California University of Pennsylvania

Childhood Education Department

READING SPECIALIST HANDBOOK
Program Guide

Spring 2016

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Endorsement/TIMS Directions
        To get the reading specialist certification added to your teaching certificate, application must be made to the state of Pennsylvania through the Teacher Information Management System (TIMS). The document, **Endorsement TIMS Directions,** is a PDF file containing extensive instructions for navigating TIMS. Due to the extensive size of this PDF document, it is not included in the RSP Handbook. Instead it is a separate document titled: Endorsement TIMS Directions.pdf

Section 1: Reading Specialist Program Overview

The faculty for the Reading Specialist Program (RSP) welcome you to this graduate program. The RSP is an advanced certification program for Reading Specialist Certification. This program is for candidates who have completed an undergraduate and/or graduate program in education and have already obtained a Pennsylvania Teaching Certificate.

1.1 RSP Handbook

The Reading Specialist Program Handbook is provided for all RSP candidates to serve as the first source of reference to the program requirements, procedures, and key evaluation points. Dr. Diane Fine, the coordinator for the Reading Specialist Program, is the advisor for all RSP candidates. RSP candidates are expected to stay in touch with the RSP advisor to ensure completion of the program requirements in an efficient and timely manner. Candidates can locate their program advisement sheet in this handbook to guide course choices while addressing the requirements of the Reading Specialist Program.

RSP Program Coordinator: Dr. Diane Fine   fine@calu.edu   724-938-4495

1.2 RSP Faculty

The program faculty work diligently to support your learning and should be contacted with all questions related to the courses they teach.

RSP faculty:	Dr. Diehl diehl@calu.edu	Dr. Peterson peterson@calu.edu
	Dr. Nettles nettles@calu.edu	Dr. Maddas maddas@calu.edu
	Dr. Fine fine@calu.edu	

1.3 Current RSP Handbook

The information in this program guide is provided to offer detailed explanation of the Reading Specialist Program described in the California University of Pennsylvania Graduate Catalog. This handbook/program guide contains facts, procedures, and requirements for the Reading Specialist Graduate Program that are current at the time of publication. The governing personnel and deans of California University of Pennsylvania reserve the right and authority to alter any of the information contained herein. In keeping with the educational mission of the University, the educational procedures and requirements are continually being reviewed and refined to meet university, state, and national educational requirements and to align with documented literacy learning and research. Consequently, this document cannot be considered binding and must be used solely as an informational guide. The RSP Coordinator will support candidates through email messages regarding the important facets of the Reading Specialist Program. Candidates are held responsible for keeping informed of official policies and for meeting all relevant requirements. When updates are made to the RSP Handbook, all RSP candidates will receive a revised handbook through an email.

1.4 Justice, Fairness, and the Equal Opportunity For All

California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness, and equal opportunity for all. In compliance with federal and state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The University will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable.

1.5 Students with Disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

<div align="center">

The Office for Students with Disabilities (OSD)
Azorsky Building Room 105
Office: 724-938-5781
Fax: 724-938-4599
Email: osdmail@calu.edu
Web Site: www.calu.edu (search "disability")

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Section 2: Reading Specialist Program Description

The Reading Specialist Program is an advanced certification program for Reading Specialist Certification. This program is for candidates who have completed an undergraduate or graduate program in education and have already obtained a Pennsylvania Teaching Certificate.

The Reading Specialist Program offers two options:

1) Master's Degree in Education with Advanced Certification - Program Code: 0150
Candidates pursuing a Master's Degree in Education who begin the program on or after January 1, 2016 will follow Advisement Sheet 4 in this handbook. Candidates are required to complete 30 credits (additional coursework may be required if PDE Chapter 49-02 special education and English Language Learners requirements have not been met). RSP candidates who entered the program prior to January 2016 should refer to the advisement sheet in this handbook based upon when they entered the program (see Appendix A).

