**DEPARTMENT OF LITERACY, ELEMENTARY,
AND EARLY CHILDHOOD EDUCATION**

CCSU

Central Connecticut State University

**FULL ASSESSMENT REPORT
AY 2017-2018**

Degree or Program Summary

Department: Literacy, Elementary, and Early Childhood Education
Report Preparer: Helen R. Abadiano, Chair
Program Name and Level: Sixth Year & Official Certificate Program in Reading and Language Arts

Program Assessment Question	Response
1. **URL:** Provide the URL where the learning outcomes (LO) can be viewed.	http://www.ccsu.edu/literacy/sixthyeardegree.html
2. **LO Changes:** Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings).	None
3. Strengths: What about your assessment process is working well?	Program assessments and rubrics are cohesive and strongly aligned with the International Literacy Association (ILA) professional standards at the reading specialist and literacy coach levels, and meet the CSDE Reading Specialist certification requirements. Decisions about candidate performance are based on multiple assessments before program completion. Faculty are involved in the design and implementation of assessments and rubrics. Data is regularly examined and used for improvement of program and courses. Effects of any changes in program and courses based on data are also assessed to assure that changes have positive impact on program and candidate learning.
4. Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	The examination of data and artifacts addressing the same standard elements in multiple assessments indicates that candidates have been inconsistent in their level of performance from one assessment to the next. It has been difficult for faculty to ascertain candidates' growth or lack thereof in knowledge and competencies addressed by standard elements. The faculty notes that although the intent of course-embedded assessments is to provide candidates with various experiences in progressive levels of difficulty that meet target standard elements, candidates do not necessarily take courses in the appropriate sequence so that growth in knowledge and competencies specific to target standard elements can be measured reliably. The following actions will be taken to address this concern: • Further examine the factors in key assessments that might contribute to the discrepancy in candidate performance across standard elements, and address gaps. • Streamline courses. Determine the frequency and sequence of courses to give

	candidates more opportunities to take required courses in appropriate sequence so that the assessments are also completed in their intended progressive levels of difficulty.
	• Continue to examine the validity and utility of data produced through its key assessments to ensure fairness, accuracy, and consistency of its assessment procedures.
	• Align key assessments to the 2017 International Literacy Association Standards for Reading Professionals to be implemented effective fall 2019.

For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs)
NOTE: Learning Outcomes (LOs) use the language of the International Literacy Association (ILA) (2010) Standards for Reading Professionals. Consistent with our program report to ILA (except for the Data Table), this report refers to the ILA standards and elements that correspond to the LOs.

LO #1: *Candidates articulate their understandings of the theoretical and evidence-based foundations of reading and writing processes and instruction.* **(ILA Standard 1: Elements 1.1, 1.2 & 1.3)**

5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**Connecticut Reading Specialist Test** (008) - a computer-based test (CBT) with 100 multiple-choice questions and two open-response assignments. This assessment is required for the Connecticut Reading Specialist certification (102). The subareas are Reading Processes and Development, Reading Assessment, Reading Instruction, and Professional Knowledge and Roles of Reading Specialist.
	Foundational Paper - candidates demonstrate their ability to interpret major theories and empirical research, and reveal exceptional insight and thoughtful analysis and synthesis of the information presented in the literature to support their topic; demonstrate a deep understanding for how literacy research on their topic has developed overtime; demonstrate awareness for how literacy research impacts classroom practice; and thoughtfully consider future areas of study and future possibilities for literacy instruction.
	Disciplinary Literacy Project: Cross-Curricular Thematic Unit – provides detailed evidence of candidates' knowledge and understanding of the concept that comprehension is a dynamic, interactive process of constructing meaning by combining the reader's existing background knowledge with the text's information within particular social contexts; and are able to identify the specific reading and writing expectations of PK-12 students as described in national and state standards.
	Evaluation of Reading & Language Arts Curriculum - Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum and Reflective Narrative demonstrate depth of candidates' understanding of major theories and evidence-based foundations of reading and writing processes and instruction; thorough understanding of major patterns and developments in research of reading and writing from seminal reading studies and how these developments and patterns impact the development and changes in reading and language arts curriculum across time, and the connections to current trends and issues in teaching reading and language arts.
	Leadership Portfolio - candidates' Professional Conversation Series with administrators, teachers, and other education professionals in school or district focuses on (1) expanding knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; (2) sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices; and (3) communicating the importance of professional judgment and practical knowledge for improving

	all students' reading and writing development and achievement.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	Faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Overall, results from multiple assessments addressing Standard 1 (LO #1) show candidates' cumulative mean average of 2.6/3.0. Candidates' mean scores across assessments range from 2.0 to 3.0. Faculty notes that candidates' highest mean score (3.0/3.0) is in the Foundational Paper and Leadership Portfolio at target level. On the other hand, candidates' lowest mean score is in the Disciplinary Literacy Project: Cross-Curricular Thematic Unit (2.0/3.0). In examining the artifacts that support the elements in Standard 1, the faculty concludes that courses with stronger emphasis on theory-into-practice assignments, e.g., practicum courses, should continue to expect candidates to articulate their in-depth knowledge and understanding of theoretical and evidence-based rationale to support various instructional, diagnostic, and intervention practices.

LO #2: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.* (**ILA Standard 2: Elements 2.1, 2.2 & 2.3**)

5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**Connecticut Reading Specialist Test** (008) – aligns with ILA standard 2.2 in that candidates must demonstrate their understanding of the characteristics and uses of reading materials, resources, and technologies; research-based instructional strategies, programs, and methodologies for consolidating and extending reading and writing skills; and how to promote early reading and writing development. **Intervention Project** – candidates' What IF Chart, Strategy Lessons, and Professional Development Workshops provide evidence of their knowledge and ability to develop and implement a curriculum that uses a wide range of instructional practices addressing a critical focus area in reading and writing for intended age group or grade level, particularly those who struggle with reading and writing. **Diagnosis & Intervention Case Study** – candidates demonstrate ability to fulfill the role of *interventionist* by providing appropriate in-depth instruction for primary and elementary readers and writers, especially those who struggle with reading and writing through the selection of appropriate instructional strategies and curriculum materials for these students, and being able to explain the evidence-base for selecting these practices and materials, including use of a wide range of texts (i.e., narrative, expository, and poetry) from traditional print, digital, and online resources in instruction for primary/elementary readers and writers, especially those who struggle with reading and writing. **Evaluation of Reading & Language Arts Curriculum** – Rubric for Evaluating Reading and Language Arts Curriculum demonstrate candidates' ability to articulate evidence-based rationale for each criteria item addressing curriculum and instructional frameworks and approaches that reflect quality reading programs, and the importance of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. **Leadership Portfolio** – candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other support professionals in (1) aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; (2) adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with

	reading and writing; and (3) building and using a quality, accessible classroom library and materials collection that meets needs of all students.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	Faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Overall, results from multiple assessments addressing Standard 2 (LO #2) show candidates' cumulative mean average of 2.8/3.0. Candidates' mean scores in four assessments range from 2.8 to 3.0; candidates are at target level (3.0/3.0) in two assessments. In examining the artifacts that support the elements in Standard 2, the faculty notes that candidates' strength lies in the use of appropriate and varied instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections, particularly the use of instructional frameworks and the ability to integrate disciplinary strategies appropriate to support and scaffold students' *before*, *during*, and *after* reading. However, candidates need additional practice in using foundational knowledge to design or implement an integrated, comprehensive, and balanced unit. Courses with embedded assessments have incorporated additional practice opportunities that address Standard 2.

LO #3: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.* **(ILA Standard 3: Elements 3.1, 3.2, 3.3 & 3.4)**

| 5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | **Connecticut Reading Specialist Test** (008) - candidates demonstrate their understanding of the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills; and the use of assessment data to plan reading instruction.

Diagnosis & Intervention Case Study – candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes and ability to fulfill the role of interventionist by being able to appropriately select, and effectively administer, score, and interpret assessment of selected primary and elementary students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum; use assessment information to plan and evaluate individual instruction for primary and elementary students, especially those who struggle with reading and writing; and clearly communicate assessment results to students, teachers, parents, and colleagues.

Intervention Project - candidates' Case Study provides evidence of their understanding of types of assessments and their purposes, strengths, and limitations by being able to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify students' proficiencies and difficulties, and place them along a developmental continuum; and ability to use multiple data sources and assessment information to analyze selected middle or secondary readers' performance, especially those who struggle with reading and writing, and to plan individual instruction and intervention for these students.

Leadership Portfolio - candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other education professionals in (1) assisting in selection, administration and interpretation of appropriate assessments for students, especially English learners and those who struggle |

	with reading and writing; (2) leading in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and (3) modeling and assisting in planning effective reporting of assessment results to children's parents.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	Faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Overall, results from multiple assessments addressing Standard 3 (LO #3) show candidates' cumulative mean average of 2.5/3.0. Candidates' mean scores across assessments range from 2.0 to 3.0. Candidates perform at an acceptable level in demonstrating their understanding of types of assessments and their purposes strengths, and limitations, and their competence in selecting, developing, administering, and interpreting assessments for specific purposes. In examining the artifacts that support the elements in Standard 3, the faculty notes that candidates' Strategy Lessons lack a clear articulation of the literature and research related to types of assessments and their purposes, strengths, and limitations; established purposes for assessing the performance of all readers, and use of multiple data sources and assessment information to analyze individual readers' performance and to plan instruction and intervention as well as to plan and evaluate instruction. The faculty also notes that candidates can benefit from additional experience and practice in these areas. Courses that address Standard 3 in assessments have been revised to provide more rigorous practice for candidates to implement various assessments and processes.

LO #4: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.* (**ILA Standard 4: Elements 4.1, 4.2 & 4.3**)

5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**Connecticut Reading Specialist Test** (008) - candidates demonstrate their understanding of differentiation of reading instruction to meet the needs of individual students. **Disciplinary Literacy Project: Cross-Curricular Thematic Unit** – Cross-Curricular Thematic Unit and Lesson Plans demonstrate candidates' ability to promote active engagement, collaboration, critical thinking and student ownership; to incorporate differentiated instruction across the wide range of diversities in a classroom, and in particular to English Learners, as well as to integrate pre-assessment, formative assessment and post-assessment as a means to inform instruction; and to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area. **Diagnosis & Intervention Case Study** – candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of the ways in which diversity influences the reading and writing development of primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and materials reveal candidates' ability to develop reading and writing instruction that capitalizes on students' diverse backgrounds, prior knowledge and experiences, language, and cultural values; engage students in learning opportunities that positively impact their knowledge, beliefs, and engagement with their diverse backgrounds, prior knowledge and experiences, language, and cultural values; and provide differentiated instruction and instructional materials, including traditional print, digital, and online resources to primary or elementary students, especially English learners and those who struggle with reading and writing.

	Intervention Project - candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing, supported by research and literature. Candidates also demonstrate ability to model, coach and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers. **Evaluation of Reading & Language Arts Curriculum** – candidates' Rubric for Evaluating Reading & Language Arts Curriculum clearly articulates evidence-based rationale for each criteria item to reflect understanding of the relationship between first- and second-language acquisition and literacy development, and evidence of candidate's knowledge and understanding of the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum; Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and Reflective Narrative provide evidence of candidates' knowledge and understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. **Leadership Portfolio** - candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other education professionals in (1) providing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, to English learners and those who struggle with reading and writing; (2) providing students with linguistic, academic, and cultural experiences that link their communities with the school; (3) developing reading and writing instruction that is responsive to diversity; and (4) building effective home-school partnership.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	Faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Overall, results from multiple assessments addressing Standard 4 (LO #4) show candidates' cumulative mean average of 2.7/3.0. There appears to be a wide discrepancy in candidates' level of performance across assessments. Candidates perform at an acceptable to target level (2.3-3.0/3.0) in providing differentiated instruction and instructional materials; planning and implementing instructional and learning strategies that recognize the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. In examining the artifacts that support the elements in Standard 4, the faculty notes that candidates' Evaluation of Reading and Language Arts Curriculum (2.3/3.0) and the Diagnosis and Intervention Case Study (2.5/3.0) do not clearly reflect their understanding of the forms of diversity that exist in society and their importance in learning to read and write, as well as their ability to provide students with relevant linguistic, academic, and cultural experiences that link their communities with the school. In these assessments, candidates also demonstrate weakness in demonstrating their understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. Courses that address Standard 4 in assessments have been revised to address specific elements in Standard 4 to further strengthen

	candidates' competencies in these areas.
LO #5: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.* (**ILA Standard 5: Elements 5.1, 5.2, 5.3 & 5.4**)	
5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**Disciplinary Literacy Project: Cross-Curricular Thematic Unit** – candidates' Cross-Curricular Thematic Unit and Lesson Plans demonstrate candidates' ability to integrate disciplinary appropriate literacy strategies that support content area learning and promote active engagement, collaboration, critical thinking and student ownership; and to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area.
	Diagnosis & Intervention Case Study – candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, have easy access to a variety of books and other instructional materials, including digital and online resources, to support their individual needs and interests; are immersed in a supportive social environment, motivated, provided scaffold, and multiple opportunities for learning to read and write; and are provided with effective routines such as time allocation, read aloud, journal writing, and transitions from one activity to another, in order to motivate, scaffold, and provide them with multiple opportunities for learning to read and write.
	Evaluation of Reading & Language Arts Curriculum – candidates' Rubric for Evaluating Reading & Language Arts Curriculum, Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and Reflective Narrative clearly articulate evidence-based rationale for each criteria item, including the creation of supportive environments for all students, especially those who struggle with reading and writing; provide evidence of candidates' knowledge and understanding of the importance of creating supportive environments and creating and maintaining effective routines for all students, especially those who struggle with reading and writing.
	Leadership Portfolio - candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other support professionals in (1) creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing; (2) creating effective routines for all students, especially English learners and those who struggle with reading and writing; and (3) using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	Faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Overall, results from multiple assessments addressing Standard 5 (LO #5) show candidates' cumulative mean average of 2.7/3.0. Candidates' mean scores across assessments range from 2.3 to 3.0. In the Disciplinary Literacy Project: Cross-Curricular Thematic Unit and the Leadership Portfolio (3.0/3.0), candidates demonstrate their strong ability to employ a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction, and

create effective routines for all students, especially those who struggle with reading and writing. In examining the artifacts that support the elements in Standard 5, the faculty notes that in practice, candidates need further improvement in their ability to create a literate and supportive social environment to foster reading and writing, particularly for primary and elementary students, and English learners as evidenced in their Diagnosis and Intervention Case Study (2.5/3.0) and the Evaluation of Reading and Language Arts Curriculum (2.3/3.0). Courses that address Standard 5 in assessments have been revised to further strengthen candidates' competencies in these areas.

LO #6: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.* (**ILA Standard 6: Elements 6.1, 6.2, 6.3 & 6.4**)

5. **Assessment Instruments:** For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**Connecticut Reading Specialist Test** (008) - candidates must demonstrate their understanding of specialized knowledge and skills required to perform the role of Reading Specialist; leadership roles of Reading Specialist to organizing and supervising reading programs and promoting staff development; strategies for communicating and collaborating with all members of the educational community to address the goal of the reading program; and the role of professional development in promoting the effectiveness of the Reading Specialist and other educators. **Evaluation of Reading & Language Arts Curriculum** – candidates' documentation of their Coaching and Professional Development Programs and Reflective Narrative provide evidence of their ability to use knowledge of students and teachers in planning and implementing effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading and language arts curriculum; reflect evidence-based knowledge and understanding of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity; demonstrate candidates' effective interpersonal, communication, and leadership qualities throughout the planning and implementation of effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program; and demonstrate candidates' modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs and ability to collaborate in planning, leading, and evaluating professional development activities for various audiences. **Leadership Portfolio** - candidates (1) plan, lead, implement, and evaluate Professional Development Series and Professional Conversation Series; (2) join and participate in a professional literacy organization, conferences, and workshops; (3) present at the Annual Literacy Essentials Conference; (4) write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts; and (5) lead and facilitate departmental or team meetings on themes and/or current issues related to literacy.
6. **Interpretation:** Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.	faculty
7. **Results:** Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the	Overall, results from multiple assessments addressing Standard 6 (LO #6) show candidates' cumulative mean average of 2.7/3.0. In examining the artifacts that support the elements in Standard 6, the faculty notes that candidates' Professional Conversation Series, Demonstration and Coaching in Classroom,

conclusion(s).	Professional Development Series, and Reflective Narratives) are sufficient evidence of their ability to model, coach and provide leadership in collaborating with administrators, teachers and other education professionals in areas of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity (3.0/3.0). This is to be expected of candidates in their practicum courses. However, the Evaluation of Reading and Language Arts Curriculum (2.3/3.0) identifies ILA Standards 6.1 and 6.2 as competencies that need further development as candidates prepare for their practicum for literacy coach. In addition, the faculty notes that ILA Standard element 6.4 – "understand and influence local, state or national policy decisions" is not addressed substantially by program assessments. LLA 524 and LLA 526/527) that embed the Evaluation of Reading & Language Arts Curriculum and Leadership Portfolio assessments have been revised to further strengthen candidates' competencies in these areas to include rich opportunities for candidates to demonstrate "advocacy" dispositions and competencies.

DATA TABLE by LEARNING OBJECTIVES
Spring 2018/Summer 2018

NOTE: Only the pass/fail rates of candidates who took the Connecticut Reading Specialist Test are accessible to us; hence, no data is included in the data table below. However, a separate report is attached.

We have just recently revised our program key assessments to establish a strong alignment to the International Literacy Association (ILA) Standards for Reading Professionals (2010) and to the Connecticut State Department of Education (CSDE) new regulations pertaining to Reading Specialist and Literacy Coach certification. The key assessments were implemented in **spring 2018**. For the purpose of the 2017-2018 annual assessment report, only the data from spring and/or summer 2018 are included in the data table below.

N = PARTICIPANTS	T = TARGET (3)	A = ACCEPTABLE (2)		U = UNACCEPTABLE (0)			MS = MEAN SCORE	
LEARNING OUTCOMES	**ASSESSMENTS**	**N**	**T=3**	**A=2**	**U=0**	**MS**	**MEAN AVERAGE**	
LO #1: *Candidates articulate their understandings of the theoretical and evidence-based foundations of reading and writing processes and instruction.*	Foundational Paper	6	6	0	0	3.0	**2.6/3.0**	
	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	5	2	3	0	2.0		
	Evaluation of Reading & Language Arts Curriculum	8	2	6	0	2.3		
	Leadership Portfolio	3	3	0	0	3.0		
LO #2: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	5	4	1	0	2.8	**2.8/3.0**	
	Intervention Project	4	4	0	0	3.0		
	Diagnosis & Intervention Case Study	2	2	0	0	3.0		
	Evaluation of Reading & Language Arts Curriculum	8	3	5	0	2.4		
	Leadership Portfolio	3	3	0	0	3.0		
LO #3: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*	Diagnosis & Intervention Case Study	2	1	1	0	2.5	**2.5/3.0**	
	Intervention Project	4	0	4	0	2.0		
	Leadership Portfolio	3	3	0	0	3.0		

Learning Outcome	Assessment						
LO #4: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	5	4	1	0	2.8	**2.7/3.0**
	Diagnosis & Intervention Case Study	2	1	1	0	2.5	
	Intervention Project	4	4	0	0	3.0	
	Evaluation of Reading & Language Arts Curriculum	8	2	6	0	2.3	
	Leadership Portfolio	3	3	0	0	3.0	
LO #5: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	5	5	0	0	3.0	**2.7/3.0**
	Diagnosis & Intervention Case Study	2	1	1	0	2.5	
	Evaluation of Reading & Language Arts Curriculum	8	2	6	0	2.3	
	Leadership Portfolio	3	3	0	0	3.0	
LO #6: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*	Evaluation of Reading & Language Arts Curriculum	8	2	6	0	2.3	**2.7/3.0**
	Leadership Portfolio	3	3	0	0	3.0	

ASSESSMENTS

CONNECTICUT READING SPECIALIST TEST

DESCRIPTION OF ASSESSMENT
The Connecticut Reading Specialist Test (008) is a computer-based test (CBT) with 100 multiple-choice questions and two open-response assignments. This assessment is required for the Connecticut Reading Specialist certification (102). The subareas are Reading Processes and Development, Reading Assessment, Reading Instruction, and Professional Knowledge and Roles of Reading Specialist. The test aligns with the International Literacy Association (ILA) Standards for Reading Professionals (2010).

