Field Experiences for Literacy Leadership	3
Total Units for Reading & Literacy Leadership Specialist Credential	24

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 10 in Category C: Assessment of Candidate Competence. It includes a

planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners and to be literacy leaders in their school, district, and community.

The program provides multiple opportunities for candidates to develop and demonstrate advanced knowledge on literacy development, assessment and instruction necessary to teach California's diverse learners. The program is systematically structured to combine course work and field experiences that scaffold candidates' increasing competence toward meeting the expected program learning outcomes. The program provides candidates with opportunities to evaluate research and integrate the research in instructional contexts. Courses in the beginning of the program are designed to provide candidates with a deep exploration of the research on effective instructional practices for developing phonological and linguistic processes related to reading, oral language, reading comprehension, and written language and the implications of this research for language acquisition and literacy development of English Learners (See Course Descriptions [LEE 213: Teaching the Language Arts K-12, p.1](#); [LEE 278: Reading Processes & Practices, p.1](#); [LEE 215: Language Issues in Reading, p. 7](#)). Course assignments provide candidates opportunities to apply this research in developing and implementing instructional lessons. For example, in LEE 213: Teaching the Language Arts K-12 candidates are required to complete a Theory to Practice project. Candidates review and evaluate research on a literacy topic of interest and use this inquiry to develop and implement instructional lessons in the field (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Candidates are provided similar opportunities in LEE 215: Language Issues in Reading, in which the field experiences emphasize applying research-based instructional strategies with linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 4](#)).

As candidates progress through the program, advanced courses are designed to provide candidates with a deeper understanding of research methods and design features as tools for analyzing, critiquing, and interpreting literacy research results (See Course Description [LEE 244: Research for Reading Professionals, p. 1](#)). Candidates analyze research on the psychometric properties and uses for particular formal and informal assessment tools and research on intervention strategies to address specific literacy needs (See Course Description [LEE 224: Assessment & Development of Reading Abilities, p.1](#)). In addition, advanced courses provide candidates with specific examination of the research on adult learning theory and the implications the research holds for delivering professional development in future roles as literacy leaders (See Course Description [LEE 254: Supervised Field Experiences in Reading, p.1](#)).

Candidates are provided multiple opportunities to develop and demonstrate their competence in applying current reliable research while working with students and teachers. Field-based assignments and clinical experiences provide candidates opportunities to demonstrate their competence in using assessment and differentiation research to provide specialized instruction to meet the specific needs of culturally, economically, and linguistically diverse students across the PK-12 spectrum. In LEE 224: Assessment & Development of Reading Abilities candidates are guided through the process of learning how to select, administer, and analyze appropriate assessments to determine students' instructional needs and develop an intervention plan to accelerate successful entry into grade level standards-based programs (See [LEE 224: Assessment & Development of Reading Abilities, p. 3-4](#)). Supervised clinical experiences are provided to extend the independent practice of this process, as candidates design and deliver instructional

lessons to linguistically and culturally diverse students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition. Small-group intervention and individual intensive intervention instructional settings are used to develop and assess candidates' proficiency in implementing and adapting culturally responsive curricula and instructional strategies to meet students' specific literacy needs (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

In addition, candidates are provided multiple opportunities to develop and demonstrate their competence in working with other educators to facilitate the implementation of state-and/or district-adopted literacy curricula at classroom and school levels. Throughout the field experience courses, seminar sessions are structured to provide space for reflective conversations and supportive feedback on selecting curriculum materials and adapting instructional strategies (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#); [LEE 254: Supervised Field Experiences in Reading, p.3](#)). In LEE 254: Supervised Field Experiences in Reading, these facilitation skills are further refined and mastered through a semester-long continuous school-based peer mentoring experience. Candidates mentor a grade-level team of colleagues and/or an individual teacher in the implementation of adopted curricula and standards (See [LEE 254: Supervised Field Experiences in Reading, p.3](#)).

The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

The Coordinator of the Reading Language Arts Program is responsible for overseeing the Reading and Literacy Leadership Specialist program. The Coordinator is recommended by the program faculty and appointed by the Dean of the School of Education. The Coordinator reports directly to the Chair of the Literacy, Early, Bilingual & Special Education Department and to the Dean of the Kremen School of Education and Human Development by way of the Dean's Coordinating Council. Responsibilities of this position include reviewing applicant files to determine admission into the program, advising students and monitoring their progress in the program, conducting program review, and communicating with PreK-12 school leaders regarding recruitment and field experiences. Department and Reading/Language Arts program meetings are held each month to maintain continuous ongoing program review. The Coordinator is responsible for coordinating the collection of assessment data with the assistance of program faculty each semester. The Program Coordinator is responsible for summarizing the data each semester. Near the end of each spring semester, a program meeting is dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's course work, fieldwork and/or assessment activities as needed. The minutes of this meeting is provided as the basis for the department chair's annual report on assessment activities (See [Student Outcomes Assessment Plan, p. 7](#)).

Category B: Curriculum and Fieldwork

Standard 7: Research and Evaluation Methodology

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides candidates multiple opportunities to learn research methods and procedures as tools for analyzing, critiquing, and interpreting literacy research results. For example, in LEE 230: Supervised Teaching of Reading/Language Arts candidates examine current research on a particular area of literacy and construct a report that specifically addresses the methods and procedures of the studies (See Rubric [LEE 230: Supervised Teaching of Reading/Language Arts, p. 8](#)). Similarly, in LEE 244: Research for Reading Professionals, design, sampling, and statistical procedures of research methods are examined in the context of studies investigating various areas of phonological and linguistic processes related to reading, oral language, reading comprehension, and written language. Candidates analyze the research methods and procedures and produce a report that evaluates the quality of research using the methods and procedures as key analytic guides (See Rubrics [LEE 244: Research for Reading Professionals, p.8-9](#)). Specific analysis of research measures and instruments is highlighted in LEE 224: Assessment & Development of Reading Abilities. Candidates analyze research on the psychometric properties and uses for particular formal and informal assessment tools (See Course Description [LEE 224: Assessment & Development of Reading Abilities, p.1](#)).