 2) Advanced Certification Only - Program Code: 0910
Candidates seeking advanced certification as a Reading Specialist without a Master's Degree in Education who begin the program on or after June 2013 will follow Plan B on Advisement Sheet 3 in this handbook (see Appendix A). Candidates in this option are required to complete between 27 - 33 credits depending on their course background in special education and teaching English language learners. (RSP candidates who entered the program prior to June 2013 will follow the advisement sheet in this handbook based upon when they entered the program). Please note, this program is currently under revision and will be updated early in the Spring 2016 semester; the proposed program revision will require 24 credits.

For Both Program Options (#0150 & #0910): In order to be eligible for Pennsylvania State Reading Specialist Certification, you must successfully complete:
- all the required RSP coursework listed on the advisement sheet with a GPA of 3.0 or higher, the RSP Portfolio Exit Interview, and graduate from the Reading Specialist Program at Cal U
- *Praxis*© Reading Specialist Exam #5301 (keep in mind that *Praxis* testing is not required for graduation, but it is required for endorsement.)

*All RSP candidates enrolled in the Reading Specialist Program beginning with the Spring 2011 semester and thereafter must meet the Pennsylvania Department of Education Chapter 49-2 requirements which specify that all candidates must complete the following coursework: (You should contact your advisor if you feel you have already met some or all of these requirements in your previous undergraduate or graduate work.)
- At least **9 credits** or 270 hours or an equivalent combination, regarding accommodations and adaptations for **students with disabilities in an inclusive setting**.
- At least **3 credits** or 90 additional hours, or an equivalent combination, must address the **instructional needs of English language learners**.

These requirements can be met by taking the following four courses and must be completed in addition to the RSP Program requirements if they have not been met through prior undergraduate or graduate coursework:
    EDU 650: Supporting the English Language Learner

ESP 610: Foundations & Collaborations
ESP 701: Introduction to Behavior Analysis
ESP 612: Evidenced Based Practice K-8   **-OR-**   ESP 613 Evidence Based Practice 8 - 12

Be sure to work with your advisor, Dr. Fine (fine@calu.edu), when planning your course schedule.

All RSP Candidates are expected to have available copies of their four Pennsylvania clearances, resume, and their unofficial transcripts at all times. When this information is to accompany a listed form or application, it is expected that an RSP Candidate will be able to easily and promptly provide this information.

Section 3: Key Evaluation Points in the Reading Specialist Program

Candidates in this program are required to complete the following program checkpoint evaluations:

#1	Admission	Admission application with Pennsylvania teaching certificate, transcripts with a GPA 3.0 or higher. (In addition, four current Pennsylvania clearances are required by end of the first semester.)
#2	Candidacy	Candidacy application with four current Pennsylvania clearances submitted between completion of 6 - 12 RSP Program credits with GPA 3.0+
#3	Program Forms/ Surveys	Conceptual Framework (administered through LiveText in RSP 700 & 703) & Professional Disposition (administered through LiveText in RSP 700 & 704)
#4	Portfolio Interview	Scheduled during last semester to document your strengths in ILA Standards in conjunction with your LiveText Portfolio
#5	Graduation	Application submitted during last semester in which all required RSP coursework is being completed; GPA 3.0+; successful LiveText Portfolio Interview
#6	Endorsement	Application submitted following graduation from Reading Specialist Program & successful reading specialist Praxis scores

RSP candidates are expected to be proactive in completing these listed checkpoints in the designated time frame described in this handbook. Additional information on these checkpoints and other requirements is provided through Cal U email and university announcements. As an RSP candidate, you are required to utilize your Cal U email accounts to communicate with faculty and to gather program information from the University on a continuing basis throughout your participation in the Reading Specialist Program. You are also encouraged to contact your program coordinator/advisor whenever you have a question or concern about this program.

In addition to the key evaluation points listed in the above chart, each of the required courses in the Reading Specialist Program will require additional assessments which will be evaluated and used to determine a grade for each candidate's course work.