ALIGNMENT WITH STANDARDS
ILA Standard 1
This assessment aligns with ILA Standard 1.1 in that candidates must demonstrate their understanding of the development of oral language and oral communication skills; the development of phonological awareness, including phonemic awareness; how to promote students' understanding of concepts of print and basic phonetic principles; explicit, systematic phonics instruction; word analysis skills and vocabulary development; development of reading fluency and comprehension; writing skills and processes; and how to promote students' knowledge of correct spelling, usage, and other writing mechanics.

ILA Standard 2
This assessment aligns with ILA Standard 2.2 in that candidates must demonstrate their understanding of the characteristics and uses of reading materials, resources, and technologies; research-based instructional strategies,

programs, and methodologies for consolidating and extending reading and writing skills; and how to promote early reading and writing development.

ILA Standard 3
This assessment aligns with ILA Standards 3.1 and 3.3 in that candidates must demonstrate their understanding of the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills; and the use of assessment data to plan reading instruction.

ILA Standard 4
This assessment aligns with ILA Standard 4.1 in that candidates must demonstrate their understanding of differentiation of reading instruction to meet the needs of individual students.

ILA Standard 6
This assessment aligns with ILA Standards 6.1, 6.2 and 6.3 in that candidates must demonstrate their understanding of specialized knowledge and skills required to perform the role of Reading Specialist; leadership roles of Reading Specialist to organizing and supervising reading programs and promoting staff development; strategies for communicating and collaborating with all members of the educational community to address the goal of the reading program; and the role of professional development in promoting the effectiveness of the Reading Specialist and other educators.

ANALYSIS OF DATA FINDINGS
Overall, 92.86% of first-time test takers passed the Test (13/14) and 7.14% (1/14) failed. All ten candidates who took the test in 2016-2017 passed the test. Unfortunately, only the pass/fail rates are accessible; hence we are unable to analyze the data further in order to identify candidates' areas of strengths and weaknesses. Candidates who fail the Reading Specialist Test are usually candid in their conversations with faculty regarding why they failed the test and invite suggestions to prepare for retaking it. We have found that especially for our secondary teachers, the subarea on Reading Processes and Development (i.e., development of oral language and oral communication skills; the development of phonological awareness, including phonemic awareness; how to promote students' understanding of concepts of print and basic phonetic principles; explicit, systematic phonics instruction; word analysis skills and vocabulary development) is a weak area that needs additional support. Effective fall 2018 candidates will be expected to submit a copy of the detailed scores obtained from the Reading Specialist Test.

DOCUMENTATION
The Connecticut Reading Specialist Test (008) is a computer-based test (CBT) copyrighted by Pearson Education, Inc. Information regarding Registration Policies, Testing Policies, and Score Reporting Policies can be accessed from http://www.ct.nesine.com/TestView.aspx?f—CTCBT TestPolicies. html&t—CT008>.

DATA TABLE
CONNECTICUT READING SPECIALIST TEST
2016-2017 & 2017-2018

	2016-2017 N=10		2017-2018 N=4		TOTAL N=14	
	# Pass/Fail	% Pass/Fail	# Pass/Fail	% Pass/Fail	# Pass/Fail	% Pass/Fail
PASSED	10	100%	3	75%	13	92.86%
FAILED	0	0%	1	25%	1	7.14%

TOTAL	10	100%	4	100%	15	100%

FOUNDATIONAL PAPER

DESCRIPTION OF ASSESSMENT
Candidates write a Foundational Paper on a literacy topic of their choice in order to gain a deeper understanding for that aspect of literacy as well as to prepare for future research during their program of study. Candidates complete four stages in accomplishing the task. The Foundational Paper addresses Standard 1 of the International Literacy Association (ILA) Standards for Reading Professionals (2010).

ALIGNMENT WITH ILA STANDARDS
ILA Standard 1
The Foundational Paper aligns with ILA Standards 1.1, 1.2 and 1.3 in that candidates are expected to demonstrate their ability to interpret major theories and empirical research, and reveal exceptional insight and thoughtful analysis and synthesis of the information presented in the literature to support their topic; demonstrate a deep understanding for how literacy research on their topic has developed overtime; demonstrate awareness for how literacy research impacts classroom practice; and thoughtfully consider future areas of study and future possibilities for literacy instruction.

ANALYSIS OF DATA FINDINGS
Overall, candidates strongly meet ILA Standards 1.1, 1.2 and 1.3 with a cumulative mean score of 3.0. Although this is not the first formal paper candidates have to write at the graduate level (as they already have a Master's degree), course instructors have observed the need for supporting them throughout the writing process, especially with research skills and use of APA style. One of the course instructors describes the support she has given to her class as follows: Candidates benefit from discussions on clarification of expectations, progress, and concerns regarding the Foundational Paper. Prior to the submission of paper, candidates take part in a peer revision and editing exercise that allow them to analyze their paper from every angle with different peers. The faculty recommends to continue the level of support provided for candidates in LLA 502-Developmental Literacy PK-12, which requires the Foundational Paper.

FOUNDATIONAL PAPER

DIRECTIONS FOR CANDIDATES
The purpose of the Foundational Paper is for you to provide evidence of meeting ILA Standards 1.1, 1.2 and 1.3. To accomplish this, you will prepare a paper on a literacy topic of your choice in order to gain a deeper understanding for that aspect of literacy as well as prepare you for future research during your program of study. The paper will be completed in four stages as follows:
  Stage 1: Identify a topic that is of interest to you in the field of literacy.
  Stage 2: Identify and summarize an article that will provide a sense of the landscape regarding your topic.
  Stage 3: Identify a set of research studies, professional readings related to your topic. The set should include seven (two of which should be ones we have read in class).
  Stage 4: Analyze the articles, synthesize the information from the articles to identify your big take away from this assignment on this topic and identify ways in which this new information relates to or will inform your classroom practice.

SCORING RUBRIC
FOUNDATIONAL PAPER

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)
1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Analysis and synthesis of professional literature: Written paper reveals exceptional insight and thoughtful analysis and synthesis of the information presented in the literature.	Analysis and synthesis of professional literature: Written paper provides a solid analysis and synthesis of the information presented in the literature.	Analysis and synthesis of professional literature: The analysis and synthesis of information presented in the literature needs to be more robust and detailed.
1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	Understanding of literacy research development over time: Written paper demonstrates a deep understanding for how literacy research on this topic has developed overtime. Written paper thoughtfully considers future areas of study and future possibilities for literacy instruction.	Understanding of literacy research development over time: Written paper recognizes how literacy research on this topic has developed overtime. Written paper provides some ideas about future areas of study and future possibilities for literacy instruction.	Understanding of literacy research development over time: Written paper demonstrates little understanding for how literacy research on this topic has developed overtime. Written paper provides few, if any, ideas about future areas of study and future possibilities for literacy instruction.
1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Implications of research on practice: Written paper demonstrates awareness for how literacy research impacts classroom practice. Written paper thoughtfully considers future areas of study and future possibilities for literacy instruction.	Implications of research on practice: Written paper demonstrates some awareness for the how research impacts classroom practice. Written paper provides some ideas about future areas of study and future possibilities for literacy instruction.	Implications of research on practice: Written paper demonstrates little awareness for the how research impacts classroom practice. Written paper provides few, if any, ideas about future areas of study and future possibilities for literacy instruction.
1.0 Overall. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	Attention to format, conventions, and overall clarity	Attention to format, conventions, and overall clarity	Attention to format, conventions, and overall clarity

DATA TABLE
FOUNDATIONAL PAPER
Spring 2018
N = 6

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
1.1	6	0	0	3.0
1.2	6	0	0	3.0
1.3	6	0	0	3.0

DISCIPLINARY LITERACY PROJECT: CROSS-CURRICULAR THEMATIC UNIT

DESCRIPTION OF ASSESSMENT
The Disciplinary Literacy Project addresses the International Literacy Association (ILA) Standards for Reading Professionals (2010), ILA Standards 1, 2, 4 and 5. It focuses on the development of a cross-curricular thematic unit and lesson plans. In the process, candidates are expected to demonstrate the concept that comprehension is a dynamic, interactive process of constructing meaning by combining the reader's existing background knowledge with the text's information within particular social contexts (ILA Standard 1); demonstrate that proficient readers strategically engage in before, during and after reading strategic processes that support the comprehension of a text (ILA Standard 2); demonstrate the ability to integrate instructional frameworks and strategies to scaffold understanding of text and to encourage students to monitor their own understanding of a text and to make use of these strategies independently, as needed (ILA Standard 2); demonstrate the ability to integrate writing to learn activities, inquiry within the content area (ILA Standard 2); demonstrate the ability to integrate disciplinary appropriate literacy strategies that support content area learning and promote active engagement, collaboration, critical thinking and student ownership (ILA Standards 2, 4 & 5); demonstrate the ability to incorporate differentiated instruction across the wide range of diversities in a classroom, and in particular to English learners, as well as to integrate pre-assessment, formative assessment and post-assessment as a means to inform instruction (ILA Standard 4); and demonstrate the ability to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area (ILA Standards 4 & 5).

ALIGNMENT WITH STANDARDS
ILA Standard 1
This assessment aligns with ILA Standard 1.1 in that the Cross-Curricular Thematic Unit and Lesson Plans provide detailed evidence of candidates' knowledge and understanding of the concept that comprehension is a dynamic, interactive process of constructing meaning by combining the reader's existing background knowledge with the text's information within particular social contexts; and are able to identify the specific reading and writing expectations of PK-12 students as described in national and state standards.

    1.1   Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

ILA Standard 2
This assessment aligns with ILA Standards 2.1, 2.2 and 2.3 in that the Cross-Curricular Thematic Unit and Lesson Plans demonstrate candidates' knowledge and understanding that proficient readers strategically engage in before, during and after reading strategic processes that support the comprehension of a text; ability

to integrate instructional frameworks and strategies to scaffold understanding of text and to encourage students to monitor their own understanding of a text and to make use of these strategies independently, as needed; ability to integrate writing to learn activities, inquiry within the content area; and ability to integrate disciplinary appropriate literacy strategies that support content area learning and promote active engagement, collaboration, critical thinking and student ownership.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced unit.
2.2 Use appropriate and varied instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2.3 Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online.

ILA Standard 4
This assessment aligns with ILA Standards 4.1, 4.2 and 4.3 in that the Cross-Curricular Thematic Unit and Lesson Plans demonstrate candidates' ability to promote active engagement, collaboration, critical thinking and student ownership; to incorporate differentiated instruction across the wide range of diversities in a classroom, and in particular to English Learners, as well as to integrate pre-assessment, formative assessment and post-assessment as a means to inform instruction; and to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area.

4.1 Recognize, understand and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2 Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4.3 Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

ILA Standard 5
This assessment aligns with ILA Standards 5.1 and 5.4 in that the Cross-Curricular Thematic Unit and Lesson Plans demonstrate candidates' ability to integrate disciplinary appropriate literacy strategies that support content area learning and promote active engagement, collaboration, critical thinking and student ownership); and to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area.

5.1 Create effective routines for all students, especially those who struggle with reading and writing.
5.4 Use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

ANALYSIS OF DATA FINDINGS
Overall, cumulative mean score (3.0/3.0) shows candidates' areas of strength in using appropriate and varied instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections (ILA Standard 2.2); a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online (ILA Standard 2.3); and a variety of classroom configurations (i.e., whole class, small group, and individual) and instructional materials to differentiate instruction (ILA Standards 4.2 & 5.4) as well as in creating effective routines for all students,

especially those who struggle with reading and writing (ILA Standard 5.1). Candidates are able to demonstrate their understanding of the forms of diversity that exist in society and their importance in learning to read and write (ILA 4.1) and their ability to provide students with linguistic, academic, and cultural experiences that link their communities with the school (ILA Standard 4.3) with a cumulative mean score of 2.6/3.0. Although candidates are at acceptable level in their understanding of major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components (ILA Standard 1.1); and their ability to use foundational knowledge to design or implement an integrated, comprehensive, and balanced unit (2.0/3.0), the faculty notes that candidates are in further need of additional practice in these areas. LLA 508-Literacy in Content Areas (which embeds the Disciplinary Literacy Project: Cross-Curricular Thematic Unit) has addressed this need.

DISCIPLINARY LITERACY PROJECT: CROSS-CURRICULAR THEMATIC UNIT

DIRECTIONS FOR CANDIDATES
The Disciplinary Literacy Project: Cross-Curricular Thematic Unit will demonstrate your ability to meet ILA Standards 1, 2, 4 and 5 of the International Reading Association Standards for Reading Professionals (2010). This assignment will be completed in inter-disciplinary groups (representatives from English Language Arts, Math, Science, History/Social Studies) on an engaging and relevant topic that brings in disciplines in an integral way. Each group will create a two-week unit on the theme of choice. For the thematic unit your group will create a grid describing what content will be addressed each day. It must be evident how the objectives for each of the days relate to the Common Core State standards for your content area. A brief overview and rationale will accompany each group's thematic unit.

The purpose of this assignment is to learn how disciplines can work together to create and demonstrate interdisciplinary connections for students and to scaffold student learning around a central idea, question or theme.

Specific goals are as follows:
1. Demonstrate the concept that comprehension is a dynamic, interactive process of constructing meaning by combining the reader's existing background knowledge with the text's information within particular social contexts (ILA Standard 1)
2. Demonstrate that proficient readers strategically engage in before, during and after reading strategic processes that support the comprehension of a text (ILA Standard 2)
3. Demonstrate the ability to integrate instructional frameworks and strategies to scaffold understanding of text and to encourage students to monitor their own understanding of a text and to make use of these strategies independently, as needed (ILA Standard 2)
4. Demonstrate the ability to integrate writing to learn activities, inquiry within the content area (ILA Standard 2)
5. Demonstrate the ability to integrate disciplinary appropriate literacy strategies that support content area learning and promote active engagement, collaboration, critical thinking and student ownership (ILA Standards 2, 4 & 5)
6. Demonstrate the ability to incorporate differentiated instruction across the wide range of diversities in a classroom, and in particular to English Learners, as well as to integrate pre-assessment, formative assessment and post-assessment as a means to inform instruction (ILA Standard 4)
7. Demonstrate the ability to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area (ILA Standards 4 & 5)

PROJECT COMPONENTS

Component 1: Identify the Common Core State Standards (CCSS) for your disciplines. As a group you will need to decide on a grade level for the unit. Following this you will need to identify the CCSS for your discipline and identify which ones to address during the 10-day mini-unit. You will also consult the standards from other disciplines represent and decide on which you will address. Please create a planning map with your Essential Question and Thematic Statement in the center. On the outer circles indicate the discipline represented, the guiding questions and the content standards addressed for the grade level.

Component 2: Develop overview and rationale and description of class and setting. In a paragraph capture the essence of the unit and how each content area contributes to the essential question. In your overview provide a rationale explaining why the theme chosen, and why it is important within, across, and beyond the disciplines. The rationale should also explain the relevance of the content area standards focused upon and how the literacy activities included will enhance the instruction of content area knowledge.

Please describe the students this unit will address—the grade level, and include a description of the diversity of its make-up (gender, language learners, students with IEPs, advanced learners). Describe the school setting in which this unit is housed and any curriculum mandates it might require.

Please describe the type of school in which the unit will take place (i.e., Elementary, Middle, High School, or Other). Where is the school located? City: Suburb, Town, Rural?

List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Component 3: Design and complete a grid that provides an overview of your two-week unit by content. This should include:
- The CCSS Standards addressed and Learning Objectives for each unit or strand of lessons (See Unit Resource Folder to ensure Learning Objectives are written properly). It might be that the same standard and/or objective spans several days.
- Domain vocabulary (Tier 3 academic words that are conceptual terms essential to the unit, and high level thinking Academic Function vocabulary (i.e. analyze, argue, differentiate, compare and contrast, interpret, summarize, transform, organize, etc.) (See The A-List of Essential Academic Function Words in Unit Resource Folder).
- A brief explanation of the literacy instruction and activity or activities supporting the content knowledge for that strand.
- On your grid please indicate where the full-blown lesson plan each of you will submit falls.
Additionally, for this component, please have a section with:
- Description of specific ways in which you can accommodate and differentiate instruction in a culturally sensitive way for the range of diversity in your classroom, in particular to ELLs and students with IEPs.
- Annotated list of materials to be used by content (please include these, make copies or easily accomplished when they are online and indicate where and or how they will be used in the unit.

Note that Vocabulary, Comprehension strategies, Writing activities, and new literacies are aspects on which to focus.

Component 4: Lesson Design. Each member of the group will develop one full-blown lesson plan that connects to their content area and to the overall essential questions. Please see lesson plan template and rubric. The rubric comes with a set of questions that provides a theory/professional literature rationale for your lesson. See Lesson Plan format and Rubric.

Component 5: Assessment. Design a pre-assessment that will give you valuable information about the background knowledge of the students you will teach. In your pre-assessment try to capture the essence of what you will teach. The pre-assessment should get at important content and skills/strategies that you want to make sure are in place or that you want to address. (See Unit Resource Folder on Blackboard Learn for ideas). Develop a post assessment for the unit that gives feedback on how well students learned the material. It can be assessment for each content area or it can be in the form of a project or a culminating activity that is integrated. Provide a rubric or rubrics.

Component 6: Reflection. Write a reflection on how the Disciplinary Literacy Project: Cross-Curricular Thematic Unit as a whole integrates the language arts to support content area learning (Reading, Writing, Listening, Speaking, Viewing, and Visually Representing) and how it represents and integrates new literacies. Cite specific examples in your discussion across disciplines.

Component 7: Class Share. Each group will share their unit plan with the class. Each group will provide a handout summarizing their unit plan for each student in the class.

SCORING RUBRIC
DISCIPLINARY LITERACY PROJECT: CROSS-CURRICULAR THEMATIC UNIT

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)
Disciplinary Literacy Project: Cross-Curricular Thematic Unit and Lesson Plans ILA STANDARDS: 1.1, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1 and 5.4			
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate an impressive level of depth of understanding of major theories and evidence-based foundations of reading and writing processes specific to content area reading and writing with a sound understanding of curriculum that addresses the needs and interests of students of diverse backgrounds as well as factors that contribute to success.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans provide acceptable level of understanding of major theories and evidence-based foundations of reading and writing specific to content area reading and writing with a sound understanding of curriculum that addresses the needs and interests of students of diverse backgrounds as well as factors that contribute to success.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans fail to demonstrate understanding of major theories and evidence-based foundations of reading and writing processes specific to content area reading and writing with a sound understanding of curriculum that addresses the needs and interests of students of diverse backgrounds as well as factors that contribute to success.

2.1	Use foundational knowledge to design or implement an integrated, comprehensive, and balanced unit.	Cross-Curricular Thematic Unit and Lesson Plans demonstrate a broad understanding of the research and literature that undergirds the reading and writing curriculum and instruction to meet specific needs of students who struggle with reading and writing.	Cross-Curricular Thematic Unit and Lesson Plans demonstrate understanding of the research and literature that undergirds the reading and writing curriculum and instruction to meet specific needs of students who struggle with reading and writing.	Cross Curricular Thematic Unit and Lesson Plans lack evidence of candidate's understanding of the research and literature that undergirds the reading and writing curriculum and instruction to meet specific needs of students who struggle with reading and writing.
2.2	Use appropriate and varied instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate appropriate and varied instructional content area and language arts approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Pre-assessments and formative assessments are highly informative to instructional approaches.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate appropriate content area and language arts approaches but more varied approaches would enhance unit. Pre-assessments and formative assessments are informative to instructional approaches.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate misconceptions in appropriate content area and language arts approaches and more varied approaches would enhance unit. Pre-assessments and formative assessments do little to inform to instructional approaches.
2.3	Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate a broad conceptual understanding of "texts" across the discipline and includes print and non-print-based, and online and offline multimodal texts in a range of genres.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate an understanding of texts across disciplines and includes print, non-print-based, and online and offline multimodal texts in a range of genres.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans lack evidence to demonstrate understanding of texts across disciplines.
4.1	Recognize, understand and value the forms of diversity that exist in society and their importance in learning to read and write.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans convey a deep understanding and valuing of diversity in learning to read and write.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans convey an understanding and valuing of diversity in learning to read and write.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans fail to demonstrate an understanding and valuing of diversity in learning to read and write.
4.2	Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans provide a wide range of differentiated instruction and materials including the integration of traditional and new literacies.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans provide a range of differentiated instruction and materials including the integration of traditional and new literacies.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans has limited evidence of differentiated instruction or materials including the integration of traditional and new literacies.
4.3	Provide students with linguistic, academic, and cultural experiences that link their communities with the school.	Focus of Cross-Curricular Thematic Unit and Lesson Plans is integral to students' linguistic, academic, and cultural experiences that link their communities with the school.	Focus of Cross-Curricular Thematic Unit and Lesson Plans addresses aspects of students' linguistic, academic, and cultural experiences that link their communities with the school.	Focus of Cross-Curricular Thematic Unit and Lesson Plans provides little or no evidence of addressing aspects of students' linguistic, academic, and cultural experiences that link their communities with the school.
5.1	Create effective routines for all students, especially those who struggle with reading and writing.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans employ various effective routines that especially address struggling readers and writers.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans employ a few effective routines that also address struggling readers and writers.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans provides little or no evidence of including routines that especially address struggling readers and writers.
5.4	Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate a wide range of classroom grouping configurations to differentiate instruction.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate a range of classroom grouping configurations to differentiate instruction.	Candidate's Cross-Curricular Thematic Unit and Lesson Plans demonstrate limited or no use of grouping to differentiate with little opportunity for students to differentiate instruction.