The program provides candidates with focused instruction and experiences in evaluating literacy programs that generate reliable information about program strengths, weaknesses, and effects on instruction practices at the classroom, school, or district levels.

The program provides candidates with focused instruction and experiences in evaluating literacy programs. Candidates complete a literacy program evaluation report in *LEE 254: Supervised Field Experiences in Reading*. The process for completing the report involves an intensive comprehensive examination of a school-wide and/or particular grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. The collection of multiple sources of data, including student assessment results, teacher interviews and surveys, and classroom observations, allows for candidates to generate reliable information about the strengths and weaknesses of the literacy program (See [LEE 254: Supervised Field Experiences in Reading, p.3](#)).

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program is purposefully sequenced to scaffold candidates' mastery of how to analyze data to diagnose and monitor students' progress to plan, implement, and modify instruction. Candidates

are provided with direct, guided experiences in learning how to use assessment results to design differentiated instruction for individual students. Specifically, candidates are provided experiences to learn how to analyze literacy assessments results for a beginning young reader (Early Reader Project) and an older struggling reader (Older Project). Using the data from these projects, candidates develop case study reports, make instructional recommendations and develop individualized intervention plans (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)). Candidates' mastery of assessment data analysis is deepened through small-group intervention and individual intensive intervention supervised clinical experiences. In both contexts of these contexts, candidates administer and interpret formative assessments. The results of these diagnoses are used to design an intervention plan. During tutoring sessions, candidates implement the selected instructional strategies and administer formative assessments to monitor student progress. At the conclusion of the tutoring, candidates administer assessments to evaluate student progress (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

The program also provides candidates with multiple opportunities to engage in data analysis at broader classroom, grade, and school levels. These opportunities allow candidates to develop the capacity to analyze aggregate data to inform instructional practices and professional development activities. For example, one assignment requires candidates to conduct a multilevel (teachers and administrators) analysis of the RTI process. Based on the findings of this analysis, recommended revisions of assessment and instructional practices are provided. In addition, candidates make recommendations to school administrators regarding revisions to intervention components and professional development needs to create a more effective intervention program (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). A similar assignment addresses the needs of English Learners and requires candidates to conduct an analysis of English Language Development programs and procedures. Based on the findings of this analysis, candidates provide administrators with recommended revisions of intervention components and professional development needs to enhance the effectiveness of the programs for culturally and linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 5](#)). In addition to analyzing single components of school-wide interventions, candidates are required to complete a comprehensive examination of a school-wide and/or grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. Based on the findings of the program evaluation, candidates provide administrators with recommended revisions of intervention components, instructional practices and professional development needs to enhance the effectiveness of the programs (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

Candidates analyze research on the psychometric properties and uses for particular formal and informal assessment tools to address specific literacy needs ([LEE 224: Assessment & Development of Reading Abilities, p. 1](#)). The program provides candidates opportunities to learn

the types and uses of assessments across the continuum of literacy skill components, from early/emergent literacy skills to advanced literacy skills, including oral language, concepts of print, phonemic awareness, word analysis, vocabulary development, written language development, and comprehension. To connect with current school practices, candidates are engaged in analyzing relevant curriculum-embedded, California norm-referenced and criterion-based assessments (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). This analysis is designed to develop candidates' knowledge on how such assessments can be used for screening, placement, and summative evaluation. In addition, candidates are required to complete two assessment projects. These projects facilitate candidates' understanding of how to use norm-referenced (Clay's Observation Survey), criterion-based (Analytic Reading Inventory), and other formative assessment tools for screening, diagnosis, and progress monitoring (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)). The candidates then apply these same tools in clinical field experiences to design and implement differentiated intervention plans through small-group tutoring and individual intensive intervention (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks. The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.

The *California Preschool Learning Foundations and Frameworks (Volume 1)* and the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* standards are analyzed in relation to current literacy research in multiple courses throughout the program. Candidates are provided multiple opportunities to thoroughly analyze the research supporting these state-adopted standards and apply the research in delivering standards-based instruction during field experiences. For example, in LEE 213: Teaching the Language Arts K-12 candidates are required to conduct an inquiry project that links theory to practice. Candidates examine current research on a particular component of literacy instruction and then apply this research to particular standards-based lessons in their classrooms (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Likewise, in LEE 215: Language Issues in Reading candidates are expected to apply research-based strategies demonstrated in the course within their own classroom. The candidates are required to keep reflective journals that detail the particular standards addressed, the implementation process, observed outcomes, and a conclusion regarding the connections between the language acquisition and/or literacy research that supported strategies for English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)). In addition, students complete instructional strategy research analysis reports in LEE 224: Assessment & Development of Reading Abilities and in LEE 230: Supervised Teaching of Reading/Language Arts. For both of these courses, students analyze and synthesize current research on strategies used to support struggling readers and English Learners. The reports include summaries and critiques of the research and implications for how the strategies align with specific state-adopted standards (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

The purpose of the program is to prepare candidates with a strong theoretical foundation on literacy development and the capacity to apply this knowledge in instructional decision-making and leadership processes. In line with this vision, the program provides candidates the opportunity to critically examine theoretical perspectives and scientific research on literacy processes and language development identified within the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. In addition, practical fieldwork experiences are systematically integrated throughout the program to provide candidates opportunities to develop an understanding of the limitations of applicability of research on specific target populations.

LEE 213: Teaching the Language Arts K-12 provides candidates with a deep exploration of the research on effective instructional practices for developing phonological and linguistic processes related to reading, oral language, reading comprehension, and written language. LEE 278: Reading Processes & Practices proceeds to deepen candidates' connections among research, theory and pedagogy by examining the theoretical models of reading processes that undergird instructional practices (See Course Schedules [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 278: Reading Processes & Practices, p.6](#)). Candidates apply the theoretical models and instructional practices reviewed as part of an inquiry project. Candidates examine current research on a particular component of literacy instruction and then implement standards-based lessons in their classrooms. The inquiry project requires candidates to reflect on how the implementation of practices aligned and/or conflicted with current research, submit written reports, and make presentations detailing their critical analysis (See [LEE 213: Teaching the Language Arts K-12, p.3](#)).

