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Information

Professional Services Committee

Draft Revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs

Executive Summary: This agenda item presents the next iteration of the revised standards for the Reading Certificate and Reading and Language Arts Specialist Credential Preparation Programs. This version incorporates changes based on field survey comments.

Recommended Action: For information only

Presenter: Rebecca Parker and Geri Mohler, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2010

Draft Revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs

Introduction

This agenda item presents a second draft of the revised standards for Reading Certificate and Reading and Language Arts Specialist Credential programs. An initial draft was presented to the Commission in October 2009. Since the October Commission meeting, the draft was made available to the public for comment, suggested revisions were made by staff based on those comments, and the resulting document went back to the Reading Advisory Panel at the end of March 2010, for further revision. The revised standards are provided in Appendix A. The list of individuals on the Reading Advisory Panel is included as Appendix B. The current version of the Reading Certificate and Specialist Standards (1999) can be found in Appendix C.

Background

The current Reading Certificate and Reading and Language Arts Specialist Credential Program Standards (Appendix C) were updated in August 1999 and were aligned with the previous Multiple and Single Subject Teacher Preparation Program Standard 7, the *1997 K-12 English–Language Arts Content Standards*, and the draft *1999 K-12 Reading/Language Arts Framework*. These documents have been superseded by the recently adopted Multiple and Single Subject Teacher Preparation Program Standards 7A, 7B, and 8B(d); the newly adopted Reading Instruction Competence Assessment (RICA) (<http://www.rica.nesinc.com/>) content specifications; and the new K-12 Reading/Language Arts (RLA) Framework (2007).

The Reading Advisory Panel first met on June 26-27, 2008. Following a hiatus, the panel resumed its meetings in November 2008. The panel met on a monthly basis between January 2009 and August 2009; some meetings were held remotely among pairs or trios of panel members to maximize useful time according to panel member availability.

Revised Standards

In crafting the draft revisions to the standards, the panel examined the documents identified above, with particular focus on the RICA content specifications. The panel also reviewed the International Reading Association (IRA) Reading Standards 2003 and draft 2010 standards and took into consideration the current Response to Instruction and Intervention model being implemented in California. Response to Instruction and Intervention is a systematic, data-driven approach that integrates resources from general education, categorical programs, and special education in a comprehensive system of core instruction and interventions to benefit every student. Reading specialists and education specialists collaborate in the implementation of this model at their school site or district.

To establish appropriate levels of candidate competence for the reading authorizations, the panel developed a continuum of knowledge, skills, and abilities required of beginning multiple subject teachers through those of the Reading Certificate and then to the Reading and Language Arts

Specialist credential holders. The panel used the RICA specifications as a starting point to describe the baseline level of knowledge, skills, and abilities for beginning multiple subject teachers in the area of teaching reading. The RICA content specifications were chosen as the baseline to ensure that people who complete the Reading Certificate and/or the Reading and Language Arts Specialist Credential programs will be equipped to help classroom teachers, including single subject teachers, by having an advanced level of knowledge about the reading and literacy development process.

Early in the panel's deliberations, members agreed that the revised standards should reflect the reciprocal roles among the skills of reading, speaking, listening, and writing. In addition, panelists felt that reading experts should understand the value of cultivating a culture of literacy in which all activities of a school day, in all content areas, are infused with opportunities for students to practice using language by speaking, listening, reading, and writing. The culture of literacy must also be sensitive to, and support the language development of, all students. To that end, the panel proposes changing the name of the Reading Language Arts Specialist standards to the Reading and Literacy Specialist Credential program standards. Additionally, panelists incorporated competencies for working with English language learners, students with special needs (including students with cochlear implants), and Gifted and Talented Education students into each curricular domain. Accordingly, the draft revised standards differ from the current standards as the draft standards:

- Contain a greater emphasis on developing skills to help candidates, their peers, and administrators create a culture of literacy in classrooms, schools, and districts;
- Contain a greater emphasis on developing literacy skills for all students, including skills to support speaking and listening;
- Contain a greater emphasis on developing abilities to support students' writing skills;
- Contain a greater specificity for skill development in content areas associated with literacy development (e.g., word analysis, comprehension); and
- Contain a greater emphasis on the articulation between PreK and K-12.

After the presentation to the Commission in October 2009, comments from the field encouraged further revision by removing duplicative standard names (e.g, there were two standards named "Creating a Culture of Literacy" in two different categories) and separating the standards for the Reading Certificate from those for the Reading Language Arts Specialist Credential. In addition, the numerous curriculum standards that existed in the previous version have now been combined into one curriculum standard. Further, the newest draft of the revised standards contains only ten standards, five for each authorization, with one Program Design standard, three Curriculum and Fieldwork standards, and one Candidate Competence/Assessment standard in each program.

Below is an outline of the proposed organization of the standards:

Reading Certificate Program Standards

Category A. Program Design

Standard 1: Program Design, Rationale and Coordination

Category B. Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

Standard 3: Curriculum

Standard 4: Integrating Curriculum with Practice through Fieldwork

Category C. Candidate Competence/Assessment

Standard 5: Planning, Organizing, and Managing Literacy Instruction

Reading and Literacy Specialist Credential Program Standards

Category A. Program Design

Standard 6: Program Design, Rationale and Coordination

Category B. Curriculum and Fieldwork

Standard 7: Advanced Professional Perspective

Standard 8: Research and Evaluation Methodology

Standard 9: Integrating an Advanced Professional Perspective and Research/
Evaluation Methodology through Fieldwork

Category C. Candidate Competence/Assessment

Standard 10: Planning, Organizing, and Leading Literacy Instruction

Next Steps

After Commission discussion, staff will incorporate suggested edits. The revised standards will be brought to the Commission for further consideration and possible action at its August 2010 meeting.