DATA TABLE
DISCIPLINARY LITERACY PROJECT: CROSS-CURRICULAR THEMATIC UNIT
Spring 2018
N=5

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
1.1	2	3	0	2.0
2.1	2	3	0	2.0
2.2	5	0	0	3.0
2.3	5	0	0	3.0
4.1	3	2	0	2.6
4.2	5	0	0	3.0
4.3	3	2	0	2.6
5.1	5	0	0	3.0
5.4	5	0	0	3.0

INTERVENTION PROJECT

DESCRIPTION OF ASSESSMENT
The Intervention Project is a 3-part project to demonstrate candidates' ability to meet International Literacy Association (ILA) Standards for Reading Professionals at the Reading Specialist/Literacy Coach levels. Specifically, this assessment aligns with ILA Standards 2, 3 and 4, particularly at the *interventionist* and *coaching* levels. It is a multifaceted and comprehensive project designed to document candidates' planning, implementation and evaluation of diagnostic and corrective processes that place students on a learning continuum (ILA Standard 3); use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2); and create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences as well as provide support for teachers and other school professionals in planning and using differentiated instruction and instructional materials, and curriculum that value diversity, especially for those struggling with reading and writing (ILA Standard 4). The project includes research-based instructional and corrective practices in reading and writing instruction, strategy lessons, a case study, and a professional development workshop.

ALIGNMENT WITH STANDARDS
ILA Standard 2
The Intervention Project aligns with ILA Standard 2.1 in that candidates' What IF Chart, Strategy Lessons, and Professional Development Workshops provide evidence of their knowledge and ability to develop and implement a curriculum that uses a wide range of instructional practices addressing a critical focus area in reading and writing for intended age group or grade level, particularly those who struggle with reading and writing. Candidates also demonstrate ability to model, coach and support classroom teachers, other school professionals, and parents in using some of these approaches, including technology-based practices.

> 2.1   Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students; develop and implement the curriculum that meets the specific needs of students who struggle with reading and writing; and support teachers and other school professionals in the design, implementation, and assessment of reading and writing strategies for students of diverse backgrounds, especially those who struggle with reading and writing.

The Intervention Project aligns with ILA Standard 2.2 in that candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their knowledge and ability to use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic

knowledge, and reading-writing connections supported by literature and research. Candidates also demonstrate ability to model, coach and support classroom teachers, other school professionals, and parents in using a wide range of appropriate instructional approaches and strategies for all students, especially those who struggle with reading and writing.

    2.2   Use instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections supported by literature and research; support teachers and other school professionals in using appropriate and varied instructional approaches for students of diverse backgrounds, especially those who struggle with reading and writing.

The Intervention Project aligns with ILA Standard 2.3 in that candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their knowledge and ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources supported by literature and research. Candidates also demonstrate ability to model, coach and support classroom teachers, and other school professionals inusing a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.

    2.3   Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources; support teachers and other school professionals in using a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.

ILA Standard 3

The Intervention Project aligns with ILA Standard 3.1 in that candidates' Case Study provides evidence of their understanding of types of assessments and their purposes, strengths, and limitations by being able to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify students' proficiencies and difficulties, and place them along a developmental continuum. Candidates include an articulation of the literature and research to provide rationale for the selection of assessments. Candidates also demonstrate understanding of their role as interventionist.

    3.1   Demonstrate an understanding of the literature and research related to types of assessments and their purposes, strengths, and limitations; established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes; and recognizing the basic technical adequacy of assessments.

The Intervention Project aligns with ILA Standard 3.2 in that candidates' Case Study provides evidence of their ability to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify students' proficiencies and difficulties, and place them along a developmental continuum. Candidates demonstrate their mastery of using a wide range of assessment tools and practices, drawing from their What IF Chart, electronic lesson bank, and other resources, that are appropriate for selected middle or secondary students. Candidates also demonstrate their understanding of the role of interventionist.

    3.2   Select, develop, administer, and interpret assessments, for middle or secondary level students, especially those who struggle with reading and writing.

The Intervention Project aligns with ILA Standard 3.3 in that candidates' Case Study provides evidence of their ability to use multiple data sources and assessment information to analyze selected middle or secondary readers' performance, especially those who struggle with reading and writing, and to plan individual instruction and intervention for these students. Candidates demonstrate their ability to interpret assessment information in order to identify individual middle or secondary readers' proficiencies and difficulties, and place them along a developmental continuum. They also demonstrate mastery of the role of interventionist.

3.3 Use multiple data sources and assessment information to analyze individual readers' performance and to plan instruction and intervention; and to plan and evaluate instruction.

ILA Standard 4
The Intervention Project aligns with ILA Standard 4.1 in that candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing, supported by research and literature. Candidates also demonstrate ability to model, coach and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.

4.1 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing; support teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.

The Intervention Project aligns with ILA Standard 4.2 in that candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their understanding of the research-based rationale for a literacy curriculum that engages students in instructional practices that positively impact their knowledge, beliefs, and engagement with the features of diversity. Candidates also demonstrate ability to model, coach and support classroom teachers and other school professionals in using a literacy curriculum that engages students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.

4.2 Use a literacy curriculum and engage students in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; support teachers, other school professionals in using a literacy curriculum and engage students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.

The Intervention Project aligns with ILA Standard 4.3 in that candidates' What IF Chart, Strategy Lessons and Professional Development Workshops provide evidence of their understanding of the research-based rationale for providing students with linguistic, academic, and cultural experiences that link their communities with the school. Candidates also demonstrate ability to model, coach and support classroom teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide

students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.

4.3 Provide students with linguistic, academic, and cultural experiences that link their communities with the school; support teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.

ANALYSIS OF DATA FINDINGS

Overall, candidates meet all the ILA Standards aligned to the Intervention Project at varying levels of knowledge and competencies. Data shows that ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3 are candidates' areas of strength with a cumulative mean score of 3.0/3.0. The Strategy Lessons and Professional Development Workshops demonstrate candidates' ability to model, coach, and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing; and using a literacy curriculum that engages students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing. Although Standard 3 is met at acceptable level, ILA Standards 3.1, 3.2, and 3.3 appear to be areas where candidates need further support for improvement. In reviewing the artifacts that support these standard elements, the faculty notes that candidates' Reflective Narrative addresses how ILA Standard 3 is met but lacks clear articulation of their understanding of ILA Standards 3.1, 3.2 and 3.3. Candidates' Case Study demonstrates their competence as interventionist in selecting appropriate types of assessments and effectively administer, score, and interpret them; however, their Strategy Lessons lack a clear articulation of the literature and research related to types of assessments and their purposes, strengths, and limitations; established purposes for assessing the performance of all readers, and use of multiple data sources and assessment information to analyze individual readers' performance and to plan instruction and intervention as well as to plan and evaluate instruction. The cumulative mean score in these areas is 2.0/3.0. The clinical sequence courses (LLA 514, LLA 516 & LLA 518) now provide candidates with rigorous experiences, at various progressive levels of difficulty, that address all competencies required to fulfill the role of *interventionist* (ILA Standard 3) at an expert's level. We recognize that the sampling is low; however, the data from this assessment when combined with the data from other assessments provides a substantial basis for analysis of candidate performance in standard elements addressed by this assessment.

INTERVENTION PROJECT

DIRECTIONS FOR CANDIDATES

This project will demonstrate your ability to meet the International Literacy Association (ILA) Standards for Reading Professionals (2010), ILA Standards 2, 3 and 4, particularly at the *interventionist* and *coaching* levels. It is a multifaceted and comprehensive project designed to document your planning, implementation and evaluation of diagnostic and corrective processes that place students on a learning continuum (ILA Standard 3); use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2); and create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences as well as provide support for teachers and other school professionals in planning and using differentiated instruction and instructional materials, and curriculum that value diversity, especially for those struggling with reading and writing (ILA Standard 4).

Specific goals are as follows:
1. Use assessments to determine proficiencies and difficulties of struggling readers and writers, and place them along a developmental continuum to impact their learning. (ILA Standards 3.1 & 3.2)
2. Use in-depth assessment information to plan individual instruction for struggling readers and writers. (ILA Standard 3.3)
3. Identify instructional and corrective practices, approaches, and methods supported by literature and research to provide in depth instruction for those who struggle with reading and writing, and adapt curriculum and instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write by using a wide range of texts. (ILA Standards 2.1, 2.2, 2.3 & 4.1, 4.2 & 4.3)
4. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing strategies that take into consideration the linguistic, academic, and cultural experiences of children of diverse backgrounds in order to meet their specific needs. (ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 & 4.3)

TASKS:
PART I. WHAT IF CHART. (ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 & 4.3) Research evidence-based instructional and corrective practices, approaches, and methods to support reading and writing instruction appropriate for a range of students, PK-12. Then, create a What If Chart to include a list of these evidence-based instructional practices, approaches, and methods with corresponding specific areas of reading and writing they address, intended range of age groups or grade levels, examples of appropriate curriculum materials, and recommendations for use. Include this artifact along with Strategy Lessons in writing ONE Reflective Narrative to show evidence that you have met ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 & 4.3.

PART II. STRATEGY LESSONS (ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 & 4.3)
1. Identify a critical area of focus in reading and writing (i.e. phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, motivation, and conventions of writing) for an intended age group or grade level, for example, third grade ELL student with difficulty in identifying main ideas in information text.
2. Go back to your What IF Chart. Identify and customize a minimum of 15 instructional or corrective practices, approaches, and methods to support the critical focus area in reading and writing for your intended age group or grade level. Include recommendations for appropriate materials. These strategy lessons will be added to an electronic lesson bank designed for this course.
3. Pilot 5 out of the 15 instructional or corrective practices, approaches, and methods that you have identified and customized to support the critical focus area in reading and writing for your intended age group or grade level in a whole or small group setting, who are struggling readers and writers, English learners, and students with exceptionalities. Don't forget to include rationale for your selection. You may do this in your own classroom when appropriate or by working with colleagues in your school.
4. Develop professional development workshops for (1) classroom teachers and other professionals, and (2) parents that focus on modeling and coaching teachers, other professionals, and parents in using instructional or corrective practices, approaches, and methods that you have identified and customized to support the critical focus area in reading and writing for your intended age group or grade level in a whole or small group setting, who are struggling readers and writers, English learners, and students with exceptionalities. Curriculum content, lesson plans, and supporting materials should reflect the beliefs and values you hold about the diversity in your school, classroom, and community, and your ability to engage with all features of diversity and to communicate this advocacy to colleagues and parents. You will also present the outcomes and critique of your piloted strategy lessons to the class.

5. Include this artifact along with the What If Chart in writing ONE Reflective Narrative to show evidence that you have met ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 & 4.3.

PART III. CASE STUDY. (ILA Standards 3.1, 3.2 & 3.3) Demonstrate appropriate use of assessments in practice to determine proficiencies and difficulties of a middle or secondary reader for appropriate services by selecting appropriate assessment instruments from your Assessment Matrix in LLA 514. Use in-depth assessment information to plan individual instruction for this student drawing from your What IF Chart or the electronic lesson bank, and other resources. Using a case study format, submit a report focusing on data or information gained from the assessment and corrective processes. Use this artifact in writing ONE Reflective Narrative to show evidence that you have met ILA 3.1, 3.2 & 3.3.

SCORING RUBRIC
INTERVENTION PROJECT

ILA STANDARD	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (0)
PARTS I & II What If Chart Strategy Lessons ILA STANDARDS: 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3			
2.1 Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students. Develop and implement the curriculum that meets the specific needs of students who struggle with reading and writing. Support teachers and other school professionals in the design, implementation, and assessment of reading and writing strategies for students of diverse backgrounds, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's knowledge and ability to develop and implement a curriculum that uses a wide range of instructional practices addressing a critical focus area in reading and writing for intended age group or grade level, particularly those who struggle with reading and writing. Candidate demonstrates strong ability to model, coach and support classroom teachers, other school professionals, and parents in using some of these approaches, including technology-based practices.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's knowledge and ability to develop and implement a curriculum that uses a wide range of instructional practices addressing a critical focus area in reading and writing for intended age group or grade level, particularly those who struggle with reading and writing. Candidate demonstrates ability to model, coach and support classroom teachers, other school professionals, and parents in using some of these approaches, including technology-based practices.	Candidate lacks understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's knowledge and ability to develop and implement a curriculum that uses a wide range of instructional practices addressing a critical focus area in reading and writing for intended age group or grade level, particularly those who struggle with reading and writing. Candidate lacks ability to model, coach and support classroom teachers, other school professionals, and parents in using some of these approaches, including technology-based practices.

2.2 Use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections supported by literature and research. Support teachers and other school professionals in using appropriate and varied instructional approaches for students of diverse backgrounds, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's knowledge and ability to use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections supported by literature and research. Candidate demonstrates strong ability to model, coach, and support classroom teachers, other school professionals, and parents in using a wide range of appropriate instructional approaches and strategies for all students, especially those who struggle with reading and writing.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's knowledge and ability to use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections supported by literature and research. Candidate demonstrates ability to model, coach, and support classroom teachers, other school professionals, and parents in using a wide range of appropriate instructional approaches and strategies for all students, especially those who struggle with reading and writing.	Candidate exhibits lack of understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's knowledge and ability to use appropriate instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections supported by literature and research. Candidate lacks ability to model, coach, and support classroom teachers, other school professionals, and parents in using a wide range of appropriate instructional approaches and strategies for all students, especially those who struggle with reading and writing.
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Support teachers and other school professionals in using a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's knowledge and ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources supported by literature and research. Candidate demonstrates strong ability to model, coach, and support classroom teachers, and other school professionals in using a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's knowledge and ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources supported by literature and research. Candidate demonstrates ability to model, coach, and support classroom teachers, and other school professionals in using a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.	Candidate lacks understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's knowledge and ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources supported by literature and research. Candidate lacks ability to model, coach, and support classroom teachers, and other school professionals in using a wide range of texts for students of diverse backgrounds, especially those who struggle with reading and writing.

4.1 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. Support teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing, supported by research and literature. Candidate demonstrates strong ability to model, coach, and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing, supported by research and literature. Candidate demonstrates ability to model, coach, and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches ,and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.	Candidate lacks understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing, supported by research and literature. Candidate lacks ability to model, coach, and support classroom teachers, other school professionals, and parents in using appropriate instructional or corrective practices, approaches, and strategies in reading and writing to individual, group, or whole class that address the diverse linguistic, cultural, and academic backgrounds, needs and interests of students especially those who are struggling readers and writers.
4.2 Use a literacy curriculum and engage students in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Support teachers, other school professionals in using a literacy curriculum and engage students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's understanding of the research-based rationale for a literacy curriculum that engages students in instructional practices that positively impact their knowledge, beliefs, and engagement with the features of diversity. Candidate demonstrates strong ability to model, coach, and support classroom teachers and other school professionals in using a literacy curriculum that engages students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's understanding of the research-based rationale for a literacy curriculum that engages students in instructional practices that positively impact their knowledge, beliefs, and engagement with the features of diversity. Candidate demonstrates ability to model, coach, and support classroom teachers and other school professionals in using a literacy curriculum that engages students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.	Candidate lacks understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's understanding of the research-based rationale for a literacy curriculum that engages students in instructional practices that positively impact their knowledge, beliefs, and engagement with the features of diversity. Candidate lacks ability to model, coach, and support classroom teachers and other school professionals in using a literacy curriculum that engages students in instructional activities, including differentiated instruction and materials that address their diverse linguistic, cultural, and academic backgrounds, needs and interests, especially those who struggle with reading and writing.

4.3 Provide students with linguistic, academic, and cultural experiences that link their communities with the school. Support teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide impressive and detailed evidence of candidate's understanding of the research-based rationale for providing students with linguistic, academic, and cultural experiences that link their communities with the school. Candidate demonstrates strong ability to model, coach, and support classroom teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.	Candidate exhibits understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops provide acceptable evidence of candidate's understanding of the research-based rationale for providing students with linguistic, academic, and cultural experiences that link their communities with the school. Candidate demonstrates ability to model, coach, and support classroom teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.	Candidate lacks understanding of the assignments. What IF Chart, Strategy Lessons, and Professional Development Workshops lack evidence of candidate's understanding of the research-based rationale for providing students with linguistic, academic, and cultural experiences that link their communities with the school. Candidate lacks ability to model, coach, and support classroom teachers and other school professionals in ways by which students' linguistic, academic, and cultural experiences can be harnessed in classroom to provide students from diverse backgrounds with authentic learning experiences, especially those who struggle with reading and writing.

	Reflective Narrative addresses how Standards 2 and 4 are met and convincingly demonstrates candidate's in-depth understanding of the ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3. Candidate provides a clear description of how the What IF Chart, Strategy Lessons, and Professional Development Workshops further developed competencies in using foundational knowledge to design or implement varied instructional approaches and materials that recognize, understand and value the diverse linguistic, cultural, and academic backgrounds, needs and interests of all students, especially those who struggle with reading and writing. Candidate's discussion of the process of planning, developing, implementing, and assessing her/his Strategy Lessons and the Professional Development Workshops for teachers, other professionals, and parents, reveals a strong commitment to supporting students of diverse backgrounds, and a genuine advocacy for change in school and classroom practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate clearly articulates the connections between the Strategy Lessons and Professional Development Workshops and ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, and 4.3, and provides detailed examples from the planning, design, implementation, and assessment processes of these tasks, including participants' feedback, as evidence of expert coaching ability.	Reflective Narrative addresses how Standards 2 and 4 are met and demonstrates candidate's understanding of ILA 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3. Candidate provides a substantial description of how the What IF Chart, Strategy Lessons, and Professional Development Workshops further developed competencies in using foundational knowledge to design or implement varied instructional approaches and materials that recognize, understand and value the diverse linguistic, cultural, and academic backgrounds, needs and interests of all students, especially those who struggle with reading and writing. Candidate's discussion of the process of planning, developing, implementing, and assessing her/his Strategy Lessons and the Professional Development Workshops for teachers, other professionals, and parents, reveals a commitment to supporting students of diverse backgrounds, and an advocacy for change in school and classroom practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate establishes the connections between the Strategy Lessons and Professional Development Workshops and ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, and 4.3, and provides examples from the planning, design, implementation, and assessment processes of these tasks, including participants' feedback, as evidence of coaching ability.	Reflective Narrative demonstrates candidate's weak understanding of the standards and their elements, specifically ILA 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3. Candidate description of how the What IF Chart, Strategy Lessons, and Professional Development Workshops further developed competencies in using foundational knowledge to design or implement varied instructional approaches and materials that recognize, understand and value the diverse linguistic, cultural, and academic backgrounds, needs and interests of all students, especially those who struggle with reading and writing is very limited. Candidate's Reflective Narrative lacks supporting evidence to show commitment to supporting students of diverse backgrounds, and an advocacy for change in school and classroom practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate fails to establish the connections between the Strategy Lessons and Professional Development Workshops and ILA Standards 2 and 4 and their specific elements 2.1, 2.2, 2.3, 4.1, 4.2, and 4.3, and evidence of coaching ability.
PART III **Case Study** **ILA STANDARDS: 3.1, 3.2 and 3.3**			
3.1 Demonstrate an understanding of the literature and research related to types of assessments and their purposes, strengths, and limitations.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of types of assessments and their purposes, strengths, and limitations by being able to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary student in order to identify his/her proficiencies and difficulties, and place him/he along a developmental continuum. S/He includes a solid articulation of the literature and research to provide	Candidate exhibits understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of types of assessments and their purposes, strengths, and limitations by being able to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary student in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum. S/He includes a clear articulation of the literature and research to provide rationale for his/her selection of	Candidate lacks understanding of the assignment. Case Study lacks evidence of candidate's understanding of types of assessments and their purposes, strengths, and limitations by being able to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary student in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum. Articulation of the literature and research to provide rationale for his/her selection of assessments is

	rationale for his/her selection of assessments. Candidate strongly demonstrates understanding of his/her role as interventionist.	assessments. Candidate demonstrates understanding of his/her role as interventionist.	unclear. Candidate has weak understanding of his/her role as interventionist.
3.2 Select, develop, administer, and interpret assessments, for middle or secondary level students, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's ability to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum. S/He demonstrates expert ability to use a wide range of assessment tools and practices, drawing from his/her What IF Chart, electronic lesson bank, and other resources, that are appropriate for selected middle or secondary students. Candidate strongly demonstrates understanding of his/her role as interventionist.	Candidate exhibits an understanding of the assignment. Case Study provides substantial evidence of candidate's ability to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum. S/He demonstrates ability to use a wide range of assessment tools and practices, drawing from his/her What IF Chart, electronic lesson bank, and other resources, that are appropriate for selected middle or secondary students. Candidate demonstrates understanding of his/her role as interventionist.	Candidate lacks understanding of the assignment. Case Study lacks evidence of candidate's ability to appropriately select, and effectively administer, score, and interpret assessment of selected middle or secondary students in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum. S/He lacks ability to use a wide range of assessment tools and practices that are appropriate for selected middle or secondary students. Candidate has weak understanding of his/her role as interventionist.
3.3 Use multiple data sources and assessment information to analyze individual readers' performance and to plan instruction and intervention.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's ability to use multiple data sources and assessment information to analyze selected middle or secondary readers' performance, especially those who struggle with reading and writing, and to plan individual instruction and intervention for these students. Candidate demonstrates expert ability to interpret assessment information in order to identify individual middle or secondary readers' proficiencies and difficulties, and place him/her along a developmental continuum. S/He demonstrates mastery of his/her role as interventionist.	Candidate exhibits understanding of the assignment. Case Study provides substantial evidence of candidate's ability to use multiple data sources and assessment information to analyze selected middle or secondary readers' performance, especially those who struggle with reading and writing, and to plan individual instruction and intervention for these students. Candidate demonstrates ability to interpret assessment information in order to identify individual middle or secondary readers' proficiencies and difficulties, and place him/her along a developmental continuum. S/He demonstrates mastery of his/her role as interventionist.	Candidate lacks understanding of the assignment. Case Study lacks evidence of candidate's ability to use multiple data sources and assessment information to analyze selected middle or secondary readers' performance, especially those who struggle with reading and writing, and to plan individual instruction and intervention for these students. Candidate lacks ability to interpret assessment information in order to identify individual middle or secondary readers' proficiencies and difficulties, and place him/her along a developmental continuum. S/He lacks mastery of his/her role as interventionist.