RSP Evaluation Point #1 - Admission to Reading Specialist Program

Students seeking admission to the program must submit to the Graduate Office the following:
- Graduate Program Application with Application Fee
- Official undergraduate transcript documenting completion of a Bachelor of Science Degree in Education or Master's Degree in Education with a minimum GPA of 3.0
- A copy of your Pennsylvania Teaching Certificate
- Copies of your Act 34, Act 151, Act 114, Act 24 Clearances (Current clearances must be submitted by the end of the first semester. Current clearances are those less than one year old from the published date on the given clearance.) Further information on how to most effectively acquire the four Pennsylvania clearances required for the RSP is located Appendix A in this handbook.

RSP Evaluation Point #2 - Candidacy

After completing 6 credits, but before completing 12 credits in the program, students must complete and submit an ADMIT TO CANDIDACY application form to Dr. Fine, the RSP Coordinator. Candidacy is required for a candidate to continue in the Reading Specialist Program. The RSP Candidacy form is included on the following page of this handbook. After its review, the RSP Coordinator will either approve your Candidacy, place a copy in your office records, and send you notice of your Candidacy Approval; or the RSP Coordinator will contact you to address the missing or unacceptable issues which resulted in Candidacy Denial.

Candidacy Applications will be approved if a candidate:
1) Submits a Candidacy Application to the program advisor: Dr. Fine fine@calu.edu
2) Has submitted all four Pennsylvania Clearances which were current at the start of your Reading Specialist Program or by the end of your first semester in the program
3) Has successfully completed 6 - 12 credits in the Reading Specialist Program with a GPA of 3.0 or higher (It would be acceptable to include a screenshot or other copy of your unofficial transcript. This information is located on the Cal U website in your Banner Account in VIP.)

The RSP Candidacy Application is included on the following page in this handbook.

California University of Pennsylvania School of Graduate Studies and Research
APPLICATION   ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE

Candidates must have completed between six (6) and twelve (12) credit hours of graduate work at California University of PA at time of application.

This completed form should be emailed or sent to the Coordinator of the Reading Specialist Program at California University of Pennsylvania, 250 University Avenue, California, PA 15419.

I hereby apply for admission to candidacy for the Master's degree or a Reading Specialist Certification Only. The following information is provided for consideration by the Reading Specialist Program.

Signature_____ **Date**_____

Name _____ **Campus Wide ID#** _____
Curriculum: Reading Specialist Program
Degree: _____ Master's Degree with Certification   OR   _____ Reading Specialist Certification Only
Address _____
              Street   City   State   Zip
Home Phone _____ **Work Phone** _____ **Email** _____

Proposed Date of Graduation _____

List all graduate courses you have completed at California University of Pennsylvania:
Course Number   Course Title   Credits   Grade
_____
_____
_____
_____

List all graduate courses in which you are now enrolled:
Course Number   Course Title   Credits
_____
_____
_____

Total Semester Hours: _____
List all courses completed at another graduate college or university that were transferred to Cal U:
_____
_____

---Official Use Only---

Candidacy Approved: ____ Advisor/Coordinator: _____ Date: _____

Candidacy DENIED: ____ Advisor/Coordinator: _____ Date: _____

Candidacy Deferred ____   Advisor/Coordinator: _____ Date: _____

Comments:

RSP Evaluation Point #3 - Program Forms/Surveys

All RSP candidates are required to complete the following forms/surveys during their work in the program. Candidates will find the following forms in their LiveText Account under the identified RSP courses.

• The Conceptual Framework will be completed in RSP 700 and again in RSP 703.
The theme for our teacher education conceptual framework is "Preparing Tomorrow's Teachers Through Knowledge, Pedagogy, and Professionalism." California University of Pennsylvania's conceptual framework for our teacher education program is based upon *The Three Principles* of Knowledge, Pedagogy, and Professionalism that form the philosophical foundation of our teacher preparation efforts. Three elements support each of *The Three Principles* creating a strong base for our candidates to build the required knowledge, skills, and dispositions required of a 21st century teacher. The following site will provide a more detailed description of the Conceptual Framework:

http://www.calu.edu/academics/colleges/education/files/concept_frame.pdf

• The Professional Disposition will be completed in RSP 700 and again in RSP 704.
The Teacher Education Programs at California University of Pennsylvania are designed to allow teacher education students/candidates to show growth in the five measures of Professional Disposition throughout their teacher preparation program.
1. **Integrity** - Demonstrates truthfulness to oneself and to others; demonstrate professional behavior and trustworthiness.
2. **Civility** - The ability to honor, value, and demonstrate consideration and regard for oneself and others.
3. **Responsibility** - Acts independently and demonstrates accountability, reliability, and sound judgment.
4. **Professionalism/Maturity** - Demonstrates situationally appropriate behavior.
5. **Professional development and lifelong learning** - Demonstrate a commitment to professional development and to lifelong learning.