Appendix A

Draft Reading Certificate Standards

Category A. Program Design

Standard 1: Program Design, Rationale and Coordination

The reading certificate program includes a purposeful, developmentally-designed sequence of coursework and field experiences. It effectively prepares candidates to: a) teach all students to read, and b) to understand the challenges of developing literacy among California's diverse population. Successful candidates will be able to maximize literacy development for all students.

The design of this program is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy.

The program provides opportunities for candidates to:

1. Demonstrate the instructional skills fundamental to the development and support of literacy;
2. Know and understand the foundations of creating a culture of literacy;
3. Demonstrate how research and its theories inform their practice;
4. Demonstrate understanding of the full continuum of PreK-12 reading/language arts foundations/standards and determine students' present level of performance in relationship to grade level standards;
5. Provide appropriate intervention instruction; and
6. Provide grade level and/or site-based professional development and demonstrate leadership skills.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by Standard 5 in Category C: Candidate Competence/Assessment.

Category B. Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

The program supports each candidate in building a culture of literacy that considers the individual child, classroom, school, district, and community and that honors and capitalizes on students' diverse knowledge, skills, and ability. In a culture of literacy there is the goal of developing a strong, coherent vision, which aligns resources with high academic expectations for student achievement in reading/language arts. Key elements of a culture of literacy include

relevance, purpose, and choice. It fosters independence, engagement, motivation, success and a lifelong appreciation of reading and writing for pleasure and information.

The program will provide instruction about the importance of:

1. Ensuring that reading, writing, listening, and speaking occur throughout the day for clear, strategic purposes across a variety of contexts using both narrative and expository text;
2. The role of motivation in helping students acquire proficient literacy;
3. Read-alouds (Pre-K to 12) and broad, independent reading that is both academic and recreational;
4. The social and physical environments that foster and support online and offline reading and writing to meet the diverse needs of students;
5. Collaborative activities with the school community to encourage support for home-to-school and school-to-home literacy connections;
6. The significant roles of family, culture, and community in developing students' reading, writing, listening and speaking skills and using this knowledge to plan and teach effective lessons that honor and capitalize on students' diversities;
7. A well-equipped classroom and school library/media center with a rich variety of texts and genres in both print and digital forms; and
8. Advocacy for practices and policies that promote effective literacy instruction and student achievement.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by Standard 5 in Category C: Candidate Competence/Assessment.

Standard 3: Curriculum

The program provides each Reading Certificate candidate with an advanced professional perspective using current research-based skills and knowledge about instructional strategies for developing oral language, word analysis, fluency, vocabulary, listening and reading comprehension, and written language. The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners, and emphasizes the relationship between assessment and instruction. The program provides each candidate with the knowledge of and ability to apply instructional models and strategies, such as Response to Intervention, that align with ongoing assessment results.

The design of this program assures that each candidate knows, understands and articulates:

1. Current, confirmed, reliable and replicable quantitative or qualitative research pertaining to literacy instruction and the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework;

2. The components of research-based literacy instruction and the progression of complexity within each of the components as explicated in the Foundations/Frameworks, including
 - a. oral language development: conventions and language acquisition/ proficiency;
 - b. word analysis: concepts of print, phonological and phonemic awareness, letter recognition, alphabetic principle, phonics, and morphology,
 - c. fluency: accuracy, rate and prosody,
 - d. vocabulary development: content vocabulary, academic vocabulary and language, and word consciousness,
 - e. listening and reading comprehension: background knowledge, literal, inferential and evaluative comprehension of narrative and expository texts,
 - f. written language development: orthography, conventions, organization and composition across genres;
3. Expected stages and patterns in students' development of the "a" to "f" components of literacy instruction above, instructional sequences and routines that develop and accelerate students' learning, and the reciprocal relationship between each component of a research-based literacy program;
4. Norm-referenced and criterion-based assessments that are reliable and valid including screening, diagnostic, placement, progress monitoring, and formative and summative assessments, as well as formal and informal assessments, that measure the types and continuum of literacy skills;
5. Areas in which diverse learners are likely to have difficulty and the overlaps and distinctions between academic achievement in English language arts and second language acquisition; and
6. Delays or differences in students' literacy development relative to grade level standards and when such delays/differences warrant further assessment and additional intervention.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by Standard 5 in Category C: Candidate Competence/Assessment.

Standard 4: Integrating Curriculum and Practice through Fieldwork

The program will provide Reading Certificate candidates with opportunities to integrate research and practice and to apply appropriate foundational knowledge and knowledge of instruction, differentiation and assessment. Candidates will work with individuals and/or small groups of students at both early and intermediate levels of reading acquisition, one in primary grades and a second in 4th grade or higher. Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3 through comprehensive experiences requiring candidates to interpret results of classroom assessments, including formative, on-going and summative; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. The program ensures that candidates work at field sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and language arts instruction. Fieldwork must include regular supervision by the instructor, professor, or other designated, qualified personnel (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in both Standards 2 and 3.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by Standard 5 in Category C: Candidate Competence/Assessment.