LEE 215: Language Issues in Reading extends the knowledge base provided by the previous courses and examines the implications of these theoretical models for language acquisition and literacy development of English Learners. Candidates are provided with a deep exploration of research on the approaches, models, and curriculum for effectively developing the phonological and linguistic processes related to reading, oral language, reading comprehension, and written language abilities of culturally and linguistically diverse learners (See Course Schedule [LEE 215: Language Issues in Reading, p. 7](#)). Candidates then apply research-based strategies demonstrated in the course within their own classroom. The candidates are required to keep reflective journals that detail the particular standards addressed, the implementation process, observed outcomes, and a critical analysis regarding the connections between the language acquisition and/or literacy research that supported strategies for English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)).

LEE 244: Research for Reading Professionals provides candidates with a deeper understanding of research methods and design features as tools for analyzing, critiquing, and interpreting

seminal literacy research. Design, sampling, and statistical procedures of research methods are examined in the context of seminal literacy studies investigating key areas of phonological and linguistic processes related to reading, oral language, reading comprehension, and written language (See Course Schedule [LEE 244: Research for Reading Professionals, p.7](#)). Candidates analyze the research methods and procedures and produce a report that critically analyzes the quality of research and conclusions (See Rubrics [LEE 244: Research for Reading Professionals, p.8-9](#)).

As candidates advance through the program, further opportunities are provided to engage in critically analyzing research-based strategies. Candidates analyze and synthesize current research on strategies used to support struggling readers and English Learners. The reports include summaries and critiques of the research and implications for how the strategies align with specific state-adopted standards (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). As a culminating experience, candidates complete a comprehensive literacy program evaluation. Research reviewed throughout the program courses is analyzed in the context of the broader levels of implementation. Further, the implications of the research to support enhanced literacy programs is provided (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.

The program provides multiple opportunities for candidates to develop communication strategies for sharing assessment results with various audiences, including teachers, parents, and administrators. Several opportunities are provided for candidates to develop competence in reporting assessment results for individual students. Through course-based field assignments and clinical experiences, candidates prepare case study reports based on an analysis of results across literacy domains; the report concludes with instructional recommendations and is shared with parents, teachers, and administrators (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

Multiple opportunities are also provided for candidates to develop competence in reporting assessment results for broader classroom and school levels. For example, one assignment requires candidates to conduct a multilevel (teachers and administrators) analysis of the RTI process. Based on the findings of this analysis, recommended revisions of assessment and instructional practices are provided. In addition, candidates make recommendations to school administrators regarding revisions to intervention components and professional development needs to create a more effective intervention program (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). A similar assignment addresses the needs of English Learners and requires candidates to conduct an analysis of English Language Development programs and procedures. Based on the findings of this analysis, candidates provide administrators with recommended revisions of intervention components and professional development needs to enhance the effectiveness of the programs for culturally and linguistically

diverse students (See [LEE 215: Language Issues in Reading, p. 5](#)). In addition to analyzing single components of school-wide interventions, candidates are required to complete a comprehensive examination of a school-wide and/or grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. Based on the findings of the program evaluation, candidates provide administrators with recommended revisions of intervention components, instructional practices and professional development needs to enhance the effectiveness of the programs (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

Category B: Curriculum and Fieldwork

Standard 8: Advanced Professional Competencies

Standard 8A: Curriculum, Instruction and Assessment

The program provides opportunities for candidates to develop an advanced understanding of: the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.

Candidates learn about the normal developmental process for each component of literacy, ranging from basic literacy skills in emergent/early readers to more advanced literacy skills required by adolescent and adult readers in content or discipline areas. Grounded in an integrated balanced approach to literacy, the program emphasizes the reciprocal nature of these literacy areas and how to capitalize on the relationships between linguistics, spelling, reading and writing to accelerate student learning. In addition, candidates are provided opportunities to examine research on the approaches, models, and curriculum for effectively developing the phonological and linguistic processes related to reading, oral language, reading comprehension, and written language abilities of culturally and linguistically diverse learners (See Course Schedules [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 215: Language Issues in Reading, p. 7](#)).

The program also provides candidates with a deeper examination of the psychological and sociolinguistic theoretical models of reading processes that undergird instructional practices. Seminal research is reviewed and critically analyzed regarding connections among research, theory, and instructional practices. For example, the influences of student motivation on literacy engagement and achievement are explored through Self-Determination Theory, Expectancy-Value Theory, and Sociocultural Theory. The research framed from these perspectives, including school and classroom factors, goal-oriented learning, and valuing cultural resources, are further examined across the program (See Course Schedules [LEE 278: Reading Processes & Practices, p. 6](#); [LEE 215: Language Issues in Reading, p. 7](#); [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 244: Research for Reading Professionals, p.7](#)).

Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based and about the effective implementation of state- and/or district- approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.

The California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards are analyzed in relation to current literacy research in multiple courses throughout the program. Candidates are provided multiple opportunities to thoroughly analyze the research supporting these state-adopted standards and apply the research in delivering standards-based instruction during field experiences. For example, in LEE 213:

Teaching the Language Arts K-12 candidates are required to conduct an inquiry project that links theory to practice. Candidates examine current research on a particular component of literacy instruction and then apply this research to particular standards-based lessons in their classrooms (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Likewise, in LEE 215: Language Issues in Reading candidates are expected to apply research-based strategies demonstrated in the course within their own classroom. The candidates are required to keep reflective journals that detail the particular standards addressed, the implementation process, observed outcomes, and a conclusion regarding the connections between the language acquisition and/or literacy research that supported strategies for English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)). As candidates advance through the program, further opportunities are provided to engage in critically analyzing research-based strategies. Candidates analyze and synthesize current research on strategies used to support struggling readers and English Learners. The reports include summaries and critiques of the research and implications for how the strategies align with specific state-adopted standards (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)).

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.