	Reflective Narrative addresses how Standard 3 is met and convincingly demonstrates candidate's in-depth understanding of ILA 3.1, 2.2 and 3.3. Candidate provides a clear description of how the Case Study further developed his/her expertise to effectively use student's interests, reading abilities, and background in planning reading and writing lessons, and to appropriately select, and effectively administer, score, and interpret assessment. Candidate clearly articulates the connections between the Case Study and Standard 3 and provides detailed examples from the planning, design, implementation, and assessment processes as evidence of having met Standard 3. Reflective Narrative strongly indicates candidate's solid understanding and mastery of his/her role as interventionist.	Reflective Narrative addresses how Standard 3 is met and convincingly demonstrates candidate's in-depth understanding of ILA 3.1, 2.2 and 3.3. Candidate provides a clear description of how the Case Study further developed his/her expertise to effectively use student's interests, reading abilities, and background in planning reading and writing lessons, and to appropriately select, and effectively administer, score, and interpret assessment. Candidate clearly articulates the connections between the Case Study and Standard 3 and provides detailed examples from the planning, design, implementation, and assessment processes as evidence of having met Standard 3. Reflective Narrative strongly indicates candidate's solid understanding and mastery of his/her role as interventionist.	Reflective Narrative addresses how Standard 3 is met and convincingly demonstrates candidate's in-depth understanding of ILA 3.1, 2.2 and 3.3. Candidate provides a clear description of how the Case Study further developed his/her expertise to effectively use student's interests, reading abilities, and background in planning reading and writing lessons, and to appropriately select, and effectively administer, score, and interpret assessment. Candidate clearly articulates the connections between the Case Study and Standard 3 and provides detailed examples from the planning, design, implementation, and assessment processes as evidence of having met Standard 3. Reflective Narrative strongly indicates candidate's solid understanding and mastery of his/her role as interventionist.

DATA TABLE
INTERVENTION PROJECT
Spring 2018
N = 4

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
2.1	4	0	0	3.0
2.2	4	0	0	3.0
2.3	4	0	0	3.0
3.1	0	4	0	2.0
3.2	0	4	0	2.0
3.3	0	4	0	2.0
4.1	4	0	0	3.0
4.2	4	0	0	3.0
4.3	4	0	0	3.0

DIAGNOSIS & INTERVENTION CASE STUDY

DESCRIPTION OF ASSESSMENT

The Diagnosis & Intervention Case Study is a closely supervised 2-part project culminating in a case study that focuses on application of knowledge and understanding of diagnosis and corrective techniques in reading and language arts, and communicating with various audiences. It emphasizes candidates' role as interventionist and requires them to demonstrate strong background knowledge and understanding of the International Literacy Association (ILA) Standards for Reading Professionals (2010), ILA Standards 2, 3, 4 and 5. Specifically, candidates are expected to demonstrate ability to work with, and provide intensive, supplemental instruction to students who struggle with reading at the primary and elementary levels. Candidates (1) document planning, implementation and evaluation of diagnostic and corrective processes that place students on a learning continuum (ILA Standard 3), (2) demonstrate ability to develop and implement a curriculum to meet the specific needs of students who struggle with reading and writing (ILA Standard 2), (3) demonstrate ability to create a literate environment for students that foster reading and writing (ILA Standard 5), (4) demonstrate ability to provide differentiated instruction and instructional materials and to use the linguistic, academic, and cultural experiences

of students to teach in ways that are responsive to their needs and advocate for their learning (ILA Standard 4), and (5) communicate results of assessments to specific individuals.

ALIGNMENT WITH STANDARDS
ILA Standard 2
This assessment aligns with ILA Standards 2.2 and 2.3 in that the Case Study and Reflective Narrative show evidence of candidates' ability to fulfill the role of interventionist by providing appropriate in-depth instruction for primary and elementary readers and writers, especially those who struggle with reading and writing through the selection of appropriate instructional strategies and curriculum materials for these students, and being able to explain the evidence-base for selecting these practices and materials, including use of a wide range of texts (i.e. narrative, expository, and poetry) from traditional print, digital, and online resources in instruction for primary/elementary readers and writers, especially those who struggle with reading and writing.

2.2 Demonstrate ability to select appropriate instructional strategies and curriculum materials and explain the evidence-base for selecting these practices and materials; provide appropriate in-depth instruction for primary/ elementary readers and writers, especially those who struggle with reading and writing.

2.3 Demonstrate ability to use a wide range of texts (i.e., narrative, expository, and poetry) from traditional print, digital, and online resources.

ILA Standard 3
This assessment aligns with ILA Standards 3.1, 3.2, 3.3 and 3.4 in that candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes and ability to fulfill the role of interventionist by being able to appropriately select, and effectively administer, score, and interpret assessment of selected primary and elementary students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum; use assessment information to plan and evaluate individual instruction for primary and elementary students, especially those who struggle with reading and writing; and clearly communicate assessment results to students, teachers, parents, and colleagues.

3.1 Demonstrate an understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3.2 Demonstrate ability to select, develop, administer, and interpret assessments, for specific purposes.

3.3 Demonstrate ability to use multiple data sources and assessment information to analyze individual readers' performance, and to plan and evaluate instruction and intervention, especially for those who struggle with reading and writing.

3.4 Demonstrate ability to communicate assessment results to a variety of appropriate audiences such as students, teachers, parents, and colleagues.

ILA Standard 4
This assessment aligns with ILA Standards 4.1, 4.2 and 4.3 in that candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of the ways in which diversity influences the reading and writing development of primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and materials reveal candidates' ability to develop reading and writing instruction that

capitalizes on students' diverse backgrounds, prior knowledge and experiences, language, and cultural values; engage students in learning opportunities that positively impact their knowledge, beliefs, and engagement with their diverse backgrounds, prior knowledge and experiences, language, and cultural values; and provide differentiated instruction and instructional materials, including traditional print, digital, and online resources to primary or elementary students, especially English learners and those who struggle with reading and writing. Case Study and Reflective Narrative also reveal candidates' ability to fulfill the role of interventionist including ability to communicate relevant and helpful information about the students to parents.

> 4.1 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.
> 4.2 Demonstrate ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
> 4.3 Demonstrate ability to provide students with linguistic, academic, and cultural experiences that link their communities with the school.

ILA Standard 5

This assessment aligns with ILA Standards 5.1, 5.2 and 5.3 in that candidates' Case Study and Reflective Narrative provide evidence of candidates' understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, have easy access to a variety of books and other instructional materials, including digital and online resources, to support their individual needs and interests; are immersed in a supportive social environment, motivated, provided scaffold, and multiple opportunities for learning to read and write; and are provided with effective routines such as time allocation, read aloud, journal writing, and transitions from one activity to another, in order to motivate, scaffold, and provide them with multiple opportunities for learning to read and write. Lesson plans and materials reveal candidates' ability to accommodate students' changing needs with special emphasis on encouraging and giving many opportunities for English learners to use English.

> 5.1 Create a literate environment that fosters reading and writing for primary and elementary students, especially English learners and those who struggle with reading and writing by optimizing use of traditional print, digital, and online resources in reading and writing instruction.
> 5.2 Create a supportive social environment to motivate, scaffold, and optimize primary or elementary students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing.
> 5.3 Create effective routines for primary and elementary students, especially English learners and those who struggle with reading and writing, to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

ANALYSIS OF DATA FINDINGS

Only two candidates completed this assessment in spring 2018. The two candidates performed at target level (3.0/3.0) in ILA Standards 2.2 and 2.3. However, the cumulative mean score in ILA Standards 3, 4 and 5 is only 2.5/3.0. In examining the artifacts that support these standard elements, the faculty notes that the Case Study indicates the need to further strengthen candidates' ability to select, develop, administer, and interpret assessments, for specific purposes; to use multiple data sources and assessment information to analyze individual readers' performance, and to plan and evaluate instruction and intervention, especially for those who struggle with reading and writing; and to communicate assessment results to students, teachers, parents, and colleagues (ILA Standards 3.2, 3.3 and 3.4); to plan and implement instructional and learning strategies that recognize the ways in which

diversity influences the reading and writing development of students, especially those who struggle with reading and writing (ILA Standard 4.1); to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity (ILA Standard 4.2) as well as linguistic, academic, and cultural experiences that link their communities with the school (ILA Standard 4.3); to create a literate environment that fosters reading and writing for primary and elementary students, especially English learners and those who struggle with reading and writing (ILA Standard 5.1); to create a supportive social environment to motivate, scaffold, and optimize primary or elementary students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing (ILA Standard 5.2); and to create effective routines for primary and elementary students, especially English learners and those who struggle with reading and writing (ILA Standard 5.3). The faculty also notes that the Case Study and Lesson Plans lack the detailed descriptions of their components that might have provided strong evidence of meeting ILA Standards 2, 3, 4 and 5. The clinical sequence courses (LLA 514, LLA 516 & LLA 518) now provide candidates with rigorous experiences, at various progressive levels of difficulty, to enhance competencies addressed by ILA Standards 2, 3, 4 and 5, and required to fulfill the role of *interventionist* at an expert's level. We recognize that the sampling is very low. However, the data from this assessment when combined with the data from other assessments provides a substantial basis for analysis of candidate performance in standard elements addressed by this assessment.

DIAGNOSIS & INTERVENTION CASE STUDY

DIRECTIONS FOR CANDIDATES
This project focuses on your role as interventionist. As interventionist it is critical that you demonstrate strong background knowledge and understanding of ILA Standards 2, 3, 4 and 5. Specifically, this project will demonstrate your ability to work with students who struggle with reading and provide intensive, supplemental instruction to students who struggle with reading at all levels in pre-K-12. This project provides you with opportunity to meet ILA Standards 2, 3, 4 and 5 of the International Reading Association Standards for Reading Professionals (2010). It is a 2-part, closely supervised project designed (1) to document your planning, implementation and evaluation of diagnostic and corrective processes that place students on a learning continuum (ILA Standard 3), (2) to demonstrate your ability to develop and implement a curriculum to meet the specific needs of students who struggle with reading and writing (ILA Standard 2), (3) to demonstrate your ability to create a literate environment for students that foster reading and writing (ILA Standard 5), and (4) to demonstrate your ability to provide differentiated instruction and instructional materials and to use the linguistic, academic, and cultural experiences of students to teach in ways that are responsive to their needs and advocate for their learning (ILA Standard 4), and (5) to communicate results of assessments to specific individuals.

Specific goals are as follows:
1. Use assessments to determine proficiencies and difficulties of struggling readers and place them along a developmental continuum to impact their learning. (ILA Standards 3.1 & 3.2)
2. Use in-depth assessment information to plan individual instruction for struggling readers. (ILA Standard 3.3)
3. Demonstrate ability to select appropriate instructional strategies and curriculum materials and explain the evidence-base for selecting these practices and materials. (ILA Standards 2.2 & 2.3)
4. Demonstrate ability to communicate assessment information to students, classroom teachers, parents, and colleagues. (ILA Standard 3.4)
5. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. (ILA Standard 4.1)
6. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. (ILA Standard 4.2)

7. Provide students with linguistic, academic, and cultural experiences that are meaningful to their own life. (ILA Standard 4.3)
8. Create effective routines for students who struggle with reading and writing. (ILA Standard 5.3)
9. Create supportive environments for students, such as arranging instructional areas to provide easy access to books and other instructional materials for individual students, especially English learners so that they have many opportunities to use English. (ILA Standards 5.1 & 5.2)

TASKS:
A. CASE STUDY. (ILA Standards 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2 & 5.3) Demonstrate appropriate use of assessments in practice to determine proficiencies and difficulties of two primary and elementary readers for appropriate services by selecting appropriate assessment instruments from your Assessment Matrix in LLA 516. Use in-depth assessment information to plan individual instruction for these individual students drawing from your What If Chart or the electronic lesson bank, and other resources. You will be working with each student for an hour, twice a week, for 15 weeks. Using a case study format, submit a report focusing on data or information gained from the assessment and corrective processes, with recommendations for teachers and parents to further support these students' reading development.

B. COMMUNICATING WITH STUDENTS, TEACHERS, PARENTS, AND COLLEAGUES. (ILA Standard 3.4) Throughout the case study you are expected to communicate information regarding outcomes of your assessments and/or corrective approaches, including recommendations to further support students' reading development, to the individual students, teachers, parents, and colleagues orally and/or in writing. You will be assessed on how well you can communicate accurate information using appropriate medium and register of communication to various audiences.

C. REFLECTIVE NARRATIVES. Write a detailed Reflective Narrative for each of the ILA Standards 2, 3, 4 and 5 and address your role as interventionist.

SCORING RUBRIC
DIAGNOSIS & INTERVENTION CASE STUDY

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)
ILA STANDARDS 2, 3, 4 and 5 TASK A: CASE STUDY Demonstrate appropriate use of assessments in practice to determine proficiencies and difficulties of two primary and elementary readers for appropriate services by selecting appropriate assessment instruments from your Assessment Matrix in RDG 594. Use in-depth assessment information to plan individual instruction for these individual students drawing from your What If Chart or the electronic lesson bank, and other resources. You will be working with each student for an hour, twice a week, for 15 weeks. Using a case study format, submit a report focusing on data or information gained from the assessment and corrective processes, with recommendations for teachers and parents to further support these students' reading development. TASK B: COMMUNICATING WITH VARIOUS AUDIENCES Throughout the case study you are expected to communicate information regarding outcomes of your assessments and/or corrective approaches, including recommendations to further support students' reading development, to the individual students, teachers, parents, and colleagues orally and/or in writing. You will be assessed on how well you can communicate accurate information using appropriate medium and register of communication to various audiences. ROLE: INTERVENTIONIST			

2.2	Demonstrate ability to select appropriate instructional strategies and curriculum materials and explain the evidence-base for selecting these practices and materials; provide appropriate in-depth instruction for primary/elementary readers and writers, especially those who struggle with reading and writing.	Candidate exhibits a well-defined and clear understanding of the assignment. Case Study provides strong evidence of candidate's expert ability to provide appropriate in-depth instruction for primary and elementary readers and writers who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, and being able to explain the evidence-base for selecting these practices and materials. Candidate demonstrates strong ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.2 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to provide appropriate instruction for primary and elementary readers and writers, especially those who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, and being able to explain the evidence-base for selecting these practices and materials. Candidate demonstrates ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.2 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.	Candidate has limited understanding of the assignment. Case Study lacks evidence of candidate's ability to provide appropriate instruction for primary and elementary readers and writers, especially those who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, and being able to explain the evidence-base for selecting these practices and materials. Candidate lacks ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.2 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.
2.3	Demonstrate ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Candidate exhibits a well-defined and clear understanding of the assignment. Case Study provides strong evidence of candidate's expert ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources in instruction for primary and elementary readers and writers, especially those who struggle with reading and writing. Candidate demonstrates strong ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.3 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources in instruction for primary and elementary readers and writers, especially those who struggle with reading and writing. Candidate demonstrates ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.3 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.	Candidate exhibits limited understanding of the assignment. Case Study lacks evidence of candidate's ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources in instruction for primary and elementary readers and writers, especially those who struggle with reading and writing. Candidate lacks ability to fulfill the role of an interventionist as it relates to Standard 2, specifically ILA 2.3 by using evidenced-based instructional approaches and materials that support student learning in reading and writing.

	Reflective Narrative addressing how Standard 2 is met reveals candidate's in-depth understanding of Standard 2, specifically ILA 2.2 and 2.3. Candidate clearly articulates evidence-based rationale for using a wide range of instructional practices and a wide range of materials, including technology-based practices, to provide appropriate in-depth instruction for primary and elementary readers and writers, especially those who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, to support their reading and writing development. Reflective Narrative convincingly discusses candidate's understanding of the importance of Standard 2 in fulfilling the role of an interventionist as well as his/her expert ability to fulfill the role of an interventionist. Candidate establishes solid connection between the Case Study and Standard 2, specifically ILA 2.2 and 2.3 and provides detailed examples as evidence of having met Standard 2.	Reflective Narrative addressing how Standard 2 is met reveals candidate's understanding of Standard 2, specifically ILA 2.2.and 2.3. Candidate articulates evidence-based rationale for using a wide range of instructional practices and a wide range of materials, including technology-based practices, to provide appropriate in-depth instruction for primary and elementary readers and writers, especially those who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, to support their reading and writing development. Reflective Narrative discusses candidate's understanding of the importance of Standard 2 in fulfilling the role of an interventionist as well as his/her ability to fulfill the role of an interventionist. Candidate establishes clear connection between the Case Study and Standard 2, specifically ILA 2.2 and 2.3 and provides examples as evidence of having met Standard 2.	Reflective Narrative addressing how Standard 2 is met reveals candidate's limited understanding of Standard 2, specifically ILA 2.2 and 2.3. Candidate lacks understanding of evidence-based rationale for using a wide range of instructional practices and a wide range of materials, including technology-based practices, to provide appropriate in-depth instruction for primary and elementary readers and writers, especially those who struggle with reading and writing by selecting appropriate instructional strategies and curriculum materials for these students, to support their reading and writing development. Reflective Narrative reveals candidate's limited understanding of the importance of Standard 2 in fulfilling the role of an interventionist as well as his/her ability to fulfill the role of an interventionist. Candidate fails to establish connection between the Case Study and Standard 2, specifically ILA 2.2 and 2.3.
3.1	Demonstrate an understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
			Candidate exhibits limited understanding of the assignment. Case Study lacks evidence of candidate's understanding of the research and literature related to types of assessments and their purposes, strengths, and limitations, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3.2	Demonstrate ability to select, develop, administer, and interpret assessments, for specific purposes.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's expert ability to appropriately select, and effectively administer, score, and interpret assessment of selected primary or elementary students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum. Case Study provides detailed examples from the planning, design, implementation, and assessment processes as evidence of candidate's strong qualities and ability to fulfill the role of interventionist.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to appropriately select, and effectively administer, score, and interpret assessment of selected primary or elementary students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum. Case Study provides substantial examples from the planning, design, implementation, and assessment processes as evidence of candidate's qualities and ability to fulfill the role of interventionist.	Candidate exhibits limited understanding of the assignment. Case Study lacks evidence of candidate's ability to appropriately select, and effectively administer, score, and interpret assessment of selected primary or elementary students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum. Case Study lacks examples from the planning, design, implementation, and assessment processes as evidence of candidate's qualities and ability to fulfill the role of interventionist.
3.3	Demonstrate ability to use multiple data sources and assessment information to analyze individual readers' performance, and to plan and evaluate instruction and intervention, especially for those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's expert ability to use assessment information to plan and evaluate individual instruction for primary and elementary students, especially those who struggle with reading and writing. Case Study provides detailed examples from the planning, design, implementation, and assessment of instruction and intervention as evidence of candidate's strong qualities and ability to fulfill the role of interventionist.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to use assessment information to plan and evaluate individual instruction for primary and elementary students, especially those who struggle with reading and writing. Case Study provides examples from the planning, design, implementation, and assessment of instruction and intervention as evidence of candidate's qualities and ability to fulfill the role of interventionist.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's ability to use assessment information to plan and evaluate individual instruction for primary and elementary students, especially those who struggle with reading and writing. Case Study lacks examples from the planning, design, implementation, and assessment of instruction and intervention as evidence of candidate's qualities and ability to fulfill the role of interventionist.
3.4	Demonstrate ability to communicate assessment results to a variety of appropriate audiences such as students, teachers, parents, and colleagues.	Candidate exhibits a defined and clear understanding of the assignment. Case Study includes appropriate documentation of candidate's strong ability to clearly communicate assessment results to students, teachers, parents, and colleagues.	Candidate exhibits a good understanding of the assignment. Case Study includes appropriate documentation of candidate's ability to clearly communicate assessment results to students, teachers, parents, and colleagues.	Candidate exhibits limited understanding of the assignment. Case Study lacks documentation of candidate's ability to clearly communicate assessment results to students, teachers, parents, and colleagues.