Category C. Candidate Competence/Assessment

Standard 5: Planning, Organizing, and Managing Literacy Instruction

The design of this program assures that each candidate demonstrates ability to:

1. Evaluate an existing culture of literacy at a site and propose a plan of action for improvement;
2. Respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences;
3. Select, administer, analyze and communicate results of assessments and determine appropriate placement in and exit from intervention programs including supplemental, strategic intervention and intensive intervention based on assessment results and placement criteria with the goal of accelerated, successful reentry into grade level standards-based core programs with differentiated support and/or advancement/extension;
4. Select and skillfully implement instructional materials and technology, routines and strategies that: reflect alignment to assessed student needs; exhibit awareness of instructional progression; understand current, confirmed research; provide explicit and differentiated instruction for the full range of learners; and that accelerate students' development;
5. Plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, and explicit, when appropriate, as well as using language structures and pronunciations commonly associated with standard English, based on ongoing formal and informal assessment of individual students' progress and to assure that English learners acquire proficiency as quickly and effectively as possible;
6. Provide adequate modeling, massed and distributed practice, application and diagnostic support to develop and reinforce students' understanding and application of all aspects of literacy;
7. Utilize evidence-based strategies and resources to build on and provide differentiated support for development of students' literacy skills and increase their proficiency; and
8. Reflect upon the effectiveness of instruction as measured by student gains and demonstrate ability to plan and implement next steps for improved instruction resulting in further student progress.

Draft Reading and Literacy Specialist Credential Program Standards

Category A. Program Design

Standard 6: Program Design, Rationale and Coordination

The Reading and Literacy Specialist Credential program includes a purposeful sequence of coursework and field experiences that builds upon the foundational knowledge, skills and competencies developed in the Reading Certificate standards and is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy. It effectively prepare candidates to lead the development and implementation of comprehensive literacy programs at the classroom, school, district and county levels that ensure equitable opportunity and achievement for all of California's diverse learners, PreK to 12th grade. Successful candidates will be able to provide highly specialized services to students and teachers and to serve as active members in a comprehensive community system to build, support, sustain, and advocate for the development of a solid reading/language arts program in which every student meets or exceeds grade-level content standards.

The program provides opportunities for candidates to:

1. Demonstrate advanced professional knowledge, skills and capacity to develop, implement and evaluate curriculum, instruction and assessment that is aligned with research;
2. Assist in the design, implementation, and evaluation of effective language arts instructional plans, classroom teaching strategies, instructional materials, and support systems for all students, but especially those with special needs;
3. Demonstrate leadership, advocacy and collaboration and to provide effective professional development and/or coaching; and
4. Demonstrate ability to analyze, evaluate and implement research and evaluate school/district-wide programs.

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

Category B. Curriculum and Fieldwork

Standard 7: Advanced Professional Perspective

The program will provide in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on reading and language arts curriculum, instruction and assessment across the PreK-12 grade continuum. The program provides preparation to assure that each candidate develops the research-based skills, knowledge and competencies to act on the belief that all students can learn and that each candidate is prepared to meet the reading and writing needs of all students. The program will also provide in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on leadership, collaboration and professional development in terms of their district or community, as well as political, national and international issues that affect our education system in direct and indirect ways.

Curriculum, Instruction, and Assessment

The coursework and experiences in this program assure that each candidate demonstrates an advanced professional perspective and knowledge of:

1. How students learn to read and write; the structure of the English language, including phonology, morphology, and orthography; relationships between linguistics, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing;
2. Evidence-based instructional methodology, including: direct instruction, flexible grouping, strategies to cognitively engage students and sustain their interest and focus, effective use of instructional time, and developing students' strategies to self-regulate and learn independently;
3. Methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners;
4. Types of disabilities, their implications and effective strategies, practices, and specialized instruction for strategic and intensive intervention;
5. Theoretical and research-based skills and knowledge about how children from a variety of socio-cultural and linguistic backgrounds become proficient readers, including: study and instruction in the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.
6. The PreK-12 continuum of current state foundations/standards and frameworks and become well-versed in the terminology, as well as the research, upon which the foundations/standards and frameworks are based; and
7. Effective implementation of state-approved instructional programs and other supplemental strategic interventions, understanding the importance of following a program's careful sequence of instruction.

Leadership, Collaboration, and Professional Development

The design of this program assures that each candidate demonstrates advanced professional perspective and knowledge of:

1. Planning, organizing, coordinating and leading a comprehensive literacy program at the classroom, school/district and community levels;
2. Examination, evaluation and selection of educational technologies to assess or provide individualized or group instruction as well as effective use of technology to plan, maintain records, and communicate;
3. Criteria for development of instructional programs identified in the California Reading/Language Arts Framework, as well as supplemental strategic intervention materials, and how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population;
4. Effective communication and facilitation skills to advocate for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, district/county office personnel, school board members, community members, educational partners and the public to develop and sustain a comprehensive literacy program; and
5. Adult learning theory and initiating, implementing and evaluating professional development to enhance content knowledge, assessment and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels, including modeling, demonstrating, coaching, and leading the collaboration of these various entities.

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

Standard 8: Research and Evaluation Methodology

The program provides knowledge and skills in research design and methodology that enable each candidate to critically examine and understand emerging findings in the literature related to literacy education and implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs. The program provides focused knowledge and skills in local program evaluation methods that enable the candidate to generate reliable information about local program strengths, weaknesses, and effects.