The program is purposefully sequenced to scaffold candidates' mastery of how to assess, instruct, and provide intervention for each component of literacy instruction (oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development). The program provides candidates opportunities to learn the types and uses of assessments across the continuum of literacy skill components, from early/emergent literacy skills to advanced literacy skills, including oral language, concepts of print, phonemic awareness, word analysis, vocabulary development, written language development, and comprehension. To connect with current school practices, candidates are engaged in analyzing relevant curriculum-embedded, California norm-referenced and criterion-based assessments (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). This analysis is designed to develop candidates' knowledge on how such assessments can be used for screening, placement, and summative evaluation. In addition, candidates are required to complete two assessment projects. These projects facilitate candidates' understanding of how to use norm-referenced (Clay's Observation Survey), criterion-based (Analytic Reading Inventory), and other formative assessment tools for screening, diagnosis, and progress monitoring (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)). The candidates then apply these same tools in clinical field experiences to design and implement differentiated intervention plans through small-group tutoring and individual intensive intervention (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

The program provides multiple opportunities for candidates to review research and apply the course content in practical instructional contexts to facilitate deeper learning. Initial courses provide candidates a strong foundation of research-based instructional strategies that effectively support student learning of each component of an effective literacy program and the interdependent nature of the components in constructing an integrated, balanced approach to instruction. For example, in LEE 213: Teaching the Language Arts K-12 candidates examine how oral language development and written language development are intertwined (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)), and in LEE 278: Reading Processes & Practices candidates review Automaticity Theory and Reading Systems Theory to develop a deeper understanding of the relationship between word analysis and fluency (See Course Schedule [LEE 278: Reading Processes & Practices, p.6](#)). LEE 213: Teaching the Language Arts K-12 includes assignments throughout the course so candidates can learn how research-based instructional strategies work in practical situations to support specific areas of literacy instruction. Further, LEE 213: Teaching the Language Arts K-12 provides candidates opportunities to develop an understanding of how to create a balanced literacy program through their Theory to Practice Project (See [LEE 213: Teaching the Language Arts K-12, p.3](#)).

Candidates' competency in learning to develop a balanced instructional approach that integrates multiple areas of literacy is further enhanced in LEE 215: Language Issues in Reading. The key literacy areas of oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development are taught in this course, with a special emphasis on modifying curriculum and instruction to meet the needs of linguistically and culturally diverse students. In addition, candidates are expected to apply these instructional models in their own classrooms. Through the Teaching Strategy Journal, candidates reflect on their process of learning how research-based instructional strategies work to develop the language and literacy skills of English Learners (See [LEE 215: Language Issues in Reading, p. 4](#)).

Building on the candidates' knowledge about effective literacy instruction, the final phase of the program prepares candidates with the capacity to plan, implement, evaluate and modify literacy instruction to meet the needs of students with diverse literacy abilities and linguistic or cultural backgrounds. LEE 224: Assessment & Development of Reading Abilities, LEE 230: Supervised Teaching of Reading/Language Arts, and LEE 234: Clinical Experiences in Reading Assessment & Instruction provide candidates with direct, guided experiences in learning how to assess the key literacy components of oral language development, word analysis, fluency, vocabulary development, listening/reading comprehension, and written language development. In these courses, students learn how to select, administer, and interpret assessment tools for each of these literacy areas. Specific Reader Assessment Projects provide experiences for candidates to learn how to assess the literacy components appropriate for a beginning young reader and an older struggling reader (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)), and the clinical field experiences require candidates to apply this learning to design and implement differentiated intervention plans through small-group tutoring and individual intensive intervention (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RTI Tiers 1, 2, and 3.

The program provides candidates with multiple opportunities to learn about the implications for literacy struggles and when such struggles warrant differentiated instruction and intervention. Course assignments and clinical experiences provide candidates opportunities to understand the implications of delays, compare assessment results to typical developmental patterns, and construct reports that detail whether further assessment and/or intervention procedures are necessary (See [LEE 224: Assessment & Development of Reading Abilities, p. 4](#); See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#)). In addition, through examination of research and practical field assignments, candidates develop a deep understanding of the implications of the unique developmental differences experienced by second language learners and specific differentiation techniques to mediate the acceleration of language and literacy for English Learners (See [LEE 215: Language Issues in Reading, p. 5](#)).

The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.

The program provides candidates multiple opportunities to develop knowledge of digital literacies and competence in facilitating student and teacher use of such 21st Century skills. Several courses provide candidates opportunities to examine research on the characteristics of digital literacies and effective instructional practices for developing these skills. For example, candidates examine research about critical literacy and are required to implement critical literacy instructional strategies in their classroom lessons. Through these practical experiences, candidates learn the ways that critical literacy can teach students to evaluate information from texts. In addition, specific attention is given to research on digital and visual literacies, as candidates examine strategies to develop students' abilities to access, evaluate, and integrate information found in media and digital resources (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)). Specific tools and procedures to assess student information literacy skills and 21st Century literacy skills are explored. These assessments are then coupled with an examination of research on how to support and develop students' abilities to comprehend and produce multimodal text sources that will enable them to succeed in a technologically-oriented society (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)).

Candidates are provided multiple opportunities to demonstrate competence in linking research on digital and multimodal literacy during practical experiences. Candidates are required to analyze technology resources and their instructional uses, and then use research to support suggested recommendations for improvements as a key component of their Literacy Program Evaluation Reports (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)). In addition, candidates must apply knowledge of digital literacies during their clinical field experiences (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

Category B: Curriculum and Fieldwork

Standard 8: Advanced Professional Competencies

Standard 8B: Leadership, Collaboration, and Professional Development

The program provides opportunities for candidates to learn about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the California Reading/Language Arts Framework.