Please Note: LiveText is a required software package for all Reading Specialist candidates at California University of Pennsylvania. Candidates entering the RSP program are required to purchase, activate and maintain their own LiveText accounts. For the Reading Specialist Program, candidates are required to complete designated survey/forms and create a professional portfolio in LiveText. Also the professor for each core RSP course will assign a Performance Assessment Task (PAT) that must be included in each candidate's portfolios as artifacts. (Additional assignments may be required for submission, at the discretion of the professor.)

Directions for the purchase of LiveText and how to create an account are included in Appendix C.

RSP Evaluation Point #4 - RSP Portfolio Interview

RSP candidates apply for and complete their portfolio interview in their last semester of scheduled course work. The scheduled portfolio interview is designed to allow candidates to document their strengths in International Literacy Association (ILA) [formerly International Literacy Association (ILA)] Standards using the artifacts in their LiveText Portfolio. Candidates are required to include assigned projects from their required program courses as artifacts in their LiveText Portfolio.

RSP LiveText Portfolios are organized around the International Literacy Association (ILA) Standards:
1: Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6: Professional Learning and Leadership: Candidates recognize the importance of,

demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The required artifacts from the core RSP courses are:
> **RSP 700** PAT: Instructional Strategies Applications & Reflections - Standard 2: Curriculum & Instruction
> **RSP 702** PAT: Classroom Assessment & Coaching Report - Standard 3: Assessment
> **RSP 703** PAT: Action Research, Part 1 - Standard 5: Literate Environment
> **RSP 704** PAT: Action Research, Part 2 - Standard 5: Literate Environment
> **RSP 705** PAT: Theoretical Connection Position Statement - Standard 1: Foundational Knowledge
> **RSP 706** PAT: Literacy Leadership Field Report - Standard 6: Professional Learning & Leadership
> **RSP 734** PAT: Content Area Comprehensive Lesson Framework - Standard 2: Curriculum & Instruction
> **EDU 650** PAT: Sheltered Lesson Plans/ Professional Development - Standard 4: Diversity **-OR-**
> **RSP 708** PAT: Literacy Plan for English Language Learners

An email will be sent to all RSP Candidates each semester announcing registration for the RSP Portfolio Exit Interviews. Be sure to respond promptly in your last semester of course work to indicate you will be completing a LiveText Interview. The RSP coordinator will contact you when the interview schedule is prepared.

*Directions for how to create a professional LiveText Portfolio are included in Appendix B.

*Detailed description of the LiveText Portfolio Interview and the evaluation rubric are included in this handbook in Appendix C.

RSP Evaluation Point #5 - Graduation

RSP Candidates must apply for graduation at the start of the last semester when completing their program courses. University announcements will be posted in the University Announcements and also on the opening page in VIP and D2L. Graduation requires completion of all the required program courses with a GPA of 3.0 or higher along with the successful completion of the LiveText Portfolio Interview.

To apply for graduation, go to the California University of Pennsylvania website (http://www.calu.edu/index.htm) and use the search tool with the following terms to locate the most current graduate application: "Graduation Application School of Graduate Studies and Research"

RSP Evaluation Point #6 - Endorsement

Endorsement for certification is a separate and different process than an application for graduation. An endorsement on a current Pennsylvania Teaching Certificate cannot be obtained until the procedures for endorsement are completed. Following graduation from the Reading Specialist Program, candidates must apply for endorsement through PDE's TIMS system in order to request the Reading Specialist Certification be added to their Pennsylvania teaching certificate. For endorsement, each candidate must submit an application to the Reading Specialist Coordinator. This application requires a copy of the candidate's official passing Praxis scores from Reading Specialist Test #5301. The RSP coordinator will verify the application information and forward the application to Ms. Cindy Pascarell, the Administrative Assistant in the College of Education and Human Services, who will add the University verification to the Pennsylvania Teacher Information Management System (TIMS) for each candidate.