The design of this program assures that each candidate knows, understands and articulates:

1. Research and evaluation methodology;
2. How to analyze existing programs, based on student achievement data, and recommend and implement change on the basis of that analysis;
3. How to critically examine the research and program recommendations of experts in the field as an invaluable aid in the decision-making and leadership process;

4. Best practices in the selection, administration, and use of assessments to monitor/measure student progress and for planning, monitoring, evaluating, and improving instruction;
5. The technical adequacy of assessments, such as reliability and content and construct validity;
6. Large-scale assessment designs, state and district assessment designs, state frameworks, proficiency standards and benchmarks;
7. Data analysis to monitor the effectiveness of instruction and to plan professional development to improve instructional practices;
8. Data analysis to diagnose, monitor and evaluate student progress at individual, group, classroom, grade level, school, and district levels;
9. The selection of assessment tools that provide for a systemic framework for assessing reading and writing growth of students; and
10. Communication of individual, classroom, school, and state assessment results to a variety of appropriate audiences indicating relevant implications, instructional purposes, and/or accountability.

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

Standard 9: Integrating an Advanced Professional Perspective and Research/Evaluation Methodology through Fieldwork

The program will provide fieldwork experiences that are articulated with courses to allow candidates to apply and demonstrate competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and language arts instruction. Fieldwork must include regular supervision by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates demonstrate the knowledge and skills identified in both Standards 7 and 8.

The program provides field experiences where candidates will:

1. Integrate research and practice;
2. Work with the full range of learners including work with beginning readers, English learners, and students with reading difficulties;
3. Work with linguistically diverse students, such as English language learners, and speakers of non-standard English;
4. Provide intervention and extended support using standards-aligned and state-adopted instructional materials and apply a range of instructional approaches and materials;

5. Demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Standards 7 and 8; and
6. Demonstrate competence in the ability to provide leadership in the areas of professional development and coaching/mentoring.

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

Category C. Candidate Competence/Assessment

Standard 10: Planning, Organizing and Leading Literacy Instruction

The design of this program assures that each candidate demonstrates ability to:

Instruction

1. Work with children from a variety of socio-cultural and linguistic backgrounds, providing specialized instruction to meet the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers;
2. Demonstrate an advanced level of proficiency in the practice and adaptation of instructional routines and strategies;
3. Assist in placement of students in established core and intensive intervention programs; and
4. Facilitate the implementation of the state-adopted ELA/ELD curricula at classroom, school and/or district levels.

Assessment/Research

1. Select, administer, analyze and communicate results of diagnostic assessments and provide strategic intervention and intensive intervention with beginning readers and students who have reading difficulties, monitoring and adjusting instruction over an extended period of time;
2. Make instructional decisions based on in-depth understanding of the research in reading and language arts, about how students learn to read and how to evaluate student progress;
3. Reflect upon the effectiveness of instruction as measured by student achievement, demonstrating a belief that all students can learn to read and write effectively if provided with skillful, responsive teaching;
4. Demonstrate knowledge of theories and research related to adult learning theory and provide professional development at the school or district level;
5. Evaluate/assess instructional practices of individual teachers and groups of teachers and provide guidance, coaching and/or professional development to strengthen those practices as needed;
6. Collaborate with teachers and administrators to design, implement, and evaluate action research projects or case studies; and
7. Interpret and analyze research, identify research design and methodology, and be able to identify research that is current, confirmed, reliable and replicable.

Professional Development and Leadership

1. Demonstrate capacity and commitment to identify areas to continue to learn and grow as a professional and seek resources and opportunities to stay current with the teaching profession as well as with the professional community of teaching specialists;
2. Demonstrate an advanced professional perspective on reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Standards 2, 3, 7 and 8;
3. Work collaboratively with students and their families, teachers, administrators, specialists, district/county office personnel, school board members, community members, educational partners and the public to develop and sustain a comprehensive literacy plan; and
4. Work with teachers and paraprofessionals to establish goals to improve practice based on professional reflection.

Program Evaluation

1. Analyze existing programs, implement change on the basis of that analysis and critically examine the research and program recommendations of experts in the field to aid in the decision-making and leadership process; and
2. Generate reliable information about local program strengths, weaknesses, and effects.

Appendix B

Reading Certificate and Reading and Language Arts Specialist Credential Standards Advisory Panel

Name	Organizational Affiliation
Barbara Bartholomew	CSU Bakersfield
Federica B. Breuer	Piedmont Unified School District and Mills College
Bernard “Barney” Bricmont	Live Oaks Elementary School District—School Board
Susan Brown	Yucaipa-Calimesa Joint Unified School District
Nancy Brynelson	California State University
Martha Beetley	Davis Joint Unified School District
Sandra Ceja	San Diego County Office of Education
Barbara Gallier	Whittier Union High School District
Mary Hall	Los Angeles Unified School District
Lacy Metcalfe	Carlsbad Unified School District
Mary Kay Moskal	St. Mary’s College
Robert Perry	Los Angeles Unified School District
Gary Ravani	California Federation of Teachers
John Shefelbine	CSU Sacramento
Yukko Uchikoshi	University of California
Hallie Yopp	CSU Fullerton & CSU Center for the Advancement of Reading

Appendix C

Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential

(1999)

Two-Level Structure of the Credential Standards

The topics listed below do not necessarily denote separate courses within the Reading Certificate and Reading and Language Arts Specialist Credential Programs. The topical components will often serve candidates best when they are integrated thematically and effectively throughout the program.