	Reflective Narrative addressing how Standard 3 is met, specifically ILA 3.1, 3.2, 3.3 and 3.4, strongly demonstrates candidate's in-depth understanding of Standard 3 and its elements, including the research and literature related to types of assessments and their purposes, strengths, and limitations. Candidate's reflection on Case Study provides convincing evidence of his/her strong expertise in selecting, and effectively administering, scoring, and interpreting assessments of students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum; in using assessment information to plan and evaluate individual instruction and intervention; and in communicating assessment information to a variety of appropriate audiences. Candidate clearly articulates the connection between the Case Study and Standard 3 and provides detailed examples from the planning, design, implementation, and assessment processes as evidence of having met Standard 3, and fulfilling the role of interventionist.	Reflective Narrative addressing how Standard 3 is met, specifically ILA 3.1, 3.2, 3.3 and 3.4, demonstrates candidate's adequate understanding of Standard 3 and its elements, including the research and literature related to types of assessments and their purposes, strengths, and limitations. Candidate's reflection on Case Study provides substantial evidence of his/her expertise in selecting, and effectively administering, scoring, and interpreting assessments of students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum; in using assessment information to plan and evaluate individual instruction and intervention; and in communicating assessment information to a variety of appropriate audiences. Candidate clearly articulates the connection between the Case Study and Standard 3 and provides examples from the planning, design, implementation, and assessment processes as evidence of having met Standard 3, and fulfilling the role of interventionist.	Reflective Narrative addressing how Standard 3 is met, specifically ILA 3.1, 3.2, 3.3 and 3.4, demonstrates candidate's limited understanding of Standard 3 and its elements, including the research and literature related to types of assessments and their purposes, strengths, and limitations. Candidate's reflection on Case Study lacks evidence of his/her ability to select, and effectively administer, score, and interpret assessments of students, especially those who struggle with reading and writing, in order to identify individual proficiencies and difficulties, and place them along a developmental continuum; in using assessment information to plan and evaluate individual instruction and intervention; and in communicating assessment information to a variety of appropriate audiences. Candidate fails to establish the connection between the Case Study and Standard 3, and the role of interventionist.
4.1	Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and materials reveal candidate's expertise in developing reading and writing instruction that capitalizes on students' diverse backgrounds, prior knowledge and experiences, language, and cultural values. Candidate demonstrates strong ability to clearly communicate relevant and helpful information about the student to parents.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and materials reveal candidate's ability to develop reading and writing instruction that capitalizes on students' diverse backgrounds, prior knowledge and experiences, language, and cultural values. Candidate demonstrates ability to clearly communicate relevant and helpful information about the student to parents.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and materials reveal candidate's poor ability to develop reading and writing instruction that capitalizes on students' diverse backgrounds, prior knowledge and experiences, language, and cultural values. Candidate demonstrates poor ability to clearly communicate relevant and helpful information about the student to parents.

4.2	Demonstrate ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's expert ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources to primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and instructional materials reveal candidate's expertise in developing reading and writing instruction that engages students in learning opportunities that positively impact their knowledge, beliefs, and engagement with their diverse backgrounds, prior knowledge and experiences, language, and cultural values.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources to primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and instructional materials reveal candidate's ability to develop reading and writing instruction that engages students in learning opportunities that positively impact their knowledge, beliefs, and engagement with their diverse backgrounds, prior knowledge and experiences, language, and cultural values.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources to primary and elementary students, especially English learners and those who struggle with reading and writing. Lesson plans and instructional materials reveal candidate's poor ability to develop reading and writing instruction that engages students in learning opportunities that positively impact their knowledge, beliefs, and engagement with their diverse backgrounds, prior knowledge and experiences, language, and cultural values.
4.3	Demonstrate ability to provide students with linguistic, academic, and cultural experiences that link their communities with the school.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's expert ability to create learning opportunities for primary and elementary students, especially English learners and those who struggle with reading and writing that are relevant and meaningful to their linguistic, academic, and cultural experiences at home and community and to make connection with school literacy. Lesson plans and instructional materials reveal candidate's genuine advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, especially English learners and students who struggle with reading and writing.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's ability to create learning opportunities for primary and elementary students, especially English learners and those who struggle with reading and writing that are relevant and meaningful to their linguistic, academic, and cultural experiences at home and community and to make connection with school literacy. Lesson plans and instructional materials reveal candidate's genuine advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, especially English learners and students who struggle with reading and writing.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's ability to create learning opportunities for primary and elementary students, especially English learners and those who struggle with reading and writing, that are relevant and meaningful to their linguistic, academic, and cultural experiences at home and community and to make connection with school literacy. Lesson plans and instructional materials lacks evidence of candidate's advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, especially English learners and students who struggle with reading and writing.

		Reflective Narrative addressing how Standard 4 is met, specifically ILA 4.1, 4.2 and 4.3, convincingly demonstrates candidate's in-depth understanding of Standard 4 and its elements, and of the ways in which diversity influences the reading and writing development of students, especially English learners and those who struggle with reading and writing. Candidate's reflection on the process of planning, developing, implementing, and assessing lesson plans and materials reveals a strong commitment to supporting students of diverse backgrounds, and a genuine advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate clearly articulates the connection between the Case Study and Standard 4 and its elements, and provides detailed examples from the planning, design, implementation, and assessment processes of the Case Study as evidence of having met Standard 4, and fulfilling the role of interventionist.	Reflective Narrative addressing how Standard 4 is met, specifically ILA 4.1, 4.2 and 4.3, demonstrates candidate's clear understanding of Standard 4 and its elements, and of the ways in which diversity influences the reading and writing development of students, especially English learners and those who struggle with reading and writing. Candidate's reflection on the process of planning, developing, implementing, and assessing lesson plans and materials reveals a commitment to supporting students of diverse backgrounds, and a genuine advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate clearly articulates the connection between the Case Study and Standard 4 and its elements, and provides examples from the planning, design, implementation, and assessment processes of the Case Study as evidence of having met Standard 4, and fulfilling the role of interventionist.	Reflective Narrative addressing how Standard 4 is met, specifically ILA 4.1, 4.2 and 4.3, demonstrates candidate's limited understanding of Standard 4 and its elements, and of the ways in which diversity influences the reading and writing development of students, especially English learners and those who struggle with reading and writing. Candidate's reflection on the process of planning, developing, implementing, and assessing lesson plans and materials lacks evidence of commitment to supporting students of diverse backgrounds, and advocacy for change in instructional practices that might be biased or prejudiced against struggling readers and writers, including English learners and students with exceptionalities. Candidate fails to establish the connection between the Case Study and Standard 4, and the role of interventionist.
5.1	Create a literate environment that fosters reading and writing for primary or elementary students, especially English learners and those who struggle with reading and writing by optimizing use of traditional print, digital, and online resources in reading and writing instruction.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of and ability to fulfill role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, have easy access to a variety of books and other instructional materials, including digital and online resources, to support their individual needs and interests	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, have easy access to a variety of books and other instructional materials, including digital and online resources, to support their individual needs and interests.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, have easy access to a variety of books and other instructional materials, including digital and online resources, to support their individual needs and interests.
5.2	Create a supportive social environment to motivate, scaffold, and optimize primary or elementary students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are immersed in a supportive social environment, motivated, provided	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are immersed in a supportive social environment, motivated, provided	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are immersed in a supportive social environment, motivated, provided scaffold, and multiple opportunities for learning to

	scaffold, and multiple opportunities for learning to read and write. Lesson plans and materials reveal candidate's expertise in accommodating students' changing needs with special emphasis on encouraging and giving many opportunities for English learners to use English.	scaffold, and multiple opportunities for learning to read and write. Lesson plans and instructional materials reveal candidate's ability to accommodate students' changing needs with special emphasis on encouraging and giving many opportunities for English learners to use English.	read and write. Lesson plans and instructional materials reveal candidate's ability to accommodate students' changing needs with special emphasis on encouraging and giving many opportunities for English learners to use English.
5.3 Create effective routines for primary or elementary students, especially English learners and those who struggle with reading and writing, to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are provided with effective routines such as time allocation, read aloud, journal writing, and transitions from one activity to another, in order to motivate, scaffold, and provide them with multiple opportunities for learning to read and write. Lesson plans and materials reveal candidate's expertise in incorporating effective routines for primary and elementary students, especially English learners and those who struggle with reading and writing, to support reading and writing instruction.	Candidate exhibits a good understanding of the assignment. Case Study provides substantial evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are provided with effective routines such as time allocation, read aloud, journal writing, and transitions from one activity to another, in order to motivate, scaffold, and provide them with multiple opportunities for learning to read and write. Lesson plans and materials reveal candidate's ability to incorporate effective routines for primary and elementary students, especially English learners and those who struggle with reading and writing, to support reading and writing instruction.	Candidate exhibits poor understanding of the assignment. Case Study lacks evidence of candidate's understanding of and ability to fulfill the role of an interventionist by ensuring that primary and elementary students, especially English learners and those who struggle with reading and writing, are provided with effective routines such as time allocation, read aloud, journal writing, and transitions from one activity to another, in order to motivate, scaffold, and provide them with multiple opportunities for learning to read and write. Lesson plans and materials lack evidence of candidate's ability to incorporate effective routines for primary and elementary students, especially English learners and those who struggle with reading and writing, to support reading and writing instruction.
	Reflective Narrative addressing how Standard 5 is met, specifically ILA 5.1, 5.2 and 5.3, convincingly demonstrates candidate's in-depth understanding of Standard 5 and its elements, and the role of interventionist in ensuring that students are immersed in a supportive social environment, with instructional areas arranged in ways that provide easy access to books and other instructional materials, including establishing routines that create and maintain positive learning environments to support the reading and writing development of students, especially English learners and those who struggle with reading and writing. Reflective Narrative reveals candidate's solid understanding of the evidenced-base rationale for accommodating students' changing	Reflective Narrative addressing how Standard 5 is met, specifically ILA 5.1, 5.2 and 5.3, convincingly demonstrates candidate's understanding of Standard 5 and its elements, and the role of interventionist in ensuring that students are immersed in a supportive social environment, with instructional areas arranged in ways that provide easy access to books and other instructional materials, including establishing routines that create and maintain positive learning environments to support the reading and writing development of students, especially English learners and those who struggle with reading and writing. Reflective Narrative reveals candidate's understanding of the evidenced-base rationale for accommodating students' changing	Reflective Narrative addressing how Standard 5 is met, specifically ILA 5.1, 5.2 and 5.3, demonstrates candidate's poor understanding of Standard 5 and its elements, and the role of interventionist in ensuring that students are immersed in a supportive social environment, with instructional areas arranged in ways that provide easy access to books and other instructional materials, including establishing routines that create and maintain positive learning environments to support the reading and writing development of students, especially English learners and those who struggle with reading and writing. Reflective Narrative reveals candidate's poor understanding of the evidenced-base rationale for accommodating students' changing needs.

	needs with special emphasis on encouraging and giving many opportunities for English learners to use English.	needs with special emphasis on encouraging and giving many opportunities for English learners to use English.	

DATA TABLE
DIAGNOSIS & INTERVENTION CASE STUDY
Spring 2018
N = 2

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
2.2	2	0	0	3.0
2.3	2	0	0	3.0
3.1	1	1	0	2.5
3.2	1	1	0	2.5
3.3	1	1	0	2.5
3.4	1	1	0	2.5
4.1	1	1	0	2.5
4.2	1	1	0	2.5
4.3	1	1	0	2.5
5.1	1	1	0	2.5
5.2	1	1	0	2.5
5.3	1	1	0	2.5

EVALUATION OF READING & LANGUAGE ARTS CURRICULUM

DESCRIPTION OF ASSESSMENT
The Evaluation of Reading & Language Arts Curriculum focuses on candidates' roles as *coach* and *leader* and requires them to demonstrate knowledge and understanding of effective reading and language arts curriculum drawing from readings on major theories, empirical research, and historically shared knowledge of the discipline, as well as ability to evaluate a core or school-wide reading and language arts curriculum, and to communicate recommendations to strengthen implementation of the curriculum by modeling and assisting teachers and other education professionals in implementing recommended approaches, materials, and assessments. Candidates are expected to demonstrate evidence of meeting International Literacy Association (ILA) Standards for Reading Professionals (2010), ILA Standards 1, 2, 4, 5 and 6.

ALIGNMENT WITH STANDARDS
ILA Standard 1
This assessment aligns with ILA Standards 1.1, 1.2 and 1.3 in that candidates' Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum and Reflective Narrative provide appropriate examples and supporting details as well as discuss characteristics of exemplary reading and language arts curriculum by drawing from research and practice, and demonstrate depth of candidates' understanding of major theories and evidence-based foundations of reading and writing processes and instruction. Candidates demonstrate thorough understanding of major patterns and developments in research of reading and writing from seminal reading studies and how these developments and patterns impact the development and changes in reading and language arts curriculum across time, and the connections to current trends and issues in teaching reading and language arts. In addition, Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum and Reflective Narrative critically reflect on the role of professional judgment and practical knowledge in improving students' reading and writing development and achievement and provide research-based

rationale for including fair-mindedness, empathy, and ethical behavior when teaching students and working with professional colleagues as important characteristics of an exemplary reading and language arts curriculum.

    1.1   Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

    1.2   Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

    1.3   Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

ILA Standard 2

This assessment aligns with ILA Standards 2.1, 2.2 and 2.3 in that candidates' Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item addressing curriculum and instructional frameworks and approaches that reflect quality reading programs, and the importance of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and Reflective Narrative include evidence of candidates' ability to apply knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address curriculum and instruction, use of appropriate and varied instructional approaches, use of a wide range of texts, including digital and online resources, to support all students' reading and writing processes; and ability to make appropriate recommendations that meet the needs of all students.

    2.1   Use foundational knowledge to design or implement and integrated, comprehensive, and balanced curriculum.

    2.2   Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

    2.3   Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

ILA Standard 4

This assessment aligns with ILA Standards 4.1, and 4.2 in that the Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item to reflect understanding of the relationship between first- and second-language acquisition and literacy development, and evidence of candidate's knowledge and understanding of the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum. Candidates' Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and Reflective Narrative provide evidence of candidates' knowledge and understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing; ability to apply their knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of the relationship between first- and second-language acquisition and literacy development, and use of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity.

    4.1   Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

    4.2   Use a literacy curriculum and engage in instructional practices that positively impact students'

knowledge, beliefs, and engagement with the features of diversity.

ILA Standard 5

This assessment aligns with ILA Standards 5.2 and 5.3 in that candidates' Rubric for Evaluating Reading & Language Arts Curriculum, Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and Reflective Narrative clearly articulate evidence-based rationale for each criteria item, including the creation of supportive environments for all students, especially those who struggle with reading and writing; provide evidence of candidates' knowledge and understanding of the importance of creating supportive environments and creating and maintaining effective routines for all students, especially those who struggle with reading and writing.

5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write.

5.3 Use routines to support reading and writing instruction (e.g. time allocation, transitions from one activity to another; discussions, and peer feedback).

ILA Standard 6

This assessment aligns with ILA Standards 6.1, 6.2 and 6.3 in that candidates' documentation of their Coaching and Professional Development Programs and Reflective Narrative provide evidence of their ability to use knowledge of students and teachers in planning and implementing effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading and language arts curriculum; reflect evidence-based knowledge and understanding of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity; demonstrate candidates' effective interpersonal, communication, and leadership qualities throughout the planning and implementation of effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program; and demonstrate candidates' modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs and ability to collaborate in planning, leading, and evaluating professional development activities for various audiences.

6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

ANALYSIS OF DATA FINDINGS

Overall, candidates meet ILA Standards 1, 2, 3, 4, 5 and 6 at acceptable level (2.3-2.5/3.0) as evidenced by their Rubric for Evaluating Reading & Language Arts Curriculum, Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum, Professional Development Programs and Reflective Narratives. In examining candidates' artifacts corresponding to ILA Standards 2, 4, 5 and 6, the faculty notes that candidates need further support in honing their competencies in these areas, especially in their ability to model, coach, and provide leadership in collaborating with administrators, teachers and other education professionals in areas of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity. LLA 522 now provides candidates with rigorous support and experiences, at progressive levels of difficulty, that address all competencies required in this assessment to fulfill the role of *coach* and *leader* at an expert's level.

EVALUATION OF READING & LANGUAGE ARTS CURRICULUM

DIRECTIONS FOR CANDIDATES
This project will demonstrate your ability to meet the International Literacy Association (ILA) Standards for Reading Professionals (2010), ILA Standards 1, 2, 4, 5 and 6. It is a 4-part project designed to demonstrate your foundational knowledge and ability to fulfill the roles of coach and leader. As coach and leader it is critical that you demonstrate strong background knowledge and understanding of ILA Standards 1, 2, 4, 5 and 6. Specifically, this project will demonstrate your knowledge and understanding of effective reading and language arts curriculum drawing from readings on major theories, empirical research, and historically shared knowledge of the discipline, as well as your ability to evaluate a core or school-wide reading and language arts curriculum, and your ability to communicate recommendations to strengthen implementation of the reading and language arts curriculum by modeling and assisting teachers and other education professionals in implementing recommended approaches, materials, and assessments.

Specific goals are as follows:
1. Demonstrate knowledge and understanding of major theories and empirical research, historically shared knowledge of the discipline, and apply professional judgment to arrive at identification of critical elements in exemplary reading programs aimed at improving all students' reading development and achievement. (ILA Standards 1.1, 1.2, 1.3)
2. Demonstrate ability to develop a rubric appropriate for evaluating a core or school-wide reading program, to use this rubric to evaluate a core or school-wide reading program, and to make appropriate recommendations addressing areas of curriculum and instruction, assessment and evaluation, and literacy environment that respect and value diversity (ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, 5.2, 5.3)
3. Demonstrate ability to fulfill roles of coach and leader by modeling, coaching, and providing professional development for administrators, teachers and other education professionals in implementing school-wide reform (ILA Standards 6.1, 6.2, 6.3)

TASKS:
PART I. EVALUATION PAPER ON CRITICAL ELEMENTS IN EXEMPLARY READING & LANGUAGE ARTS CURRICULUM (ILA Standards 1.1, 1.2, 1.3) Research on qualities and characteristics of exemplary core and school-wide reading and language arts curriculum—what qualities and characteristics contribute to their success, what research, theories and/or principles support these critical elements in successful reading and language arts curriculum, and how do these critical elements reconcile with your knowledge and understanding of effective reading and writing instruction. Write an evaluation paper that discusses insights gained from your research on critical elements in exemplary reading and language arts curriculum and establish connections to your knowledge and understanding of theories and principles of effective reading and writing instruction drawn from research and practice. Use this artifact to write a Reflective Narrative to show evidence that you have met ILA Standards 1.1, 1.2 and 1.3.