Be advised that the entire process of certification takes at least 6-8 weeks from the time the application packet is submitted.

Endorsement TIMS Directions is a PDF file containing extensive instructions for navigating TIMS.
(Due to the extensive size of this PDF document, it is not included in the RSP Handbook. Instead it is a separate document titled: Endorsement TIMS Directions.pdf)

*The Endorsement Application is located on the following page in this handbook.

California University of Pennsylvania
College of Education & Human Services
Department Endorsement for Pennsylvania Certification

Student Instructions – The candidate will gather the necessary documents listed below. The candidate will also electronically enter the appropriate information where required on this form, print it, and take it to the advisor/faculty reviewer/program coordinator for review and signature. Be sure copies of all documents listed below are attached to this form:

- Unofficial transcript with grades highlighted for major courses, American British Lit (3 credits), Composition (3 credits) and Mathematics (6 credits)
- Completed Student Program Advisement Sheet
- Copy of required testing: Praxis I, Praxis II, PAPA, PECT , Specialized Area Praxis Scores or PDE approved tests.
- Copy of current teaching certificate (if applicable, i.e. Post Bacc/All Graduate Students/Add-on Certs)

Students seeking Principal K-12, Superintendent Letter of Eligibility, Reading Specialist, English as Second Language and MAT will need specialized area praxis scores, a copy of current teaching certificate & CalU transcripts or ID number only.

Name:	Campus Wide ID# (CWID) or Social Security #
Mailing Address City/State/Zip	Current Email Address:
	Date Program Completed
Program:	Check One: ☐ Graduate Degree & Certification ☐ Graduate Certification Only ☐ Post Baccalaureate Certification

DO NOT WRITE BELOW THIS LINE:

REQUIREMENTS NEEDED FOR DEPARTMENT ENDORSEMENT FOR PA CERTIFICATION	YES	NO	N/A
Student has supplied evidence of grade of C or better in all required major courses	☐	☐	☐
Student has achieved at least a "Satisfactory" rating on all categories of the PDE 430 Statewide Evaluation Form (Student Teaching) for Student Professional Knowledge and Practice (if applicable).	☐	☐	☐
To the best of my knowledge and belief, the candidate is known and regarded by the preparing institution as a person of good moral character and possesses those personal qualities and professional knowledge and skill which warrant issuance of the requested certificate.	☐	☐	☐

Final GPA: [   ]

TESTS	Passed	Matrix	N/A
Student has passed Praxis I, PAPA Please circle correct tests or write in other PDE approved tests	☐	☐	☐
Student has passed Praxis II, PECT Please circle correct tests or write in other PDE approved tests	☐	☐	☐
Student has passed Subject Area Praxis (i.e. Principal/Reading Specialist/Add-on certifications) Please list test name here:	☐	▓	▓

Completion of Approved Program

This is to verify that the student listed above has completed an approved program and is eligible to apply for certification.

Approval Signature

_____   _____

Advisor/Program Coordinator or Department Chairperson   **Date**   Rev. 1/2015

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Included below is the information about the required Praxis Test for the Reading Specialist PK–12 Certification:

Praxis® Subject Assessment: Reading Specialist Test #5301 (online)

The *Praxis* #5301 Reading Specialist Exam must be taken by all students in the Reading Specialist Program who wish to add reading specialist certification to their Pennsylvania Teaching Certificate. Registration for the *Praxis* can be completed online at https://www.ets.org/praxis/prepare/materials/5301

Reading specialist candidates should register for test number 5301, which is offered only as an online test. Students should plan to take the test when all "Reading Core Requirements" have been completed (check advisement sheet) and when candidates feel confident that content focus in reading has been mastered.