Part A: For Completion of the Reading Certificate
(12-16 Semester Units: First Half of the Certificate-Specialist Program)

Category 1: Program Design and Curriculum Standards

- (1) Program Design, Rationale and Coordination
- (2) Fluent Reading
- (3) Comprehension and Study Strategies
- (4) Planning and Delivery of Instruction Based on Assessment
- (5) Intervention Strategies at Both Early and Intermediate Levels of Reading
- (6) Areas of Study Related to Reading and Language Arts: Certificate Level

Category 2: Field Experience Standard

- (7) Application and Reinforcement Through Field Experiences

Category 3: Standards of Candidate Competence and Performance

- (8) Application of Research-Based and Theoretical Foundations
- (9) Curriculum and Instructional Practices
- (10) Crosscultural Practices
- (11) Assessment, Evaluation, and Instruction

**Part B: For Completion of the Reading and
Language Arts Specialist Credential**

(In Addition to All of the Above Studies)

(12-16 Semester Units: Second Half of the Certificate-Specialist Program)

Category 4: Program Design and Curriculum Standards

- (12) Leadership and Professional Development
- (13) Research and Evaluation Methodology
- (14) Areas of Study Related to Reading and Language Arts: Specialist Level
- (15) Preparation for Meeting the Reading Needs of All Students

Category 5: Field Experience Standard

- (16) Advanced Clinical Experiences

Category 6: Standards of Candidate Competence and Performance

- (17) Professional Leadership
- (18) Analysis and Application of Research and Evaluation
- (19) Advanced Professional Perspective
- (20) Meeting the Reading Needs of All Students

Part A

Standards of Quality and Effectiveness for the Reading Certificate

- Category 1: Program Design and Curriculum Standards**
- Category 2: Field Experience Standard**
- Category 3: Standards of Candidate Competence and Performance**

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program's organizational structure in forming a logical sequence among the instructional components of teacher education, such as skill and content preparation, pedagogical instruction, and field experiences, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How effective is the coordination between the program's faculty and staff; between the education unit and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?
- How well does the overall design of the program ensure consistency between a stated rationale that has a sound theoretical and scholarly basis, and relevancy to the contemporary conditions of schooling (such as recent demographic changes)?

Standard 2

Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Rationale

An understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels is essential to leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program provide candidates with the knowledge and skills necessary to provide extensive and effective reading and writing practice for students, including reading in connected texts and reinforcing that reading through writing experiences?
- How effective are the experiences that develop candidates' abilities to teach skills and strategies that contribute to independent reading and writing? Consider the following:
 - Phonemic awareness.
 - Linguistics, including the phonological/morphological structure of the English language.
 - Transfer strategies from primary language reading skills into English language reading skills.
 - Instructional strategies and materials appropriate for struggling readers.
 - Decoding/word attack strategies, including systematic instruction in sound-symbol relationships.
 - Spelling instruction.
- How effective are opportunities for candidates to develop advanced skills and in-depth knowledge for helping students become strategic, independent, and fluent readers and writers?

Standard 3

Comprehension and Study Strategies

The program provides each candidate with current research-based skills and knowledge about reading comprehension, including foundational skills in academic language, background knowledge, concept formation, and vocabulary development. The program provides candidates with skills and knowledge related to the teaching of comprehension strategies such as text analysis (both narrative and expository text structure); thinking and study strategies (such as inference, summarization, predicting, questioning and clarifying); and independent reading of high quality books.

Rationale

A thorough understanding of the importance of the development of comprehension skills and of instructional methods for increasing comprehension ability in students is essential for leaders in the field of reading and language arts. These leaders must be able to aid in the application of comprehension skills to the development of effective study strategies.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program's coursework increase candidates' pedagogical content knowledge in the following areas?
 - Extensive experience developing listening and reading comprehension skills using high quality and multicultural literature and informational text.
 - Creating an understanding of the nature, uses, and development of academic language and background knowledge and its role in reading comprehension and writing.
 - Emphasizing the critical role of vocabulary concept development.
 - Scaffolding strategies which assist English language learners with comprehension.
- Is the program's coursework effective in addressing comprehension strategies such as text analysis and narrative and expository text structure?
- Does the program coursework include effective instruction in the development of thinking strategies?
- Does the program coursework include effective instruction in the teaching of comprehension and study strategies such as inference, summarization, predicting, questioning and clarifying?
- Does the program provide coursework on research, teaching strategies, and motivational strategies related to independent reading of high quality books?
- How effectively does the program provide candidates with the skills necessary to apply their knowledge of literature and expository text for children and adolescents to improve comprehension strategies?

Standard 4

Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.

Rationale

Assessment is a link between the students and the instructional program. Thus, the delivery of a reading and writing curriculum for students who are proficient, students who are English language learners, and students with reading difficulties must have as its basis effective assessment and evaluation.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program provide candidates with a knowledge base for selection, appropriate use, and interpretation of formal and informal measures of students' reading and writing levels as well as specific instructional needs?
- Does the program provide a knowledge base that allows candidates to consider the student's English language skills as part of the assessment process?
- Are candidates given effective opportunities to develop skills for communicating assessment results to teachers, administrators, school board members, parents, and students?
- How effective is the program in providing candidates with skills for aligning instructional strategies, materials, and programs (including strong intervention programs) with assessment results?
- Does the program provide candidates with strong skills to apply assessment tools and provide teaching opportunities through instructional technology?