The program is designed to prepare effective literacy leaders capable of advocating for effective programs that support student learning. To develop this competence, the program provides candidates multiple opportunities to examine education's place in a broader socio-political context and to learn about local, state, and national policies that impact reading and literacy instruction. The development and implications of state-adopted standards, such as The California Preschool Learning Foundations and Frameworks (Volume 1) and the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, are analyzed in relation to current literacy research throughout the program. Candidates learn how to craft instructional programs and strategic intervention instruction to meet the expectations of these policies through deep exploration of the research on effective instructional practices (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 278: Reading Processes & Practices, p.6](#)) and the implications of such policies on the language acquisition and literacy development of English Learners (See Course Schedules [LEE 215: Language Issues in Reading, p. 7](#)). Candidates are provided opportunities to learn about local literacy policies through examining school and district-level intervention procedures. Candidates conduct multilevel (teachers and administrators) analysis of the reading and English Development intervention programs. Using evidence-based research criteria, candidates construct reports with recommendations for revisions to intervention procedures and program components (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 215: Language Issues in Reading, p. 5](#); Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

In addition, the Literacy, Early, Bilingual & Special Education Department hosts two annual conferences that provide candidates opportunities to explore literacy policies in a broader context. The *César Chávez Conference on Literacy and Educational Policy* and the *Dual Language Conference* engage parents, teachers, community leaders, state/district/school-level administrators and policy makers and national and international researchers in discussion and reflection on issues of educational equity and academic excellence for all students. Candidates are required to attend these conferences as course assignments. These experiences are designed to develop candidates' understanding of the ways policies impact literacy instruction, the resources and assets within diverse cultural communities, and strategies that encourage community-education partnerships to facilitate the literacy and language development of all students (See [Chavez Conference 2013](#); [Chavez Conference 2012](#); [Dual Language Conference 2012](#)).

Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population and how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.

The program provides candidates opportunities to develop advanced professional knowledge about how to evaluate, select, and support implementation of literacy programs for specific school and district populations. LEE 254: Supervised Field Experiences in Reading provides candidates with focused instruction and experiences in evaluating literacy programs (See Course Schedule [LEE 254: Supervised Field Experiences in Reading, p.6](#)). Candidates complete a literacy program evaluation report based on an intensive comprehensive examination of a school-wide and/or particular grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. The collection of multiple sources of data, including student assessment results, teacher interviews and surveys, and classroom observations, allows for candidates to generate reliable information about the strengths and weaknesses of the literacy program. To develop recommendations for this report candidates are guided to use the research analyzed across their program and the specific population served by the school/district (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

The program provides candidates multiple opportunities to develop advanced professional knowledge about how to examine, evaluate, and select educational technologies to both assess and complement instruction. Candidates examine research on the characteristics of digital literacies and effective instructional practices for developing these skills (See Course Schedule [LEE 213: Teaching the Language Arts K-12, p.6](#)). Candidates learn about specific tools and procedures to assess student information literacy skills and 21st Century literacy skills, maintain records, and prepare reports for various stakeholders (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

The program provides opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

The program provides candidates several opportunities to develop advanced professional skills for advocating for comprehensive literacy programs. The program is designed to develop candidates' professional scholarly writing skills as well as collaborative collegial communication skills in this regard. Candidates are provided several opportunities to examine literacy programs and use research analyzed in courses to frame their conclusions and justify recommended revisions (See Course Schedule [LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 215: Language Issues in Reading, p. 5](#); Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

In addition, candidates are provided multiple opportunities to develop and demonstrate their

competence in working with other educators to facilitate the implementation of state-and/or district-adopted literacy curricula at classroom and school levels. Throughout the field experience courses, seminar sessions are structured to provide space for reflective conversations and supportive feedback on selecting curriculum materials and adapting instructional strategies (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#); [LEE 254: Supervised Field Experiences in Reading, p.3](#)). In LEE 254: Supervised Field Experiences in Reading, these facilitation skills are further refined and mastered through a semester-long continuous school-based peer mentoring experience. Candidates mentor a grade-level team of colleagues and/or an individual teacher in the implementation of adopted curricula and standards (See [LEE 254: Supervised Field Experiences in Reading, p.3](#)).

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

Advanced courses provide candidates with a thorough review of research on characteristics of effective professional development. Candidates are provided explicit instruction in how these characteristics align with the research on adult learning theory. Candidates are required to apply this knowledge in analyzing a school literacy program. Candidates complete a literacy program evaluation report, which involves an intensive comprehensive examination of a school-wide and/or particular grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. Based on the findings of the program evaluation, candidates provide administrators with recommended revisions of intervention components, instructional practices and professional development needs to enhance the effectiveness of the programs (See Rubric [LEE 254: Supervised Field Experiences in Reading, p.9](#)).

Category B: Curriculum and Fieldwork

Standard 9: Integrating the Curriculum through Clinical Experiences

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

The program is designed to provide comprehensive field experiences for candidates to demonstrate understanding of assessment and instruction of all elements of a literacy program that effectively supports student literacy development. The courses in the program have been structured to include field-based assignments that allow candidates to demonstrate their abilities to apply course content across a range of literacy areas and educational contexts. For example, in LEE 213: Teaching the Language Arts K-12 candidates complete a Theory to Practice project and in LEE 215: Language Issues in Reading candidates complete a Lesson Demonstration Presentation; both of these assignments require candidates to apply research-based instructional strategies in their own classrooms and then demonstrate their knowledge of these areas by presenting their experiences in class (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 4](#)). LEE 224: Assessment & Development of Reading Abilities includes two field-based assessment projects. In each project, candidates demonstrate their abilities to administer and interpret formative, diagnostic assessments and use the assessment results to design differentiated instructional plans (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)). Small-group tutoring and individual intensive intervention clinical experiences provide candidates opportunities to demonstrate their abilities to cohesively unite the assessment and instructional knowledge gained throughout the program. Candidates administer and interpret formative assessments to design an intervention plan. During tutoring sessions, candidates implement the selected instructional strategies and administer formative assessments to monitor student progress. At the conclusion of these tutoring/intervention experiences, candidates administer summative assessments to evaluate student progress (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