PART II. CREATING A RUBRIC FOR EVALUATING READING & LANGUAGE ARTS CURRICULUM (ILA Standards 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 4.4, 5.2, 5.3) Based on your knowledge and understanding of critical elements, theories and principles of effective reading and language arts curriculum, and drawing from research and practice, design a rubric for evaluating a core or school-wide reading and language arts curriculum. Make sure you include evidence-based rationale for each criteria item you include in the rubric. You will present your rubric to class for feedback. Include this artifact, along with your Evaluation of a Core or School-wide Reading & Language

Arts Curriculum, in writing ONE Reflective Narrative to show evidence that you have met ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, 5.2 and 5.3.

PART III. EVALUATING A CORE OR SCHOOL-WIDE READING & LANGUAGE ARTS CURRICULUM. (ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, 5.2, 5.3) Select a core or school-wide reading and language arts curriculum and evaluate using your rubric. Write an evaluation report to include detailed recommendations addressing areas of curriculum and instruction, assessment and evaluation, and literacy environment that respect and value diversity. You will present your report in class, as well as to colleagues—teachers, administrators, and other education professionals in your school and/or district. Make sure to obtain feedback from participants on your presentation. Include this artifact, along with the Rubric for Evaluating Reading & Language Arts Curriculum in writing ONE Reflective Narrative to show evidence that you have met ILA Standards 2.1, 2.2, 2.3, 4.1, 4.2, 5.2 and 5.3.

PART IV. COACHING AND PROFESSIONAL DEVELOPMENT. (ILA Standards 6.1, 6.2, 6.3) Collaborate with administrators, teachers, and other education professionals in planning and implementing a core or school-wide reading and language arts curriculum. Model and coach teachers and other education professionals in implementing your recommendations in the following areas: (1) curriculum and instruction, (2) assessment and evaluation, and (3) literacy environment that put emphasis on features of diversity. Plan and implement a professional development for administrators, teachers, and other education professionals focusing on the implementation of a core or school-wide reading and language arts curriculum. Make sure you obtain feedback from participants on your modeling, coaching, and professional development presentation. Use this artifact to write a Reflective Narrative on ILA Standards 6.1, 6.2 and 6.3 focusing on the roles of coach and leader.

SCORING RUBRIC
EVALUATION OF READING & LANGUAGE ARTS CURRICULUM

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)
PART I Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum ILA STANDARDS: 1.1, 1.2 and 1.3			
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Candidate exhibits a defined and clear understanding of the assignment. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum demonstrates an impressive level of depth of candidate's understanding of major theories and evidence-based foundations of reading and writing processes and instruction. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts provides appropriate examples and supporting details and discusses characteristics of exemplary reading programs by drawing from research and practice.	Candidate establishes a good comprehension of the assignment. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum demonstrates candidate's acceptable level of understanding of major theories and evidence-based foundations of reading and writing processes and instruction. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum provides appropriate examples and supporting details and discusses characteristics of exemplary reading programs by drawing from research and practice.	Candidate lacks basic understanding of the assignment. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum fails to demonstrate candidate's understanding of major theories and evidence-based foundations of reading and writing processes and instruction. It does not provide appropriate examples and supporting details of characteristics of exemplary reading programs by drawing from research and practice.

1.2	Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	Candidate thoroughly understands and excels in discussing major patterns and developments in research of reading from seminal reading studies and how these developments and patterns impact the development and changes in reading programs across time. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum identifies and discusses the characteristics of an exemplary reading program drawn from candidate's impressive level of understanding research developments and patterns that impact reading process and instruction, and the connections to current trends and issues in teaching reading.	Candidate is able to identify the major patterns and developments in research of reading from seminal reading studies and how these developments and patterns impact the development and changes in reading programs across time. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum identifies and discusses the characteristics of an exemplary reading program drawn from candidate's understanding of research developments and patterns that impact reading process and instruction, and the connections to current trends and issues in teaching reading.	Candidate is unable to identify the major patterns and developments in research of reading from seminal reading studies and how these developments and patterns impact the development and changes in reading programs across time. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum demonstrates candidate's lack of understanding of research developments and patterns that impact reading process and instruction, and the connections to current trends and issues in teaching reading.
1.3	Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Candidate's Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum critically reflects on the role of professional judgment and practical knowledge in improving students' reading development and achievement. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum provides research-based rationale for including fair-mindedness, empathy, and ethical behavior when teaching students and working with professional colleagues as important characteristics of an exemplary reading program.	Candidate's Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum substantially discusses the role of professional judgment and practical knowledge in improving students' reading development and achievement. Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum provides research-based rationale for including fair-mindedness, empathy, and ethical behavior when teaching students and working with professional colleagues as important characteristics of an exemplary reading program.	Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum does not reflect candidate's understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
		Reflective Narrative addresses ILA Standards 1.1, 1.2 and 1.3 and provides strong evidence of candidate's in-depth understanding of ILA Standard 1 and its elements. Candidate establishes a strong connection between Standards 1.1, 1.2 and 1.3 and course assignment. S/he clearly articulates and provides appropriate examples as to how ILA Standards 1.1, 1.2 and 1.3 are met through Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum.	Reflective Narrative addresses ILA Standards 1.1, 1.2 and 1.3 and provides evidence of candidate's acceptable level of understanding ILA Standard 1 and its elements. Candidate establishes a good connection between Standards 1.1, 1.2 and 1.3 and course assignment. S/he discusses and provides appropriate examples as to how ILA Standards 1.1, 1.2 and 1.3 are met through Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum.	Reflective Narrative addresses ILA Standards 1.1, 1.2 and 1.3 but fails to demonstrate candidate's level of understanding of ILA Standard 1 and its elements and how the standard is met through Evaluation Paper on Critical Elements in Exemplary Reading & Language Arts Curriculum.

PARTS II & III Creating a Rubric for Evaluating Reading & Language Arts Curriculum Evaluating a Core or School-wide Reading & Language Arts Curriculum ILA STANDARDS: 2.1, 2.2, 2.3, 4.1, 4.2, 5.2 and 5.3			
2.1 Use foundational knowledge to design or implement and integrated, comprehensive, and balanced curriculum.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of evidence-based frameworks and approaches in curriculum and instruction. The Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item addressing curriculum and instructional frameworks and approaches that reflect quality reading programs. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address curriculum and instruction, and ability to make appropriate recommendations that meet the needs of all students.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide evidence of candidate's knowledge and understanding of evidence-based frameworks and approaches in curriculum and instruction. The Rubric for Evaluating Reading & Language Arts Curriculum includes evidence-based rationale for each criteria item addressing curriculum and instructional frameworks and approaches that reflect quality reading programs. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address curriculum and instruction, and ability to make appropriate recommendations that meet the needs of all students.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of evidence-based frameworks and approaches in curriculum and instruction. The Rubric for Evaluating Reading & Language Arts Curriculum lacks evidence-based rationale for each criteria item addressing curriculum and instructional frameworks and approaches that reflect quality reading programs. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lacks evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address curriculum and instruction, and ability to make appropriate recommendations that meet the needs of all students.

| 2.2 | Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of appropriate and varied instructional approaches to support all students' reading and writing processes.

The Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item addressing instructional approaches that reflect quality reading and language arts curriculum.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address appropriate and varied instructional approaches, and ability to make appropriate recommendations that meet the needs of all students. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of appropriate and varied instructional approaches to support all students' reading and writing processes.

The Rubric for Evaluating Reading & Language Arts Curriculum discusses evidence-based rationale for each criteria item addressing instructional approaches that reflect quality reading and language arts curriculum.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes acceptable evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that address appropriate and varied instructional approaches, and ability to make appropriate recommendations that meet the needs of all students. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of appropriate and varied instructional approaches to support all students' reading and writing processes. |

2.3	Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of the importance of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. The Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item to support the inclusion of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the inclusion of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of the importance of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. The Rubric for Evaluating Reading & Language Arts Curriculum includes evidence-based rationale for each criteria item to support the inclusion of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes acceptable evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the inclusion of using a wide range of texts, including digital and online resources, to support all students' reading and writing processes.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of the importance of using a wide range of texts, including digital and online resources, to support all students' reading nd writing processes.
		Reflective Narrative addressing how Standard 2, specifically ILA 2.1, 2.2, and 2.3, are met reveals candidate's in- depth understanding of the standard and its elements. Reflective Narrative clearly discusses how the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum strongly support candidate's understanding of evidence-based rationale for designing and implementing an integrated, comprehensive, and balanced reading program (2.1) using appropriate and varied instructional approaches (2.2), and a wide range of texts, including digital and online resources (2.3) to support student learning in reading and writing.	Reflective Narrative addressing how Standard 2, specifically ILA 2.1, 2.2, and 2.3, are met reveals candidate's acceptable level of understanding of the standard and its elements. Reflective Narrative provides evidence of how the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum support candidate's understanding of evidence-based rationale for designing and implementing an integrated, comprehensive, and balanced reading program (2.1) using appropriate and varied instructional approaches (2.2), and a wide range of texts, including digital and online resources (2.3) to support student learning in reading and writing.	Reflective Narrative addressing how Standard 2, specifically ILA 2.1, 2.2, and 2.3, are met reveals candidate's lack of understanding of the standard and its elements. Reflective Narrative lacks evidence to support how the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum reflect candidate's understanding of evidence-based rationale for designing and implementing an integrated, comprehensive, and balanced reading program (2.1) using appropriate and varied instructional approaches (2.2), and a wide range of texts, including digital and online resources (2.3) to support student learning in reading and writing.

| 4.1 | Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item to reflect understanding of the relationship between first- and second-language acquisition and literacy development.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of the relationship between first- and second-language acquisition and literacy development. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum includes evidence-based rationale for each criteria item to reflect understanding of the relationship between first- and second-language acquisition and literacy development.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of the relationship between first- and second-language acquisition and literacy development. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum lacks evidence-based rationale for each criteria item to reflect understanding of the relationship between first- and second-language acquisition and literacy development.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lacks evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of the relationship between first- and second-language acquisition and literacy development. |
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| 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum.

The Rubric for Evaluating Reading & Language Arts Curriculum includes clearly articulated evidence-based rationale for each criteria item to reflect understanding of differentiated instruction and instructional materials, including digital and online resources that capitalize on diversity.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum.

The Rubric for Evaluating Reading & Language Arts Curriculum includes evidence-based rationale for each criteria item to reflect understanding of differentiated instruction and instructional materials, including digital and online resources that capitalize on diversity.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes acceptable evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum.

The Rubric for Evaluating Reading & Language Arts Curriculum lacks evidence-based rationale for each criteria item to reflect understanding of differentiated instruction and instructional materials, including digital and online resources that capitalize on diversity.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lacks evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that reflect understanding of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity. |
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| | Reflective Narrative addresses ILA Standards 4.1 and 4.2 and provides strong evidence of candidate's in-depth understanding of ILA Standard 4.

Reflective Narrative establishes strong connection between the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 4.1 and 4.2 and provides strong evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing as well as the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum. | Reflective Narrative addresses ILA Standards 4.1 and 4.2 and provides acceptable evidence of candidate's understanding of ILA Standard 4.

Reflective Narrative establishes connection between the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 4.1 and 4.2 and provides acceptable evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing as well as the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum. | Reflective Narrative lacks evidence of candidate's understanding of ILA Standard 4.

Reflective Narrative fails to establish connection between the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 4.1 and 4.2 and lacks evidence of candidate's understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing as well as the role of differentiated instruction and instructional materials, including digital and online resources, that capitalize on diversity, in an integrated, comprehensive, and balanced reading curriculum. |

| 5.2 | Design a social environment that is low-risk, includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of the importance of creating supportive environments for all students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum clearly articulates evidence-based rationale for each criteria item, which includes the creation of supportive environments for all students, especially those who struggle with reading and writing.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of supportive environments for all students, especially those who struggle with reading and writing. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of the importance of creating supportive environments for all students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum articulates evidence-based rationale for each criteria item, which includes the creation of supportive environments for all students, especially those who struggle with reading and writing.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes acceptable evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of supportive environments for all students, especially those who struggle with reading and writing. | Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of the importance of creating supportive environments for all students, especially those who struggle with reading and writing.

The Rubric for Evaluating Reading & Language Arts Curriculum lacks evidence-based rationale for each criteria item, including the creation of supportive environments for all students, especially those who struggle with reading and writing.

The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lacks evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of supportive environments for all students, especially those who struggle with reading and writing. |

5.3	Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide strong evidence of candidate's knowledge and understanding of the role of routines in creating and maintaining positive learning environments for reading and writing instruction, especially those who struggle with reading and writing. The Rubric for Evaluating Reading & Language Arts Curriculum clearly articulates evidence-based rationale for each criteria item, including maintaining effective routines for all students, especially those who struggle with reading and writing. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes strong evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of effective routines for all students, especially those who struggle with reading and writing.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum provide acceptable evidence of candidate's knowledge and understanding of the role of routines in creating and maintaining positive learning environments for reading and writing instruction, especially those who struggle with reading and writing. The Rubric for Evaluating Reading & Language Arts Curriculum articulates evidence-based rationale for each criteria item, including maintaining effective routines for all students, especially those who struggle with reading and writing. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum includes acceptable evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of effective routines for all students, especially those who struggle with reading and writing.	Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lack evidence of candidate's knowledge and understanding of the role of routines in creating and maintaining positive learning environments for reading and writing instruction, especially those who struggle with reading and writing. The Rubric for Evaluating Reading & Language Arts Curriculum lacks evidence-based rationale for each criteria item, including maintaining effective routines for all students, especially those who struggle with reading and writing. The Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum lacks evidence of candidate's ability to apply his/her knowledge and understanding of the rubric drawn from research and practice, particularly those criteria that support the creation of effective routines for all students, especially those who struggle with reading and writing.
		Reflective Narrative addresses ILA Standards 5.2 and 5.3 and provides strong evidence of candidate's in-depth understanding of ILA Standard 5. Reflective Narrative establishes strong connection between Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 5.2 and 5.3 and provides strong evidence of candidate's understanding of the importance of creating supportive environments as well as maintaining effective routines for all students, especially those who struggle with reading and writing.	Reflective Narrative addresses ILA Standards 5.2 and 5.3 and provides acceptable evidence of candidate's understanding of ILA Standard 5. Reflective Narrative establishes connection between the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 5.2 and 5.3 and provides acceptable evidence of candidate's understanding of the importance of creating supportive environments as well as maintaining effective routines for all students, especially those who struggle with reading and writing.	Reflective Narrative offers a limited discussion of IRA Standards 5.2 and 5.3 and lacks evidence of candidate's understanding of ILA Standard 5. Reflective Narrative fails to establish connection between the Rubric for Evaluating Reading & Language Arts Curriculum and Report on Evaluation of a Core or School-wide Reading & Language Arts Curriculum and ILA Standards 5.2 and 5.3 and lacks evidence of candidate's understanding of the importance of creating supportive environments as well as maintaining effective routines for all students, especially those who struggle with reading and writing.

PART IV
Coaching and Professional Development

ILA STANDARDS: 6.1, 6.2 and 6.3

6.1	Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	Candidate provides strong evidence of using knowledge of students and teachers in planning and implementing effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Candidate's professional development programs reflect strong evidence-based knowledge and understanding of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity. Participants' feedback provides strong evidence of candidate's modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.	Candidate provides acceptable evidence of using knowledge of students and teachers in planning and implementing effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Candidate's professional development programs reflect evidence-based knowledge and understanding of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity. Participants' feedback provides acceptable evidence of candidate's modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.	Candidate is unable to provide evidence of using knowledge of students and teachers in planning and implementing effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Candidate's professional development programs lack evidence-based knowledge and understanding of curriculum and instruction, assessment and evaluation, and literacy environment that put emphasis on features of diversity. Participants' feedback suggests that candidate lacks modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.
6.2	Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	Candidate provides strong evidence of effective interpersonal, communication, and leadership qualities throughout the planning and implementation of effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides strong evidence of candidate's modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.	Candidate provides acceptable evidence of effective interpersonal, communication, and leadership qualities throughout the planning and implementation of effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides acceptable evidence of candidate's modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.	Candidate lacks effective interpersonal, communication, and leadership qualities throughout the planning and implementation of effective professional development programs for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides acceptable evidence of candidate's weak modeling, coaching, and leadership qualities throughout the planning and implementation of professional development programs.

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Candidate provides strong evidence of ability to collaborate in planning, leading, and evaluating professional development activities for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides strong evidence of candidate's ability to work collaboratively with administrators, teachers and other education professionals as well as to model, coach, and provide leadership throughout the planning and implementation of a core or school-wide reading program.	Candidate provides acceptable evidence of ability to collaborate in planning, leading, and evaluating professional development activities for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides acceptable evidence of candidate's ability to work collaboratively with administrators, teachers and other education professionals as well as to model, coach, and provide leadership throughout the planning and implementation of a core or school-wide reading program.	Candidate lacks the ability to collaborate in planning, leading, and evaluating professional development activities for administrators, teachers, and other education professionals focusing on planning and implementing a core or school-wide reading program. Participants' feedback provides evidence of candidate's weak ability to work collaboratively with administrators, teachers and other education professionals as well as to model, coach, and provide leadership throughout the planning and implementation of a core or school-wide reading program.
	Reflective Narrative addresses ILA Standards 6.1, 6.2 and 6.3 and provides solid evidence of candidate's in-depth understanding of ILA Standard 6 and strongly reflects modeling, coaching and leadership ability in collaborating with administrators, teachers and other education professionals in the implementation of a core program or school-wide reform that addresses areas of (1) curriculum and instruction, (2) assessment and evaluation, and (3) literacy environment that put emphasis on features of diversity. Reflective Narrative provides strong evidence of successful planning and implementation of a professional development program to assist administrators, teachers and other education professionals in implementing and assessing a core reading program or school-wide reform. Candidate establishes strong connections between the Professional Development Program and ILA Standard 6.1, 6.2 and 6.3, and provides examples from the planning, design, implementation of the task as evidence of having met ILA Standard 6, and the ability to fulfill the roles of coach and leader.	Reflective Narrative addresses ILA Standards 6.1, 6.2 and 6.3 and provides acceptable evidence of candidate's understanding of ILA Standard 6 and reflects modeling, coaching and leadership ability in collaborating with administrators, teachers and other education professionals in the implementation of a core program or school-wide reform that addresses areas of (1) curriculum and instruction, (2) assessment and evaluation, and (3) literacy environment that put emphasis on features of diversity. Reflective Narrative provides acceptable evidence of successful planning and implementation of a professional development program to assist administrators, teachers and other education professionals in implementing and assessing a core reading program or school-wide reform. Candidate establishes clear connections between the Professional Development Program and ILA Standard 6.1, 6.2 and 6.3, and provides examples from the planning, design, implementation of the task as evidence of having met ILA Standard 6, and the ability to fulfill the roles of coach and leader.	Reflective Narrative lacks evidence of candidate's understanding of ILA Standard 6 and does not reflect modeling, coaching and leadership ability in collaborating with administrators, teachers and other education professionals in the implementation of a core program or school-wide reform that addresses areas of (1) curriculum and instruction, (2) assessment and evaluation, and (3) literacy environment that put emphasis on features of diversity. Reflective Narrative lacks evidence of successful planning and implementation of a professional development program to assist administrators, teachers and other education professionals in implementing and assessing a core reading program or school-wide reform, and the ability to fulfill the roles of coach and leader. Candidate fails to establish connections between the Professional Development Program and ILA Standard 6.1, 6.2 and 6.3.

DATA TABLE
EVALUATION OF READING AND LANGUAGE ARTS CURRICULUM
Spring 2018
N = 8

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
1.1	2	6	0	2.3
1.2	2	6	0	2.3
1.3	2	6	0	2.3
2.1	4	4	0	2.5
2.2	4	4	0	2.5
2.3	2	6	0	2.3
4.1	2	6	0	2.3
4.2	2	6	0	2.3
5.2	2	6	0	2.3
5.3	2	6	0	2.3
6.1	2	6	0	2.3
6.2	2	6	0	2.3
6.3	2	6	0	2.3

LEADERSHIP PORTFOLIO

DESCRIPTION OF ASSESSMENT

The Leadership Portfolio is a multifaceted project that is completed in two semesters and demonstrates candidates' ability to meet International Literacy Association (ILA) Standards for Reading Professionals, ILA Standards 1, 2, 3, 4, 5 and 6, particularly at the *coaching* and *leadership* levels. Candidates engage in comprehensive and intensive modeling, coaching, mentoring, and professional development tasks in the field for various audiences, K-12. They collaborate in planning, leading, and evaluating professional development activities with individuals or groups of administrators, teachers, other education professionals, and parents; model and coach teachers and other education professionals in school and classroom on best literacy practice; communicate information about theories, historically shared knowledge, and empirical research on areas of curriculum and instruction, assessment and evaluation, diversity, and literate environment to various audiences; actively engage in professional literacy organizations, conferences and/or workshops; and advocate with various groups for instructional changes to promote effective literacy instruction. As coach and leader candidates are expected to demonstrate strong background knowledge and understanding of ILA Standards 1, 2, 3, 4, 5 and 6.