Standard 5

Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

Rationale

Successful intervention is the key to helping struggling readers build the reading and writing skills necessary for school success. A thorough understanding of the appropriate use of intervention models and strategies both in and outside of the classroom is essential for leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing skills for candidates to deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students?
- Does the program provide candidates with research-based knowledge, skills, and experience in the alignment of reading and writing intervention models and strategies with on-going assessment results?
- Does the program provide candidates with research-based knowledge, skills, and experience in the effective use of curriculum and instructional approaches for students who are experiencing difficulties becoming readers? Consider the following:
 - the use and management of flexible grouping in the classroom

- small group and one-on-one tutoring techniques
- the use of technology as an instructional tool
- working with students and families to support the reading acquisition process
- scaffolding strategies which assist students with comprehension difficulties
- curricula approaches and instructional intervention strategies, including comprehension and text analysis, that are appropriate for older students who are struggling readers
- Does the program provide candidates with a strong knowledge base for the selection and appropriate use of formal and informal measures of student knowledge and abilities, progress, and achievement, as well as specific areas of difficulty?

Standard 6

Areas of Study Related to Reading and Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading Certificate holder must develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program emphasize methodologically-sound research and provide extensive experience in instructional uses of the following:
 - Models of balanced comprehensive literacy instruction.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Understanding and respecting individual differences including ethnic, cultural, gender, linguistic, and socio-economic differences.
 - Comprehension strategies and literature components including strategies to promote and guide pupil independent reading.
 - The use of oral language in a variety of formal and informal settings.
 - Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
 - The linguistic structure of the English language including phonology, morphology, and orthography.
 - Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- In the program, how effective is instruction in the psychological and sociolinguistic aspects of reading and writing?

- Do candidates have sufficient opportunities to examine and demonstrate knowledge about relationships among theory, research, practice, and decision-making in the field of reading and language arts education?

Category 2: Field Experience Standard

Standard 7

Application and Reinforcement Through Field Experiences

Each candidate in the program completes field experiences that relate to the candidate's professional goals; enable the candidate to integrate theory and practice; include work with beginning readers, English language learners, and students with reading difficulties; and provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. In the fieldwork, each candidate practices the assessment of struggling readers at both early and intermediate levels of reading acquisition, and the tutoring or small-group instruction of struggling readers at two or more reading levels, including the nonreader level and one or more higher levels. The program places candidates at field sites where the instructional approaches and methods are consistent with a balanced comprehensive program of reading and language arts instruction. Institutional faculty and field-site faculty collaborate in program design and implementation.

Rationale

Individualized field experiences enable each candidate to demonstrate proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in providing a planned sequence of field activities that include: the direct and meaningful application of theories and principles that are taught in the program; and opportunities for candidates to analyze and evaluate their experiences on the basis of these theories and principles.
- Are all participants in the field component well oriented to program goals, purposes, expectations and evaluation procedures?
- Are the field settings diverse and do they provide sufficient experiences with English language learners, beginning readers, and students with reading difficulties?
- Are the field experiences appropriate for the candidates and for attainment of program goals?
- How well does the program provide candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his

attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Category 3: Standards of Candidate Competence and Performance

Standard 8

Application of Research-Based and Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

Rationale

Reading Certificate level professionals must be able to identify, apply, and communicate the research and theory on which their instructional practices are based.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to communicate the research-based and theoretical foundations on which their instructional decisions and practices are based to administrators, colleagues, students, and parents?
- Are candidates effective in developing assessment plans and instructional plans based on knowledge of methodologically-sound research and theory that focus on helping students to become strategic, independent and fluent readers and writers?
- How effective is the program in preparing candidates to develop plans based on knowledge of research and theory that focuses on helping students to comprehend literature and informational text?
- Are candidates well prepared to develop plans based on knowledge of research and effective practice pertaining to the integration of specialized curriculum and instruction for struggling readers with ongoing instruction in the classroom?

Standard 9

Curriculum and Instructional Practices

Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations for alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.

Rationale

Reading Certificate professionals should practice reading and language arts and intervention strategies that are solidly based on research and theoretical foundations.

Questions to Consider

The following questions are designed to assist accreditation team members during training

and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to provide quality instruction in varied settings which may include a reading resource room, tutoring, and a regular classroom working with a total class, a small group, or an individual student?
- Do candidates demonstrate knowledge and ability to establish productive learning environments where all students are respected?
- How well do candidates demonstrate the ability to implement instructional strategies that foster language acquisition?
- Are candidates well prepared to make appropriate selections and uses of instructional resources?
- Are candidates well prepared to utilize teaching strategies that provide equal access for all students to an excellent reading and language arts curriculum?
- Do candidates demonstrate extensive knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including broad knowledge of programs and materials?
- Are candidates well prepared to fulfill school-site-level leadership roles in the area of reading and language arts?

Standard 10 Crosscultural Practices

Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.

Rationale

The Reading Certificate level professional must be able to establish and maintain relationships with all students. In addition, these professionals must be able to assist other teachers, administrators, and personnel in understanding the reading and language arts needs of a diverse population.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates consistently demonstrate knowledge, awareness, respect and understanding for cultural and linguistic diversity? Consider the following:
 - Teaching strategies, including knowledge of language and reading transfer issues from primary language instruction.
 - Literature which reflects students' language and cultural background.
 - Assessment and evaluation techniques.
- How well do candidates demonstrate an understanding of and sensitivity to home and community literacy practices?
- Do candidates demonstrate effective strategies for working with students and families to support the reading acquisition process?