All field sites and clinical settings include instructional approaches and methods consistent with a balanced, comprehensive program of literacy instruction. Fieldwork is supported by on-going guidance, assistance, and feedback from the instructor. Candidates are provided continuous feedback and guidance on extended projects, such as the Theory to Practice project, Teaching Strategies journal, and Assessment Projects. Class time is dedicated to project workshops, so the instructor can collaborate with candidates to review assignment requirements, discuss progress, and address challenges (See Course Schedules [LEE 213: Teaching the Language Arts K-12, p.6](#); [LEE 215: Language Issues in Reading, p. 7](#); [LEE 224: Assessment & Development of Reading Abilities, p. 6](#)). Clinical fieldwork is supervised and includes a variety of mechanisms for feedback and guidance. Instructional lesson plans are submitted on a weekly basis and student progress monitoring reports are submitted at midterm. The instructor reviews and provides

candidates feedback on these items in a timely manner to evaluate and support candidates' instructional decision-making. In addition, the instructor conducts on-site observations of tutoring sessions to provide feedback on candidates' instructional and assessment practices at the point of need (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)). The coaching fieldwork is also supported through supervision and supportive guidance. Candidates submit discussion posts about their coaching experiences and video and/or audio evidence of their coaching sessions. The instructor reviews these materials and provides candidates feedback in a timely manner to support the literacy mentorship process (See [LEE 254: Supervised Field Experiences in Reading, p.3](#)).

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to: assess the needs of students most at risk of failure, evaluate the current instructional practices and use of district-adopted instructional materials at those locations, implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention. Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.

The program provides candidates with opportunities to evaluate research and integrate the research in classroom contexts. Course assignments provide candidates opportunities to apply research in developing and implementing instructional lessons in their own classroom. For example, in LEE 213: Teaching the Language Arts K-12 candidates are required to complete a Theory to Practice project. Candidates review and evaluate research on a literacy topic of interest and use this inquiry to develop and implement instructional lessons in the field (See [LEE 213: Teaching the Language Arts K-12, p.3](#)). Candidates are provided similar opportunities in LEE 215: Language Issues in Reading, in which the field experiences emphasize applying research-based instructional strategies with linguistically diverse students (See [LEE 215: Language Issues in Reading, p. 4](#)).

Field-based assignments and clinical experiences provide candidates opportunities to apply assessment and differentiation research in the field. In LEE 224: Assessment & Development of Reading Abilities candidates are required to complete two assessment projects. Candidates administer assessments across a range of literacy areas, interpret the results, and then complete a diagnostic report detailing a plan of differentiated instruction and/or intervention (See [LEE 224: Assessment & Development of Reading Abilities, p. 3-4](#)). Supervised clinical experiences provide candidates with extensive opportunities to administer assessments, design, and deliver differentiated instruction through small-group tutoring and intensive individual intervention. (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)). Candidates then apply this knowledge and experience to their collaborative work with colleagues in a coaching experience. Through a semester-long professional development process, candidates mentor/coach an individual teacher and/or grade-level team in the implementation of various instructional and intervention strategies (See [LEE 254: Supervised Field Experiences in Reading, p.3](#)).

The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and

students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

The program provides opportunities for candidates to develop competence in addressing the literacy acquisition needs of the full range of learners. The program provides candidates multiple opportunities to plan and implement lessons with students from various age, grade, and demographic groups. Many of these experiences take place in the candidates' own classrooms in Central Valley schools, with approximately 50% Latino/Hispanic students, 37% English Learners, and 25% students living in poverty. By the nature of these statistics, candidates are primarily working with students from diverse ethnic, cultural, gender, linguistic, and socio-economic backgrounds. Specific course assignments and clinical experiences require candidates to plan and deliver lessons to students from culturally and linguistically diverse backgrounds. (See [LEE 215: Language Issues in Reading, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p. 13](#)).

In addition, field experiences ensure that candidates have opportunities to work with students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition. The Theory to Practice project, the Teaching Strategies assignments and the Clinical Field Experiences require candidates to work with PreK-Adult students (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)). The assessment projects for LEE 224 provide specific opportunities for candidates to work with students from both specified ranges. One project must be completed with an early reader (PreK-3), and one project must be completed with an intermediate reader (4th grade to adult) (See [LEE 224: Assessment & Development of Reading Abilities, p. 3](#)).

Category C: Assessment of Candidate Competence

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

Standard 10A: Instruction

Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties. Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty. Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population. Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted literacy curricula at classroom, school and/or district levels.

The program provides candidates multiple opportunities to plan and implement lessons with students from various age, grade, and demographic groups. The program uses specific measures to ensure that candidates are competent in planning and teaching lessons with students from these diverse backgrounds. Specific course assignments and clinical experiences require candidates to plan and deliver lessons to students from culturally and linguistically diverse backgrounds. Candidates' competence is measured through the Teaching Strategies journal and the Clinical Experience Matrix ([See LEE 215: Language Issues in Reading, p. 4](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#)).

The program uses multiple measures through which candidates demonstrate competence in selecting, planning, implementing, and adapting instructional strategies for culturally and linguistically diverse students and students with extreme reading difficulties. In LEE 224: Assessment & Development of Reading Abilities candidates complete two assessment projects. These projects are evaluated using rubrics to determine candidates' competence in selecting appropriate literacy assessments for different students across PK-Adult ranges. The rubrics for these projects also evaluate candidates' competence in administration and interpretation of results ([See LEE 224: Assessment & Development of Reading Abilities, p.8-9](#)). The Case Study Report is used as a summative measure of candidates' competence in summarizing assessment results, using assessment results to guide instruction, and reporting the results in ways that are meaningful to parents, classroom teachers, and administrators. The candidates prepare a case study report, which includes the assessment tools and results, an analysis of the results, and instructional recommendations, for parents, teachers, and administrators. Reports are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers ([See Student Outcomes Assessment Plan, Appendix 2](#)).

In addition, clinical field experience courses include multiple measures of candidates' comprehensive understanding of the assessment/instruction cycle. Candidates are required to complete supervised clinical field experience diagnosing and tutoring K-Adult students who demonstrate reading achievement below expected performance for their respective age levels.