ALIGNMENT WITH STANDARDS

ILA Standard 1

The Leadership Portfolio aligns with ILA Standards 1.1, 1.2 and 1.3 in that candidates' Professional Conversation Series with administrators, teachers, and other education professionals in school or district focus on (1) expanding knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; (2) sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices; and (3) communicating the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

    1.1   Inform administrators, teachers, and other education professionals about major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts.

    1.2   Inform administrators, teachers, and other education professionals about historically shared

knowledge base in reading and writing and its impact on current instructional literacy practices.

1.3   Communicate the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

ILA Standard 2

The Leadership Portfolio aligns with ILA Standards 2.1, 2.2 and 2.3 in that candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other support professionals in (1) aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; (2) adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and (3) building and using a quality, accessible classroom library and materials collection that meets needs of all students. In addition, candidates' Professional Development Series with administrators, teachers, and other education professionals in school or district includes topics on (1) Research and literature that undergirds the reading and writing curriculum instruction for K-12 students; (2) Standard 10: Range, Quality, and Complexity of Student Reading; and (3) Developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1   Support administrators, teachers, and other education professionals in using foundational knowledge to design or implement a balanced reading and writing curriculum instruction for all pre-K-12 students.

2.2   Support administrators, teachers, and other education professionals in using instructional approaches supported by literature and research for all readers and writers, including adapting instructional materials and approaches to meet the language proficiency needs of English language learners and students who struggle to read and write.

2.3   Support classroom teachers and other education professionals in building and using quality, accessible classroom library and materials collection that meet needs of all students, especially those who struggle with reading and writing.

ILA Standard 3

The Leadership Portfolio aligns with ILA Standards 3.2, 3.3 and 3.4 in that candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other education professionals in (1) assisting in selection, administration and interpretation of appropriate assessments for students, especially English learners and those who struggle with reading and writing; (2) leading in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and (3) modeling and assisting in planning effective reporting of assessment results to children's parents. In addition, candidates' Professional Development Series with administrators, teachers, and other education professionals in school or district includes topics on (1) types of assessments and their purposes, strengths, and limitations; (2) state and district assessment frameworks, proficiency standards, and student benchmarks; and (3) literature and research related to assessments and their uses and misuses.

3.2   Collaborate with and assist teachers and other education professionals in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing.

3.3   Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions, especially for students who struggle with reading and writing.

3.4   Model and assist teachers in planning effective reporting of assessment results to children's parents.

ILA Standard 4

The Leadership Portfolio aligns with ILA Standards 4.1, 4.2 and 4.3 in that candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other education professionals in (1) providing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, to English learners and those who struggle with reading and writing; (2) providing students with linguistic, academic, and cultural experiences that link their communities with the school; (3) developing reading and writing instruction that is responsive to diversity; and (4) building effective home-school partnership. In addition, candidates' Professional Development Series with administrators, teachers, and other education professionals in school or district includes topics on (1) literature and research on diversity and how diversity impacts reading and writing development; (2) relationship between first- and second-language acquisition and literacy development; and (3) what needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups.

> 4.1 Support teachers and other education professionals in developing reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing.
> 4.2 Support teachers and other education professionals in designing, implementing, and assessing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, and are appropriate for English learners and those who struggle with reading and writing.
> 4.3 Support teachers and other education professionals in providing students with linguistic, academic, and cultural experiences that link their communities with the school, to include building effective home-school partnership.

ILA Standard 5

The Leadership Portfolio aligns with ILA Standards 5.2, 5.3 and 5.4 in that candidates' Demonstration and Coaching in Classroom emphasize working with classroom teachers and other support professionals in (1) creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing; (2) creating effective routines for all students, especially English learners and those who struggle with reading and writing; and (3) using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. In addition, candidates' Professional Development Series with administrators, teachers, and other education professionals in school or district includes topics on (1) role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing; (2) literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; or (3) creating a literate environment that fosters reading and writing.

> 5.2 Support teachers and other education professionals in creating supportive social and literacy environments that includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing.
> 5.3 Support teachers and other education professionals in creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading

and writing.

5.4 Support teachers and other education professionals in using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing.

ILA Standard 6
The Leadership Portfolio aligns with ILA Standards 6.1, 6.2, 6.3 and 6.4 in that candidates (1) plan, lead, implement, and evaluate Professional Development Series and Professional Conversation Series; (2) join and participate in a professional literacy organization, conferences, and workshops; (3) present at the Annual Literacy Essentials Conference; (4) write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts; and (5) lead and facilitate departmental or team meetings on themes and/or current issues related to literacy.

6.1 Plan professional development programs that use knowledge about students and teachers, and literature and research findings about organizational change and school culture in working with administrators, teachers, and other education professionals.

6.2 Join and participate in professional literacy organizations, symposia, conferences, and workshops; demonstrate effective interpersonal, communication, and leadership skills by presenting at the Annual Literacy Essentials Conference.

6.3 Lead and facilitate departmental or team meetings that use knowledge about students and teachers.

6.4 Write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts.

ANALYSIS OF DATA FINDINGS
The data presented here is from summer 2018 as we did not have candidates in the practicum courses in spring 2018. We recognize that the sampling is low; however, the data from this assessment when combined with the data from other assessments provides a substantial basis for analysis of candidate performance in standard elements addressed by this assessment.

The three candidates meet ILA Standards 1, 2, 3, 4, 5 and 6 at target level (3.0/3.0) as evidenced by artifacts in their Leadership Portfolio (i.e., Professional Conversation Series, Demonstration and Coaching in Classroom, Professional Development Series, and Reflective Narratives). In examining the artifacts that support the elements in each of the ILA Standards, the faculty notes that candidates are very well prepared for their role and responsibilities as literacy coach. They have become experts in planning, preparing, and implementing professional development activities; orchestrating professional conversations, working with administrators, colleagues, and parents; and especially in modeling and coaching their colleagues. The required Literacy Coach courses (i.e., LLA 522, LLA 524 & LLA 525) will continue to provide candidates with rigorous support and experiences, at progressive levels of difficulty, that address all competencies required in the practicum assessment to fulfill the role of *coach* and *leader* at an expert's level.

LEADERSHIP PORTFOLIO

DIRECTIONS FOR CANDIDATES
This project will demonstrate your ability to meet ILA Standards 1, 2, 3, 4, 5 and 6 of the International Reading Association Standards for Reading Professionals (2010). It is a multifaceted and comprehensive project that will be completed in two semesters. It is designed to demonstrate your ability to fulfill the roles of coach and leader, i.e. collaborate in planning, leading, and evaluating professional development activities with individuals or groups of

administrators, teachers, other education professionals, and parents; model and coach teachers and other education professionals in school and classroom on best literacy practices; communicate information about theories, historically shared knowledge, and empirical research on areas of curriculum and instruction, assessment and evaluation, diversity, and literate environment to various audiences; actively engage in professional literacy organizations, conferences and/or workshops; and advocate with various groups for instructional changes to promote effective literacy instruction. It is important that you demonstrate your coaching and leadership ability in K-12 settings. As coach and leader it is critical that you also demonstrate strong background knowledge and understanding of ILA Standards 1, 2, 3, 4, 5 and 6.

PRACTICUM OBJECTIVE (ILA Standards 1, 2, 3, 4, 5 & 6). Be well versed in planning, developing, implementing, and assessing professional development activities in collaboration with individual or groups of administrators, teachers, other education professionals, and parents. Create/Initiate opportunities for professional learning, including coaching, conferring, and providing collegial support with fellow teachers, staff, administrators, and other community leaders in areas of curriculum and instruction, assessment and evaluation, diversity, and literate environment.

Plan, design, implement, and assess a series of themed professional development/in-service program for (1) administrators, (2) classroom teachers, (2) other education professionals, and (3)family/community. Professional development activities must include needs assessment, presentation, and follow up professional development activity, as necessary. Make sure to obtain feedback from participants for each completed professional development activity.

DURATION: Sufficient time and frequency to successfully accomplish each task.

TO BE SUBMITTED AS PART OF LEADERSHIP PORTFOLIO: Documentation of modeling, coaching, and/or professional development activities, i.e., narrative, needs assessment information, professional journals, videotaped presentations, PowerPoint, participants' evaluation feedback, principal's letter of verification, grant proposal/s, lessons and materials, and Reflective Narratives addressing each ILA Standards 1, 2, 3, 4, 5 and 6.

TASK 1. (ILA Standard 1) Leadership. Plan a Professional Conversation Series with administrators, teachers, and other education professionals in your school or district for the following purposes:
a) Expand knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts;
b) Share historically shared knowledge base in reading and writing and its impact on current instructional literacy practices; and
c) Communicate the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

TASK 2: (ILA Standard 2) Demonstration and Coaching in Classroom and Leadership. Schedule visits with classroom teachers and other education professionals and work with them to accomplish the following purposes:
a) Align curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects;
b) Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and
c) Build and use a quality, accessible classroom library and materials collection that meets needs of all students.

Plan a Professional Development Series with administrators, teachers, and other education professionals in your school or district on the following topics:
a) Research and literature that undergirds the reading and writing curriculum instruction for PK-12 students;
b) Standard 10: Range, Quality, and Complexity of Student Reading; and
c) Developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

TASK 3: (ILA Standard 3) Demonstration and Coaching in Classroom and Leadership. Schedule visits with classroom teachers and other education professionals for the following purposes:
a) Assist in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing;
b) Lead in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and
c) Model and assist in planning effective reporting of assessment results to children's parents.

Plan a Professional Development Series with administrators, teachers, and other education professionals in your school or district on the following topics:
a) Types of assessments and their purposes, strengths, and limitations;
b) State and district assessment frameworks, proficiency standards, and student benchmarks; and
c) Literature and research related to assessments and their uses and misuses.

TASK 4: (ILA Standard 4) Demonstration and Coaching in Classroom and Leadership. Schedule modeling and coaching visits with classroom teachers and other education professionals to accomplish the following purposes:
a) Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, to English learners and those who struggle with reading and writing;
b) Provide students with linguistic, academic, and cultural experiences that link their communities with the school;
c) Develop reading and writing instruction that is responsive to diversity; and
d) Build effective home-school partnership.

Plan a Professional Conversation Series with administrators, teachers, and other education professionals in your school or district on any one of the following topics:
a) Literature and research on diversity and how diversity impacts reading and writing development;
b) Relationship between first- and second-language acquisition and literacy development; and
c) What needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups.

TASK 5: (ILA Standard 5) Demonstration and Coaching in Classroom and Leadership. Schedule modeling and coaching visits with classroom teachers and other education professionals to accomplish the following purposes:
a) Create supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing;
b) Create effective routines for all students, especially English learners and those who struggle with reading and writing; and
c) Use evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing.

Plan Professional Development Activities with administrators, teachers, and other education professionals in your school or district on any one of the following topics:

a) Role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing;

b) Literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; or

c) Creating a literate environment that fosters reading and writing.

TASK 6: (ILA Standard 6) Leadership. Accomplish the following:

a) Plan, lead, implement, and evaluate all your Professional Development Series and Professional Conversation Series;

b) Join and participate in a professional literacy organization, conferences, and workshops;

c) Present at the Annual Literacy Essentials Conference;

d) Write and/or assist your administrators and/or teachers in writing a proposal that will enable your school to obtain additional funding to support literacy efforts; and

e) Lead and facilitate departmental or team meetings on themes and/or current issues related to literacy.

TASK 7: Write a detailed Reflective Narrative addressing each of the ILA Standards 1, 2, 3, 4, 5 and 6, and your understanding and ability to fulfill the roles of coach and leader.

SCORING RUBRIC
LEADERSHIP PORTFOLIO

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)
ILA STANDARD 1 TASK 1 Plan a Professional Conversation Series with administrators, teachers, and other education professionals in your school or district for the following purposes: 1. Expand knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; 2. Share historically shared knowledge base in reading and writing and its impact on current instructional literacy practices; and 3. Communicate the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. ROLE: LEADER			

1.1 Inform administrators, teachers, and other education professionals about major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts.	Candidate exhibits a defined and clear understanding of the assignment. Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is well documented and demonstrates candidate's expert ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that impact reading and writing for all students, including English learners and those who struggle with reading and writing. Participants' feedback to the Professional Conversation Series is highly positive.	Candidate exhibits understanding of the assignment. Leadership Portfolio provides substantial evidence of candidate's knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is well documented and demonstrates candidate's ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that impact reading and writing for all students, including English learners and those who struggle with reading and writing. Participants' feedback to the Professional Conversation Series is positive.	Candidate lacks understanding of the assignment. Leadership Portfolio lacks evidence of candidate's knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and/or demonstrates candidate's weak ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that impact reading and writing for all students, including English learners and those who struggle with reading and writing. Participants' feedback to the Professional Conversation Series is poor.

| 1.2 | Inform administrators, teachers, and other education professionals about historically shared knowledge base in reading and writing and its impact on current instructional literacy practices. | Candidate exhibits a defined and clear understanding of the assignment.

Practicum Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of historically shared knowledge base in reading and writing and its impact on current instructional literacy practices that understand the needs of all readers and writers in diverse contexts.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is well documented and demonstrates candidate's expert ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices.

Participants' feedback to the Professional Conversation Series is highly positive. | Candidate exhibits a defined and clear understanding of the assignment.

Practicum Portfolio provides substantial evidence of candidate's knowledge and understanding of historically shared knowledge base in reading and writing and its impact on current instructional literacy practices that understand the needs of all readers and writers in diverse contexts.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is documented and demonstrates candidate's ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices.
Participants' feedback to the Professional Conversation Series is positive. | Candidate lacks understanding of the assignment.

Practicum Portfolio lacks evidence of candidate's knowledge and understanding of historically shared knowledge base in reading and writing and its impact on current instructional literacy practices that understand the needs of all readers and writers in diverse contexts.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and/or demonstrates candidate's weak ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices. Participants' feedback to the Professional Conversation Series is poor. |
| 1.3 | Communicate the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. | Candidate exhibits a defined and clear understanding of the assignment.

Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of the role of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is well documented and demonstrates candidate's expert ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that communicate the importance of fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

Participants' feedback to the Professional Conversation Series is highly positive. | Candidate exhibits understanding of the assignment.

Leadership Portfolio provides a substantial evidence of candidate's expert knowledge and understanding of the role of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is substantially documented and demonstrates candidate's ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that communicate the importance of fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
Participants' feedback to the Professional Conversation Series is positive. | Candidate lacks understanding of the assignment.

Leadership Portfolio lacks evidence of candidate's expert knowledge and understanding of the role of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and demonstrates candidate's weak ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced based knowledge and experiences that communicate the importance of fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

Participants' feedback to the Professional Conversation Series is poor. |

Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 1 specifically ILA 1.1, 1.2 and 1.3. Candidate's reflection on the Professional Conversation Series as it relates to Standard 1 and its elements validates candidate's in-depth knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; the historical knowledge base in reading and writing and its impact in current instructional literacy practices; and the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. Reflection on the Professional Conversation Series reveals candidate's strong professional leadership qualities and expert ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Reflective Narrative reveals candidate's understanding of ILA Standard 1 specifically ILA 1.1, 1.2 and 1.3. Candidate's reflection on the Professional Conversation Series as it relates to Standard 1 and its elements validates candidate's substantial knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; the historical knowledge base in reading and writing and its impact in current instructional literacy practices; and the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. Reflection on the Professional Conversation Series reveals candidate's professional leadership qualities and ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Reflective Narrative reveals candidate's lack of understanding of ILA Standard 1 specifically ILA 1.1, 1.2 and 1.3. Candidate's reflection on the Professional Conversation Series as it relates to Standard 1 and its elements validates candidate's limited knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; the historical knowledge base in reading and writing and its impact in current instructional literacy practices; and the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. Reflection on the Professional Conversation Series reveals candidate's weak professional leadership qualities and ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.

ILA STANDARD 2

TASK 2

A. Schedule visits with classroom teachers and other support professionals and work with them to accomplish the following purposes:

1. Align curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects;
2. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and
3. Build and use quality, accessible classroom library and materials collection that meet needs of all students.

B. Plan a Professional Development Series with administrators, teachers, and other education professionals in your school or district on the following topics:

1. Research and literature that undergird the reading and writing curriculum instruction for PK-12 students;
2. Standard 10: Range, Quality, and Complexity of Student Reading; and
3. Developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

ROLES: COACH and LEADER

2.1	Support administrators, teachers, and other education professionals in using foundational knowledge to design or implement a balanced reading and writing curriculum instruction for all pre-K-12 students.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects. Participants' feedback to candidate's modeling and coaching is poor.
2.2	Support administrators, teachers, and other education professionals in using instructional approaches supported by literature and research for all readers and writers, including adapting instructional materials and approaches to meet the language proficiency needs of English language learners and students who struggle to read and write.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in adapting instructional materials and approaches to meet the language proficiency needs of English language learners and students who struggle to read and write. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in adapting instructional materials and approaches to meet the language proficiency needs of English language learners and students who struggle to read and write. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in adapting instructional materials and approaches to meet the language proficiency needs of English language learners and students who struggle to read and write. Participants' feedback to candidate's modeling and coaching is poor.

| 2.3 | Support classroom teachers and other education professionals in building and using quality, accessible classroom library and materials collection that meet needs of all students, especially those who struggle with reading and writing. | Candidate exhibits a defined and clear understanding of Task A.

Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in building and using quality, accessible classroom library and materials collection that meet needs of all students, especially those who struggle with reading and writing.

Participants' feedback to candidate's modeling and coaching is highly positive. | Candidate exhibits understanding of Task A.

Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in building and using quality, accessible classroom library and materials collection that meet needs of all students, especially those who struggle with reading and writing.

Participants' feedback to candidate's modeling and coaching is positive. | Candidate lacks understanding of Task A.

Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in building and using quality, accessible classroom library and materials collection that meet needs of all students, especially those who struggle with reading and writing.

Participants' feedback to candidate's modeling and coaching is poor. |
| | | Candidate exhibits a defined and clear understanding of Task B.

Professional Development Series for administrators, classroom teachers, and other education professionals in candidate's school or district is accurately and well documented and demonstrates candidate's expert leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing research and literature that undergird the reading and writing curriculum instruction for PK-12 students; Standard 10: Range, Quality, and Complexity of Student Reading; and developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Participants' feedback to candidate's Professional Development Series is highly positive. | Candidate exhibits understanding of Task B.

Professional Development Series for administrators, classroom teachers, and other education professionals in candidate's school or district is substantially documented and demonstrates candidate's leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing research and literature that undergird the reading and writing curriculum instruction for PK-12 students; Standard 10: Range, Quality, and Complexity of Student Reading; and developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Participants' feedback to candidate's Professional Development Series is positive. | Candidate lacks understanding of Task B.

Professional Development Series for administrators, classroom teachers, and other education professionals in candidate's school or district is unsubstantiated and demonstrates candidate's weak leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing research and literature that undergird the reading and writing curriculum instruction for PK-12 students; Standard 10: Range, Quality, and Complexity of Student Reading; and developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Participants' feedback to candidate's Professional Development Series is poor. |

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<td></td>
<td>Reflective Narrative reveals candidate's in-depth understanding of Standard 2, specifically ILA 2.1, 2.2, and 2.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 2 and its elements 2.1, 2.2, and 2.3 validates candidate's in-depth knowledge and understanding of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; evidenced-based rationale and ways of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and ways of building and using a quality, accessible classroom library and materials collection that meets needs of all students.

Candidate's reflection on the Professional Development Series as it relates to ILA Standard 2 and its elements 2.1, 2.2, and 2.3 is strongly documented and reveals candidate's strong knowledge of content, professional leadership qualities and expert ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.</td>
<td>Reflective Narrative reveals candidate's understanding of Standard 2, specifically ILA 2.1, 2.2, and 2.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 2 and its elements 2.1, 2.2, and 2.3 validates candidate's substantial knowledge and understanding of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; evidenced-based rationale and ways of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and ways of building and using a quality, accessible classroom library and materials collection that meets needs of all students.

Candidate's reflection on the Professional Development Series as it relates to ILA Standard 2 and its elements 2.1, 2.2, and 2.3 is substantially documented and reveals candidate's knowledge of content, professional leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.</td>
<td>Reflective Narrative reveals candidate's lack of understanding of Standard 2, specifically ILA 2.1, 2.2, and 2.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 2 and its elements 2.1, 2.2, and 2.3 validates candidate's limited knowledge and understanding of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; evidenced-based rationale and ways of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and ways of building and using a quality, accessible classroom library and materials collection that meets needs of all students.