Standard 11

Assessment, Evaluation, and Instruction

Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

Rationale

Appropriate instruction for each student should be based on accurate information about the students' needs, abilities and achievement level. The Reading Certificate level professional must possess the skills and ability to accurately assess and evaluate each students' reading and language arts skills and to provide appropriate and meaningful instruction based on the knowledge gained from the assessment.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to evaluate, construct, select and use a variety of measures to identify and assess student competencies, needs, skills and abilities, progress, achievement, interests and attitudes, and to identify important new content for students to learn?
- Do candidates demonstrate the ability to use a variety of methods and technologies to assess and evaluate students, and to align instructional strategies, materials, and programs with assessment results?
- Do candidates demonstrate effectiveness in evaluating and selecting appropriate teaching strategies to assure the development of students' knowledge and skills based on the results of assessments?
- How well do candidates demonstrate the knowledge and skill needed to align reading intervention strategies with ongoing assessment results?
- Are candidates prepared to effectively communicate assessment results and the rationale for instructional decisions to teachers, administrators, parents, and students?

Part B

Standards of Quality and Effectiveness for the Reading and Language Arts Specialist Credential

(In Addition to All Program Standards for the Reading Certificate)

- Category 4: Program Design and Curriculum Standards**
- Category 5: Field Experience Standard**
- Category 6: Standards of Candidate Competence and Performance**

Reading and Language Arts Specialist Credential

Category 4: Program Design and Curriculum Standards

Standard 12

Leadership Skills and Professional Development

The program provides in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on reading and language arts curriculum, instruction and assessment. The program provides specialized activities and effective experiences that promote leadership skills and foster the ongoing professional development of all candidates.

Rationale

The role of the Reading and Language Arts Specialist encompasses teaching, resource, and leadership responsibilities. Candidates completing the program must be prepared to work with students and their families, teachers, administrators, allied professionals, district/county office personnel, school board members, and community members.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing knowledge, skills, and experience for candidates to implement and evaluate reading and language arts programs?
- How productive is the program in fostering the school-site leadership responsibilities of reading and language arts specialists, particularly for modifying curriculum based on program evaluation results?
- Does the program provide extensive resources for and opportunities to work constructively with students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Does the program help candidates to become effective in providing professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?
- Does the program help candidates to gain knowledge, skills, and experience in modeling effective teaching strategies for teachers and colleagues?
- Does the program encourage candidates to participate in professional activities and organizations relating to ongoing professional development?
- Is the program effective in providing skills and knowledge so candidates can use appropriate resources, including computer and video technologies?
- Does the program consistently encourage candidates and provide knowledge for them to remain current with methodologically-sound research and its application to classroom practice?

Standard 13

Research and Evaluation Methodology

The program provides knowledge and skills in research design and methodology that enable each candidate to understand emerging findings in the literature related to literacy

education. The program provides focused knowledge and skills in local program evaluation methods that enable the candidate to generate reliable information about local program strengths, weaknesses, and effects.

Rationale

An understanding of research methodology is an essential component of leadership skills. The ability to analyze existing programs, implement change on the basis of that analysis and to critically examine the research and program recommendations of others in the field is an invaluable aid in the decision-making and leadership process.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates given multiple opportunities to understand and demonstrate knowledge of relationships among theory, research, and practice?
- Are candidates given the sufficient opportunities to acquire skills in program evaluation methodology so candidates are able to generate needed information about program strengths, weaknesses, and overall success?
- Does the program foster a knowledge base that provides for the analysis of current research in reading and language arts, and relates research findings to the analysis of programs and materials for local decision-making purposes?
- How well are candidates prepared to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum decisions?

Standard 14

Areas of Study Related to Reading and Language Arts: Specialist Level

Through critical examination of sound research and theoretical literature, each candidate in the program acquires an advanced professional perspective about how students learn to read; the structure of the English language, including phonology, morphology, and orthography; relationships between language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading and Language Arts Specialist must develop an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program emphasize a critical examination of research and provide extensive experience in instructional applications? Consider the following:

- Models of balanced comprehensive literacy instruction.
- Comprehension strategies and literature components including methods to encourage pupil independent reading.
- The use of oral language in a variety of formal and informal settings.
- Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
- Vocabulary, background knowledge, and analysis of text structure.
- The linguistic structure of the English language including phonology, morphology, and orthography.
- Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- How well does the program foster clear understanding of the psychological and sociolinguistic aspects of reading and writing? Consider the following:
 - perception, memory, concept development, reasoning, and problem solving; and
 - the role and process of student engagement in reading and writing.
- Are candidates given extensive opportunities to examine, understand and demonstrate knowledge of relationships among theory, research, practice, and decision-making?
- Do candidates have sufficient opportunities to practice consultation and interpersonal communication skills?

Standard 15

Preparation for Meeting the Reading and Writing Needs of All Students

The program provides theoretical and research-based skills and knowledge about how children from a variety of socio-cultural and linguistic backgrounds become proficient readers. Within this context, the program includes study and instruction in the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be prepared to adapt and apply programs, curriculum, assessment, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in fostering knowledge, skills, and experience in recognizing individual differences (including ethnic, cultural, gender, linguistic, and socio-economic differences) and their relationship to reading acquisition? Consider the following:
 - Transfer strategies from primary language reading skills into English language reading skills.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Scaffolding strategies which assist English language learners with comprehension.