The Clinical Experience Matrix is used during on-site observations and analysis of tutoring materials, lessons, and case reports. The matrix is designed to document candidates' competence in selecting and administering appropriate assessment measures, analyzing results, and using the results to guide instruction to accelerate student learning. The final case study summary reports resulting from the clinical field experiences are summative measures that evaluate candidates' competence in determining appropriate intervention placements and reporting the results in ways that are meaningful to parents, teachers, and administrators (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

Candidates' competence in facilitating the implementation of state-adopted curricula is measured through classroom-based peer mentoring/coaching field experiences. In LEE 254: Supervised Field Experiences in Reading, candidates collaborate with a colleague in 3 peer-coaching cycles, consisting of pre-consultation, observation/modeling, and debriefing consultation. The candidates prepare presentations for two of the cycles. Presentations include lessons learned about the coaching process, critical reflective insights about professional growth, and plans for future goals. Presentations are evaluated and scored using a rubric as excellent (31-50), fair (11-30), or poor (≤ 10) based on ability to critically analyze coaching experiences and to reflectively assess professional growth (See [Student Outcomes Assessment Plan, Appendix 6](#)).

Candidates have an advanced level of knowledge about, and can advocate for resources to support, students' acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today's global economy.

The program includes multiple measures of candidates' knowledge of digital literacies, competence in facilitating student and teacher use of such 21st Century skills, and ability to advocate for resources to support students' acquisition of these skills. The Theory to Practice Project is one measure of candidates' competence in instructional application of multiple digital literacies. The written report and subsequent presentation linked with this project are evaluated on a rubric to determine candidates' competence in applying research on effective practices within instructional contexts (See [Student Outcomes Assessment Plan, Appendix 1](#)). The Clinical Experience Matrix is a second measure of candidates' application of effective digital literacy instruction. Candidates are required to include multiple digital literacies as components of the tutoring instructional lessons. The Matrix is used to determine candidates' competence in using technology to facilitate student learning and to support students' acquisition of digital literacy skills (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p. 13](#)).

Candidates' ability to advocate for digital literacy resources is measured through rubrics evaluating the Case Study Report and the Program Evaluation Report. In LEE 224: Assessment & Development of Reading Abilities, candidates are required to include recommendations for utilizing technology as an instructional tool and/or as a strategy to facilitate underlying literacy processes in their case study reports (See [LEE 224: Assessment & Development of Reading Abilities, p.11](#)). Candidates are also required to analyze technology resources and their instructional uses, and then use research to support suggested recommendations for improvements as a key component of their Literacy Program Evaluation Reports (See [Rubric LEE 254: Supervised Field Experiences in Reading, p.9](#)).

Category C: Assessment of Candidate Competence

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

Standard 10B: Assessment/Research

Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

In LEE 244: Research for Reading Professionals, candidates review research from the emergent reading, comprehension, and English Learner fields of literacy and construct a Literature Review in Wiki page and/or Proposal format. In the reviews, candidates summarize and critically analyze the research design, methods, and conclusions. Literature Reviews are evaluated and scored using a rubric as “craftsman” (87-100), “good” (74-86), or “satisfactory” (below 74) based on the ability to summarize and synthesize research studies (See [Student Outcomes Assessment Plan, Appendix 3](#)).

Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

The program uses multiple measures through which candidates demonstrate competence in selecting and administering assessments, and analyzing and reporting assessment results. In LEE 224: Assessment & Development of Reading Abilities candidates complete two assessment projects. These projects are evaluated using rubrics to determine candidates’ competence in selecting appropriate literacy assessments for different students across PK-Adult ranges. The rubrics for these projects also evaluate candidates’ competence in administration and interpretation of results (See [LEE 224: Assessment & Development of Reading Abilities, p.8-9](#)). The Case Study Report is used as a summative measure of candidates’ competence in summarizing assessment results, using assessment results to guide instruction, and reporting the results in ways that are meaningful to parents, classroom teachers, and administrators. The candidates prepare a case study report, which includes the assessment tools and results, an analysis of the results, and instructional recommendations, for parents, teachers, and administrators. Reports are evaluated and scored using a rubric as “exceeds expectations” (90-100), “meets basic expectations” (80-89), or “needs improvement” (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers (See [Student Outcomes Assessment Plan, Appendix 2](#)).

In addition, the program uses multiple measures through which candidates demonstrate competence in planning, implementing, and monitoring literacy instruction that is based on formal and informal assessments. In clinical field experiences, candidates analyze assessment results to develop case study reports, develop an intervention plan, and implement these intervention plans. The final case study summary reports resulting from the clinical field experience are summative measures that evaluate candidates’ competence in determining appropriate intervention placements and reporting the results in ways that are meaningful to

parents, teachers, and administrators (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)). The Clinical Experience Matrix is used during on-site observations and analysis of tutoring materials, lessons, and case reports. The matrix is designed to document candidates' competence in selecting and administering appropriate assessment measures, analyzing results, and using the results to guide instruction to accelerate the literacy development of early readers, English Learners, and students with reading difficulties (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p. 13](#)).

Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level.

Candidates are required to apply research on adult learning theory to the formation of professional development on literacy acquisition at the school level. Course assignments require candidates to conduct a multilevel (teachers and administrators) analysis of interventions for struggling readers and interventions for English Learners (See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 215: Language Issues in Reading, p. 5](#)). Based on the findings of these analyses, candidates provide administrators with recommended revisions of intervention components and professional development needs to enhance the effectiveness of the programs. These assignments are completed and analyzed as formative assessments within the specific individual courses.

The Literacy Program Evaluation Report is used as a summative measure of candidates' capacity to apply adult learning theory to the formation of professional development on literacy acquisition at the school level. Candidates complete a literacy program evaluation report, which involves an intensive comprehensive examination of a school-wide and/or particular grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional resources. Candidates combine the findings of this analysis with the research on adult learning theory to provide specific recommendations to administrators on the content and structure of professional development activities to enhance the effectiveness of the programs. This component of the report is analyzed using a rubric to determine the candidates' competence in using evidence from the program evaluation data to identify professional development needs and in using adult learning theory research to support recommended professional development structures (See [Student Outcomes Assessment Plan, Appendix 5](#)).

Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.