Candidate's reflection on the Professional Development Series as it relates to ILA Standard 2 and its elements 2.1, 2.2, and 2.3, is unsubstantiated and reveals candidate's lack or limited knowledge of content, professional leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.</td>
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ILA STANDARD 3
TASK 3

A. Schedule visits with classroom teachers and other education professionals and work with them to accomplish the following purposes:
1. Assist in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing;
2. Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and
3. Model and assist in planning effective reporting of assessment results to children's parents.

B. Plan a Professional Development Series with administrators, teachers, and other education professionals in your school or district on the following topics:
1. Types of assessments and their purposes, strengths, and limitations;
2. State and district assessment frameworks, proficiency standards, and student benchmarks; and
3. Literature and research related to assessments and their uses and misuses.

ROLES: COACH and LEADER

3.2	Collaborate with and assist teachers and other education professionals in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing.	Candidate exhibits understanding of Task A. Leadership Portfolio provides preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
3.3	Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions, especially for students who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert ability to lead and coach teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions, especially for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's ability to lead and coach teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions, especially for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's ability to lead and coach teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions, especially for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
3.4	Model and assist teachers in planning effective reporting of assessment results to children's parents.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert ability to model and coach teachers in planning effective reporting of assessment results to children's parents, especially parents of English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's ability to model and coach teachers in planning effective reporting of assessment results to children's parents, especially parents of English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's ability to model and coach teachers in planning effective reporting of assessment results to children's parents, especially parents of English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
		Candidate exhibits a defined and clear understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is accurately and well documented and demonstrates candidate's expert leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education	Candidate exhibits understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is substantially documented and demonstrates candidate's leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to	Candidate lacks understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and demonstrates candidate's poor leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with

professionals in sharing evidenced-based information about types of assessments and their purposes, strengths, and limitations; state and district assessment frameworks, proficiency standards, and student benchmarks; and literature and research related to assessments and their uses and misuses. Participants' feedback to candidate's Professional Development Series is highly positive.	collaborate with colleagues and other education professionals in sharing evidenced-based information about types of assessments and their purposes, strengths, and limitations; state and district assessment frameworks, proficiency standards, and student benchmarks; and literature and research related to assessments and their uses and misuses. Participants' feedback to candidate's Professional Development Series is positive.	colleagues and other education professionals in sharing evidenced-based information about types of assessments and their purposes, strengths, and limitations; state and district assessment frameworks, proficiency standards, and student benchmarks; and literature and research related to assessments and their uses and misuses. Participants' feedback to candidate's Professional Development Series is poor.
Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 3, specifically ILA 3.1, 3.2, 3.3 and 3.4. Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 3 and its elements 3.2, 3.3, and 3.4, validates candidate's in-depth knowledge and understanding in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing; analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and how to plan effective reporting of assessment results to children's parents. Candidate's reflection on the Professional Development Series as it relates to ILA Standard 3 and its elements 3.1, 3.2, 3.3 and 3.4 is well documented and reveals candidate's strong knowledge of content, leadership qualities and expert ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 3, specifically ILA 3.1, 3.2, 3.3 and 3.4. Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 3 and its elements 3.2, 3.3, and 3.4, validates candidate's substantial knowledge and understanding in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing; analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and how to plan effective reporting of assessment results to children's parents. Candidate's reflection on the Professional Development Series as it relates to ILA Standard 3 and its elements 3.1, 3.2, 3.3 and 3.4 is documented and reveals candidate's knowledge of content, leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Reflective Narrative reveals candidate's limited understanding of ILA Standard 3, specifically ILA 3.1, 3.2, 3.3 and 3.4. Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 3 and its elements 3.2, 3.3, and 3.4, validates candidate's limited knowledge and understanding in selecting, administering and interpreting appropriate assessments for students, especially English learners and those who struggle with reading and writing; analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and how to plan effective reporting of assessment results to children's parents. Candidate's reflection on the Professional Development Series as it relates to ILA Standard 3 and its elements 3.1, 3.2, 3.3 and 3.4 is unsubstantiated and reveals candidate's limited knowledge of content, poor leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.

ILA STANDARD 4
TASK 4

A. Schedule modeling and coaching visits with classroom teachers and other support professionals to accomplish the following purposes:
1. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, to English learners and those who struggle with reading and writing;
2. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;
3. Develop reading and writing instruction that is responsive to diversity; and
4. Build effective home-school partnership.

B. Plan a Professional Conversation Series with administrators, teachers, and other education professionals in your school or district on the following topics:

1. Literature and research on diversity and how diversity impacts reading and writing development;
2. Relationship between first- and second-language acquisition and literacy development; and
3. What needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups.

ROLES: COACH and LEADER

4.1	Support teachers and other education professionals in developing reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in supporting teachers and other education professionals in developing a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides a substantial evidence of candidate's knowledge and understanding of a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Leadership Portfolio provides substantial evidence of candidate's expert modeling and coaching ability in supporting teachers and other education professionals in developing a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's knowledge and understanding of a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in supporting teachers and other education professionals in developing a reading and writing curriculum that embraces students' diverse backgrounds, and is responsive to their needs and interests, especially the English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
4.2	Support teachers and other education professionals in designing, implementing, and assessing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, and are appropriate for English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in designing, implementing, and assessing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, and are appropriate for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in designing, implementing, and assessing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, and are appropriate for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in designing, implementing, and assessing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, and are appropriate for English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive. Participants' feedback to candidate's modeling and coaching is poor.
4.3	Support teachers and other education professionals in providing students with linguistic, academic, and cultural experiences that link their communities with the school, to include building effective home-school partnership.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in providing students with linguistic, academic, and cultural experiences that link their	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in providing students with linguistic, academic, and cultural experiences that link their communities with the	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in providing students with linguistic, academic, and cultural experiences that link their communities with the school,

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communities with the school, to include building effective home-school partnership. Participants' feedback to candidate's modeling and coaching is highly positive.	school, to include building effective home-school partnership. Participants' feedback to candidate's modeling and coaching is positive.	to include building effective home-school partnership. Participants' feedback to candidate's modeling and coaching is poor.
Candidate exhibits a defined and clear understanding of Task B. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is well documented and demonstrates candidate's in-depth content knowledge, and expert ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with and lead colleagues and other education professionals in professional conversations about literature and research on diversity and how diversity impacts reading and writing development; relationship between first- and second-language acquisition and literacy development; and what needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups. Participants' feedback to the Professional Conversation Series is highly positive.	Candidate exhibits understanding of Task B. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is substantially documented and demonstrates candidate's content knowledge, and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with and lead colleagues and other education professionals in professional conversations about literature and research on diversity and how diversity impacts reading and writing development; relationship between first- and second-language acquisition and literacy development; and what needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups. Participants' feedback to the Professional Conversation Series is positive.	Candidate lacks understanding of Task B. Professional Conversation Series with administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and demonstrates candidate's limited content knowledge, and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with and lead colleagues and other education professionals in professional conversations about literature and research on diversity and how diversity impacts reading and writing development; relationship between first- and second-language acquisition and literacy development; and what needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups. Participants' feedback to the Professional Conversation Series is poor.

Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 4 especially ILA 4.1, 4.2 and 4.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Conversation Series as they relate to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 validates candidate's in-depth knowledge and understanding of differentiating instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, particularly English learners and those who struggle with reading and writing; creating linguistic, academic, and cultural opportunities for all students to link their communities with the school; developing reading and writing instruction that is responsive to diversity; and building effective home-school partnership.

Candidate's reflection on the Professional Conversation Series as it relates to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 is well documented and reveals candidate's strong knowledge of content about features of diversity, strong leadership qualities and expert ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings. | Reflective Narrative reveals candidate's understanding of ILA Standard 4 especially ILA 4.1, 4.2 and 4.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Conversation Series as they relate to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 validates candidate's knowledge and understanding of differentiating instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, particularly English learners and those who struggle with reading and writing; creating linguistic, academic, and cultural opportunities for all students to link their communities with the school; developing reading and writing instruction that is responsive to diversity; and building effective home-school partnership.

Candidate's reflection on the Professional Conversation Series as it relates to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 is documented and reveals candidate's knowledge of content about features of diversity, leadership qualities and ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings. | Reflective Narrative reveals candidate's limited understanding of ILA Standard 4 especially ILA 4.1, 4.2 and 4.3.

Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Conversation Series as they relate to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 validates candidate's limited knowledge and understanding of differentiating instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, particularly English learners and those who struggle with reading and writing; creating linguistic, academic, and cultural opportunities for all students to link their communities with the school; developing reading and writing instruction that is responsive to diversity; and building effective home-school partnership.

Candidate's reflection on the Professional Conversation Series as it relates to ILA Standard 4 and its elements 4.1, 4.2 and 4.3 is unsubstantiated and reveals candidate's limited knowledge of content about features of diversity, poor leadership qualities and ability to plan, deliver, and assess a Professional Conversation Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings. |

ILA STANDARD 5
TASK 5

A. Schedule modeling and coaching visits with classroom teachers and other support professionals to accomplish the following purposes:
1. Create supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing;
2. Create effective routines for all students, especially English learners and those who struggle with reading and writing; and
3. Use evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing.

B. Plan Professional Development Activities with administrators, teachers, and other education professionals in your school or district on the following topics:
1. Role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing;
2. Literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; or
3. Creating a literate environment that fosters reading and writing.

ROLES: COACH and LEADER

5.2	Support teachers and other education professionals in creating supportive social and literacy environments that includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating supportive social and literacy environments that includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's expert knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating supportive social and literacy environments that includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating supportive social and literacy environments that includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
5.3	Support teachers and other education professionals in creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of evidenced-based rationale to support various ways of creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's knowledge and understanding of evidenced-based rationale to support various ways of creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's knowledge and understanding of evidenced-based rationale to support various ways of creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in assisting and guiding classroom teachers and other education professionals in creating effective routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) for all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.

5.4 Support teachers and other education professionals in using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing.	Candidate exhibits a defined and clear understanding of Task A. Leadership Portfolio provides a preponderance of evidence of candidate's expert knowledge and understanding of evidenced-based rationale in using grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides a preponderance of evidence of candidate's expert modeling and coaching ability in using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is highly positive.	Candidate exhibits understanding of Task A. Leadership Portfolio provides substantial evidence of candidate's knowledge and understanding of evidenced-based rationale in using grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio provides substantial evidence of candidate's modeling and coaching ability in using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is positive.	Candidate lacks understanding of Task A. Leadership Portfolio lacks evidence of candidate's knowledge and understanding of evidenced-based rationale in using grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Leadership Portfolio lacks evidence of candidate's modeling and coaching ability in using evidence-based grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students, especially English learners and those who struggle with reading and writing. Participants' feedback to candidate's modeling and coaching is poor.
	Candidate exhibits a defined and clear understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is accurately and well documented and demonstrates candidate's in-depth content knowledge, expert leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced-based information about role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing; literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; and how to create a literate environment that fosters reading and writing. Participants' feedback to candidate's Professional Development Series is highly positive.	Candidate exhibits understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is accurately and substantially documented and demonstrates candidate's content knowledge, leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced-based information about role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing; literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; and how to create a literate environment that fosters reading and writing. Participants' feedback to candidate's Professional Development Series is positive.	Candidate lacks understanding of Task B. Professional Development Series for administrators, teachers, and other education professionals in candidate's school or district is unsubstantiated and demonstrates candidate's limited content knowledge, poor leadership qualities and ability to plan, deliver, and assess professional development for various audiences as well as to collaborate with colleagues and other education professionals in sharing evidenced-based information about role of routines in creating and maintaining positive learning for all students, especially English learners and those who struggle with reading and writing; literature and research on grouping practices to meet the needs of all students, especially English learners and those who struggle with reading and writing; and how to create a literate environment that fosters reading and writing. Participants' feedback to candidate's Professional Development Series is poor.
	Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 5, especially 5.2,	Reflective Narrative reveals candidate's understanding of ILA Standard 5, especially 5.2, 5.3 and	Reflective Narrative reveals candidate's limited understanding of ILA Standard 5, especially 5.2,

5.3 and 5.4.	5.4.	5.3 and 5.4.
Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 validates candidate's in-depth knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing; effective routines for all students; and grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students.	Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 validates candidate's substantial knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing; effective routines for all students; and grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students.	Candidate's reflection on the Demonstration and Coaching in Classroom and the Professional Development Series as they relate to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 validates candidate's limited knowledge and understanding of evidenced-based rationale to support various ways of creating supportive social and literacy environments for all students, especially English learners and those who struggle with reading and writing; effective routines for all students; and grouping practices, i.e., individual, paired, small group, and whole class activities, to meet the needs of all students.
Candidate's reflection on the Professional Development Series as it relates to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 is well documented and reveals candidate's strong knowledge of content, leadership qualities and expert ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Candidate's reflection on the Professional Development Series as it relates to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 is documented and reveals candidate's knowledge of content, leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.	Candidate's reflection on the Professional Development Series as it relates to ILA Standard 5 and its elements 5.2, 5.3 and 5.4 is unsubstantiated and reveals candidate's limited knowledge of content, poor leadership qualities and ability to plan, deliver, and assess a Professional Development Series for various audiences as well as to collaborate with colleagues and other education professionals in K-12 settings.

ILA STANDARD 6
TASK 6

1. Plan, lead, implement, and evaluate all your Professional Development Series and Professional Conversation Series;
2. Join and participate in a professional literacy organization, conferences, and workshops;
3. Present at the Annual Literacy Essentials Conference;
4. Write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts; and
5. Lead and facilitate departmental or team meetings.

ROLE: LEADER

6.1	Plan professional development programs that use knowledge about students and teachers, and literature and research findings about organizational change and school culture in working with administrators, teachers, and other education professionals.	Candidate exhibits a defined and clear understanding of the task. Leadership Portfolio provides a preponderance of evidence of candidate's expert leadership qualities in planning, leading, implementing, and assessing professional development programs, professional conversations, departmental or team meetings for various purposes and audiences—administrators, teachers, and other education professionals, that use knowledge about students and teachers, and literature and research findings about organizational change and school culture. Candidate has received highly positive feedback for leadership in professional development activities.	Candidate exhibits a good understanding of the task. Leadership Portfolio provides substantial evidence of candidate's leadership qualities in planning, leading, implementing, and assessing professional development programs, professional conversations, departmental or team meetings for various purposes and audiences—administrators, teachers, and other education professionals, that use knowledge about students and teachers, and literature and research findings about organizational change and school culture. Candidate has received positive feedback for leadership in professional development activities.	Candidate lacks understanding of the task. Leadership Portfolio lacks evidence of candidate's leadership qualities in planning, leading, implementing, and assessing professional development programs, professional conversations, departmental or team meetings for various purposes and audiences—administrators, teachers, and other education professionals, that use knowledge about students and teachers, and literature and research findings about organizational change and school culture. Candidate has received poor feedback for leadership in professional development activities.
6.2	Join and participate in professional literacy organizations, symposia, conferences, and workshops. Demonstrate effective interpersonal, communication, and leadership skills by presenting at the Annual Literacy Essentials Conference.	Candidate exhibits a defined and clear understanding of the task. Leadership Portfolio provides strong evidence of candidate's effective interpersonal, communication, and leadership skills by presenting at the Annual Literacy Essentials Conference. Candidate has received highly positive feedback for his/her presentation. Candidate has evidence of multiple memberships in professional literacy organizations at the state, regional, and national/international levels as well as attendance and/or presentations at literacy conferences and/or workshops.	Candidate exhibits a good understanding of the task. Leadership Portfolio provides acceptable evidence of candidate's effective interpersonal, communication, and leadership skills by presenting at the Annual Literacy Essentials Conference. Candidate has received positive feedback for his/her presentation. Candidate has evidence of memberships in professional literacy organizations at the state, regional, and national/international levels as well as attendance and/or presentations at literacy conferences and/or workshops.	Candidate lacks understanding of the task. Leadership Portfolio lacks evidence of candidate's effective interpersonal, communication, and leadership skills by presenting at the Annual Literacy Essentials Conference. Candidate has received poor feedback for his/her presentation. Candidate lacks evidence of memberships in professional literacy organizations at the state, regional, and national/ international levels as well as attendance and/or presentations at literacy conferences and/or workshops.
6.3	Lead and facilitate departmental or team meetings that use knowledge about students and teachers.	Candidate exhibits a defined and clear understanding of the task. Leadership Portfolio provides a strong evidence of candidate's expert leadership qualities in planning, leading, implementing, and assessing departmental or team meetings that use knowledge about students and teachers. Candidate has received highly positive feedback for leadership in departmental or team meetings.	Candidate exhibits a good understanding of the task. Leadership Portfolio provides substantial evidence of candidate's leadership qualities in planning, leading, implementing, and assessing departmental or team meetings that use knowledge about students and teachers. Candidate has received positive feedback for leadership in departmental or team meetings.	Candidate lacks understanding of the task. Leadership Portfolio lacks evidence of candidate's leadership qualities in planning, leading, implementing, and assessing departmental or team meetings that use knowledge about students and teachers. Candidate has received poor feedback for leadership in departmental or team meetings.

6.4	Write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts.	Candidate exhibits a defined and clear understanding of the task. Leadership Portfolio provides a strong evidence of candidate's expert leadership qualities in assisting administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts. Grant proposal is appropriate and well written, and has been accepted by a granting agency.	Candidate exhibits a good understanding of the task. Leadership Portfolio provides evidence of candidate's leadership qualities in assisting administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts. Grant proposal is appropriate and well written, and has been submitted to a granting agency.	Candidate lacks understanding of the task. Leadership Portfolio lacks evidence of candidate's leadership qualities in assisting administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts. Grant proposal is has not been submitted to a granting agency.
		Reflective Narrative reveals candidate's in-depth understanding of ILA Standard 6, especially 6.1, 6.2, 6.3 and 6.4. Reflective Narrative clearly describes and provides solid evidence of candidate's strong leadership qualities and expertise that will allow him/her to fulfill the role of leader of literacy. Completed tasks, i.e., Professional Development/ Conversation Series, facilitation of departmental/team meetings, memberships in literacy organizations, attendance and presentations at conferences and/or workshops, and grant proposal to support literacy effort with evidence of submission to funding agency—these are all discussed in detail with generous examples to establish connection between these tasks and ILA Standard 6, specifically 6.1, 6.2, 6.3 and 6.4.	Reflective Narrative reveals candidate's understanding of ILA Standard 6, especially 6.1, 6.2, 6.3 and 6.4. Reflective Narrative clearly describes and provides substantial evidence of candidate's leadership qualities and expertise that will allow him/her to fulfill the role of leader of literacy. Completed tasks, i.e., Professional Development/ Conversation Series, facilitation of departmental/team meetings, memberships in literacy organizations, attendance and presentations at conferences and/or workshops, and grant proposal to support literacy effort with evidence of submission to funding agency— these are all discussed in detail with examples to establish connection between these tasks and ILA Standard 6, specifically 6.1, 6.2, 6.3 and 6.4.	Reflective Narrative reveals candidate's lack of understanding of ILA Standard 6, especially 6.1, 6.2, 6.3 and 6.4. Reflective Narrative lacks evidence of candidate's leadership qualities and expertise that will allow him/her to fulfill the role of leader of literacy. Connection between completed tasks, i.e., Professional Development/ Conversation Series, facilitation of departmental/team meetings, memberships in literacy organizations, attendance and presentations at conferences and/or workshops, and grant proposal to support literacy effort with evidence of submission to funding agency— and ILA Standard 6, specifically 6.1, 6.2, 6.3 and 6.4 is not established.

DATA TABLE
LEADERSHIP PORTFOLIO
Summer 2018
N = 3

ILA STANDARD	TARGET (3)	ACCEPTABLE (1-2)	UNACCEPTABLE (0)	MEAN SCORE
1.1	3	3	0	3.0
1.2	3	3	0	3.0
1.3	3	3	0	3.0
2.1	3	3	0	3.0
2.2	3	3	0	3.0
2.3	3	3	0	3.0
3.2	3	3	0	3.0
3.3	3	3	0	3.0
3.4	3	3	0	3.0
4.1	3	3	0	3.0
4.2	3	3	0	3.0
4.2	3	3	0	3.0
5.2	3	3	0	3.0
5.3	3	3	0	3.0
5.4	3	3	0	3.0

6.1	3	3	0	3.0
6.2	3	3	0	3.0
6.3	3	3	0	3.0
6.4	3	3	0	3.0