- Teaching strategies that allow for individual differences.
- Are candidates given sufficient opportunities to develop knowledge about psychological, sociolinguistic, and cultural factors in literacy acquisition? Consider the following:
 - Understanding of how culture and socio-economic factors influence socialization including beliefs and behaviors.
 - Cognition, affect, and motivation and the relationship to reading.
 - Cultural and socio-economic communication factors within the home and community and their relationship to literacy acquisition.
 - Knowledge and strategies to modify and adapt instructional content practices and curriculum to ensure optimal reading acquisition.
 - Familiarity with literature that reflects the multicultural population in California.
- How well does the program provide candidates with knowledge, skills, and experience in the use of intervention strategies that accelerate the reading progress of struggling readers?
- Is the program effective in providing candidates with knowledge, skills, and experience in selecting, designing and implementing intervention programs for students with reading disabilities?
- Does the program provide candidates with knowledge, skills, and experience in the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?

Category 5: Field Experience Standard

Standard 16

Advanced Clinical Experiences

Each candidate in the program completes advanced clinical experiences that relate to the candidate's professional goals, enable the candidate to integrate theory and practice, and provide opportunities for the candidate to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. At the Reading and Language Arts Specialist level, clinical activities include intensive work with beginning readers and in-depth experience with students who have severe reading difficulties. The program places candidates where the clinical approaches and methods are consistent with a balanced, comprehensive program of literacy and language education. Institutional faculty and clinical faculty collaborate in program design and implementation.

Rationale

Individualized clinical experiences enable each candidate to demonstrate an advanced level of proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program include a planned sequence of advanced clinical activities? Consider

the following:

- the direct and meaningful application of theories and principles that are taught in the program; and
- opportunities for candidates to analyze and evaluate the experience on the basis of these theories and principles.
- Are all participants in the clinical experience well-oriented to program goals, purposes, expectations and evaluation procedures?
- Are the clinical activities sufficiently intensive? Do they include extensive experience diagnosing and teaching students at the beginning reading level and students with severe reading difficulties?
- Are the clinical experiences appropriate for each candidate and for the attainment of program goals?
- Is the program effective in providing candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Category 6: Standards of Candidate Competence and Performance

Standard 17 Professional Leadership

Each candidate demonstrates skills and knowledge that are needed to provide effective leadership in making program, curriculum, instructional and intervention decisions, and in providing successful staff development to assure the effective implementation of those decisions.

Rationale

Reading and Language Arts Specialists should be prepared to provide site-level and district-level leadership in both programmatic and staff development areas to assure cohesive and effective reading and language arts instruction.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates well prepared to design, implement and evaluate reading and language arts programs?
- Are candidates equipped to modify curriculum based on program evaluation?
- Are candidates prepared to be effective in communicating the rationale for program and instructional decisions to students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Are candidates well prepared to provide professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?

- Do candidates consistently demonstrate skill and knowledge in modeling effective teaching strategies for teachers and colleagues?
- Do candidates demonstrate a commitment to ongoing personal professional development and to remaining current with research and its application to classroom practices?
- Do candidates demonstrate knowledge about and the ability to access appropriate resources, including computer and video technologies?

Standard 18

Analysis and Application of Research and Evaluation

Each candidate demonstrates the effective use of research as a basis for the analysis of program strengths, weaknesses, and overall success. Each candidate learns to analyze and apply current research in reading and language arts, and to evaluate instructional programs and published materials for decision-making purposes.

Rationale

Reading and Language Arts Specialists are responsible for program and curriculum decisions at school-site and district levels and should have the ability to base their decisions upon the critical analysis and practical application of research.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effectively do candidates demonstrate the ability to communicate relationships among theory, research, and practice, and to apply that knowledge for decision-making purposes?
- Do candidates demonstrate skill in using research designs and methodologies for generating needed information about program strengths, weaknesses and overall success?
- Do candidates demonstrate the ability to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum?

Standard 19

Advanced Professional Perspective

Each candidate demonstrates advanced understanding and application of effective reading and language arts instruction, intervention, curriculum and program planning. Each candidate acquires an in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts including, but not limited to, the structure of the English language and the sociolinguistic and psycholinguistic foundations of professional practice.

Rationale

An effective Reading and Language Arts Specialist must have an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to examine research critically, and to use the results of that examination for instructional applications?
- Do candidates demonstrate extensive knowledge of psychological and sociolinguistic aspects of reading and writing?
- Do candidates demonstrate a clear understanding of relationships among theory, research, practice, and decision-making?
- Do candidates demonstrate deep knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including a broad and in-depth knowledge of instructional programs and specialized materials?
- Do candidates demonstrate effective consultation and interpersonal communication skills?

Standard 20

Meeting the Reading and Writing Needs of All Students

Each candidate demonstrates research-based knowledge and in-depth understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Within this context, each candidate demonstrates a strong understanding of the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be able to adapt and apply programs, curriculum, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate effective skills and extensive knowledge related to individual differences and their roles in reading acquisition?
- Do candidates demonstrate in-depth knowledge of psychological and cultural factors in language acquisition?
- How well do candidates demonstrate skills and knowledge related to effective intervention programs for students with severe reading difficulties?
- How well do candidates demonstrate skills and knowledge related to the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?