Candidates' competence in facilitating collaborative processes with teachers for designing and implementing state and/or federal programs is measured through classroom-based peer mentoring/coaching field experiences. In LEE 254: Supervised Field Experiences in Reading, candidates collaborate with a colleague in 3 peer-coaching cycles, consisting of pre-consultation, observation/modeling, and debriefing consultation. The candidates prepare presentations for two of the cycles. Presentations include lessons learned about the coaching process, critical reflective

insights about professional growth, and plans for future goals. Presentations are evaluated and scored using a rubric as excellent (31-50), fair (11-30), or poor (≤ 10) based on ability to demonstrate effective collegial mentoring in literacy instruction (See [Student Outcomes Assessment Plan, Appendix 6](#)).

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

Standard 10C: Professional Development and Leadership

Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).

The program provides candidates multiple opportunities to demonstrate their capacity to identify personal areas of professional growth. The program requires three separate clinical supervised experiences: small-group tutoring; intensive individual intervention; and literacy coaching. In all three supervised experiences, candidates are required to reflect on their experiences and identify areas for continued growth. For example, discussion boards and lesson reflections are used as formative assessments to capture candidates' reflective decision-making across time as well as identification of future goals (See [LEE 254: Supervised Field Experiences in Reading, p.3](#); [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)). The Clinical Field Experiences Matrix is also used to determine candidates' competence in self-analysis and self-adjustment (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 14](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p. 13](#)). In addition, candidates deliver presentations about their coaching experiences. Presentations include lessons learned about the coaching process, critical reflective insights about professional growth, and plans for future goals. Presentations are evaluated and scored using a rubric as excellent (31-50), fair (11-30), or poor (≤ 10) based on ability to critically analyze coaching experiences and to reflectively assess professional growth (See [Student Outcomes Assessment Plan, Appendix 6](#)).

These measures provide a variety of evidence on candidates' capacity to identify areas of growth and select appropriate resources to address these areas. In addition, candidates are required to attend the César Chávez Conference on Literacy and Educational Policy and the Dual Language Conference. These conferences contain multiple sessions on various areas of literacy research, practices, and policies. Candidates report on their sessions and experiences through collaborative discussion board assignments. Attendance at these sessions demonstrates candidates' ability to stay current with the teaching profession and the broader community of social agencies, after school programs, and policymakers (See [Chavez Conference 2013](#); [Chavez Conference 2012](#); [Dual Language Conference 2012](#)).

Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8.

Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.

The program uses multiple measures through which candidates demonstrate competence in evaluating and strengthening the culture of literacy at a classroom, grade or school level. The Theory to Practice project and the Teaching Strategies journal are two measures used to determine candidates' competence in identifying classroom level instructional practices that impede or support students' literacy development. These major assignments require candidates to analyze personal classroom practices and reflect on how the practices align or conflict with current research on literacy development, with particular emphasis on first and second language acquisition. Candidates submit written reports and make presentations detailing their analysis and plan of action to strengthen the culture of literacy to better support student learning (See [LEE 213: Teaching the Language Arts K-12, p.3](#); [LEE 215: Language Issues in Reading, p. 4](#)).

The Teaching Strategies journal reflections are utilized as a formative assessment. The ongoing nature of the journals provides a measure of candidates continued growth in their abilities to identify classroom factors that support the development and sustainability of a culture of literacy. The Theory to Practice project is utilized as a summative assessment. Projects are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to compare and contrast literacy theories and apply the theoretical perspectives in effectively designing literacy instruction that meets the needs of struggling readers and English Learners (See [Student Outcomes Assessment Plan, Appendix 1](#)).

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

Standard 10D: Program Evaluation

Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices, including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

The program provides multiple opportunities for candidates to demonstrate competence in sharing assessment results with various audiences, including teachers, parents, and administrators. Several opportunities are provided for candidates to develop competence in reporting assessment results for individual students. In LEE 224: Assessment & Development of Reading Abilities candidates prepare an individual case study report based on an analysis of results across literacy domains. The Case Study Report is used as a summative measure of candidates' competence in summarizing assessment results, using assessment results to guide instruction, and reporting the results in ways that are meaningful to parents, classroom teachers, and administrators. The candidates prepare a case study report, which includes the assessment tools and results, an analysis of the results, and instructional recommendations, for parents, teachers, and administrators. Reports are evaluated and scored using a rubric as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers (See [Student Outcomes Assessment Plan, Appendix 2](#)).

Additionally, candidates are required to complete supervised clinical field experience diagnosing and tutoring K-Adult students. Candidates complete final case study summary reports resulting from the tutoring experiences. These reports are evaluated as summative measures to determine candidates' competence in reporting the results in ways that are meaningful to parents, teachers, and administrators (See [LEE 230: Supervised Teaching of Reading/Language Arts, p. 4](#); [LEE 234: Clinical Experiences in Reading Assessment & Instruction, p.4](#)).

Multiple opportunities are also provided for candidates to develop competence in reporting assessment results for broader classroom and school levels. Candidates are required to conduct a multilevel (teachers and administrators) analysis of interventions for struggling readers and interventions for English Learners (See [Course Schedule LEE 224: Assessment & Development of Reading Abilities, p. 6](#); [LEE 215: Language Issues in Reading, p. 5](#)). Based on the findings of these analyses, candidates provide administrators with recommended revisions of intervention components and professional development needs to enhance the effectiveness of the programs. These assignments are completed and analyzed as formative assessments within the specific individual courses. Candidates also complete a literacy program evaluation report, which involves an intensive comprehensive examination of a school-wide and/or particular grade-level literacy program. Candidates collect multiple sources of qualitative and quantitative data to examine student achievement, intervention procedures, classroom instruction, and instructional

resources. Based on the findings of the program evaluation, candidates provide administrators with recommended revisions of intervention components, instructional practices and professional development needs to enhance the effectiveness of the programs. Reports are evaluated and scored using a rubric as excellent (90-105), fair (63-89), or poor (21-62), based on the ability to provide clear analysis that accurately reflects the data, summarize areas of strength/weakness, draw conclusions for refinements supported by the research literature, and clearly communicate the conclusions to administrators and teachers (See [Student Outcomes Assessment Plan, Appendix 5](#)).