At the time of publication (January 2016) a score of 164 is required to pass this test. Be sure to check the Pennsylvania Department of Education information for the current qualifying score to pass this Praxis exam as it is subject to change at the discretion of the Pennsylvania Department of Education.

A copy of the results of the *Praxis* test must be submitted to the RSP Coordinator when submitting an Endorsement Application

A PDF Copy of the *Praxis*® Reading Specialist Test #5301 Study Companion can be downloaded at the website above.

The content categories on the Reading Specialist exam as follows:

I.   Assessment and Diagnostic Teaching

II.   Reading and Writing Development

III.   Leadership Skills & Specialized Knowledge of Pedagogical Principles & Instructional Practices

IV.   Professional Learning and Leadership

V.   Analysis of Individual Student Case Study

Section 4: RSP Courses, Chapter 49 Requirements, & Advisement Sheets

The following chart lists the core RSP courses. Please note that these courses are only offered once a year. Please consult this chart when designing your course schedule as you will see the semester when these courses are offered along with any prerequisites.

Course	Semester Offered	Prerequisites
RSP 700	fall	
RSP 705	fall	
RSP 707	fall	
RSP 702	spring	RSP 700
RSP 706	spring	RSP 700 & RSP 702
RSP 708 (will be offered Spring 2017)	spring	
*RSP 703	summer	RSP 700 & RSP 702
*RSP 704	summer	RSP 700 & RSP 702
RSP 734	summer	

*RSP 703 and RSP 704 must be taken together during the same semester.

With the exception of the Summer Reading Practicum, all core RSP courses are offered as online courses. These courses will be identified each semester on the registration site and in the University course schedule as online courses. The only core RSP courses offered as face-to-face classes on the Cal U campus are the Summer Reading

Practicum (RSP 703 & RSP 704). Although listed as summer courses, they do not follow the typical university summer course schedule. To accommodate full time teachers, the Summer Reading Practicum begins on or near the third week of June and run until the last week of July.

Clearances are required for the following courses with clinical experiences: RSP 702, RSP 703, RSP 704, RSP 706, RSP 707, and RSP 708. **If your clearances were current when you entered the RSP program and if you remained consistently enrolled every semester, your original clearances are acceptable.** If a candidate misses more than one semester during the RSP study following the program application, the candidate must resubmit current clearances prior to beginning any of the identified courses in this paragraph. Otherwise the candidate will not be permitted to complete these courses. Information for applying for clearances can be located in Appendix A in this handbook.

Chapter 49 Requirements: Pennsylvania Special Education & English as a Second Language

Starting in January of 2011 Pennsylvania Chapter 49 requires every candidate applying for a Pennsylvania instructional and/or educational specialist certificate through California University of Pennsylvania in the Reading Specialist Program to complete: (a) at least 9 credits of special education/accommodations and adaptations for students with disabilities in an inclusive setting and (b) at least 3 credits addressing instructional needs of English language learners. RSP candidates should complete the following courses to meet these requirements (these courses must be completed in addition to the RSP Program requirements):

> **Special Education (9 credits):**
> ESP 701 Introduction to Behavioral Analysis
> ESP 610 Foundations & Collaboration
> ESP 612 Evidence Based Practices K – 8 Inclusion (ESP 610 pre-requisite)

> **English Language Learners (3 credits):**
> EDU 650 English as a Second Language

If a candidate believes that some or all of these special education and/or English language learners requirements were previously completed in a graduate/undergraduate program, the candidate should contact the RSP program coordinator. The candidate must create and complete the following chart for the program coordinator/department chairperson to review in making the decision if a previously completed course satisfactorily meets the special education/English language learners requirements listed in the previous paragraph.

Please note: If a course(s) is to be transferred from another university, the candidate must follow the Graduate School published policy for transfer credits (policy available for review here: http://www.calu.edu/academics/online-programs/nursing-administration/_files/grad%20transfer%20request%20typeable.pdf)

Transfer Table to be submitted if requesting course substitution for Chapter 49-2 requirements:

Transfer Course Code	Transfer Course Title	University Attended & Completion Date	University Description from Catalog	Grade Earned	Cal U Equivalent Course Code	Cal U Course Description

Summer Reading Practicum (RSP 703 & RSP 704)

The Summer Reading Practicum (RSP 703 & RSP 704) forms the capstone piece for the Reading Specialist Program and involves each candidate working one-on-one with a struggling reader. In this practicum, each candidate will be required to apply what was learned in the Reading Specialist Program. Each candidate will assess the literacy strengths and needs of an assigned struggling reader. Utilizing this assessment data, the candidate will plan and implement instruction to address the struggling reader's strengths and needs.

Due to the nature of these two courses, in which parents/guardians pay for your service in working with their child, there is a strict attendance policy. Failure to meet the attendance requirements will result in an incomplete grade for those two courses. Therefore, it is imperative that you take these two courses in a summer in which you are prepared to meet the required attendance policy.

Attendance Policy for Summer Reading Practicum (RSP 703 & RSP 704)

Due to the nature of RSP 703 & 704 as practicum courses in which: 1) the RSP Candidate fulfills the ILA requirements of working with students to be certified as a reading specialist, and 2) the RSP Candidate provides diagnostic instruction service to parents/students, it is essential that you attend all practicum sessions as described in the course schedule. Attendance will be monitored closely by the professor. **If you are absent, for any reason, you must make up any time missed as directed by the professor(s) of the courses. The following attendance policy and procedures must be adhered to for any absences:**

1. The professor and parent/caregiver must be notified IN ADVANCE of any absences and this must be done in writing. An oral statement of your absence is not adequate (emailing the professor is acceptable, but not acceptable for parent communication).
2. All absences must be made up on the two designated make-up dates (refer to tentative course schedule for exact dates). The make-up dates are after the practicum has ended. If you are unable to make-up your time during the designated dates you will receive an incomplete for the practicum.
3. The professor reserves the right to deny make-ups for absences or late assignments.

Advisement Sheets

Included on the following page is Advisement Sheet #4 for all RSP candidates who enter the Reading Specialist Program from January 2016 until the present date. The advisement sheet identifies all coursework required if you are seeking to earn a Master's in Education.

It is essential for all RSP candidates to follow the advisement sheet that relates to the candidate's entry date into the program. Therefore RSP students who entered prior to January 2011 will follow Advisement Sheet 1. Students who entered between January 2011 and June 2013 will follow Advisement Sheet 2. All students who enter the program in the summer of 2013 or later will follow Advisement Sheet 3 (these advisement sheets are located in Appendix A).

There are differences among the advisement sheets. **Therefore, it is the responsibility of all RSP candidates to adhere to the advisement sheet assigned to them at the start of their program to guide their progress through the Reading Specialist Program.**

Any changes to a candidate's advisement sheets or other program requirements will be provided to all RSP candidates through emails which include updated versions of the RSP Handbooks throughout their progress in the program.

RSP candidates are held responsible for implementing any updates to their program requirements to ensure their successful, efficient completion of the Reading Specialist Program.

Please be sure to follow the correct RSP Advisement Sheet:

- ❑ **Advisement Sheet #4 is located on the following page** (start date of January 2016 or later)
- ❑ **Advisement Sheet #3 is located in Appendix A** (start date of Summer 2013 to Fall 2015)
- ❑ **Advisement Sheet #2 is located in Appendix A** (start date of January 2011 to Spring 2013)
- ❑ **Advisement Sheet #1 is located in Appendix A** (start date prior to January 2011)

California University of Pennsylvania
School of Graduate Studies and Research
Advisement Sheet 4
(Revised Fall 2015; effective January 2016)

Graduate Program: **Reading Specialist**
  Degree/Award: **Master of Education**……………………………………………………………Credits Required: **30**
  Major Program: **Reading Specialist**……………………………………………………………… Major Code: **0150**

Admission Requirements

- Minimum overall undergraduate 3.00 GPA
- Copy of a Pennsylvania teaching certificate before admission to the program. If certificate not yet received, submit a letter from your institution that verifies program completion and successful completion of all required *Praxis* exams
- Act 24, 34, 151 and 114 clearances (Current clearances must be received by end of the first semester)
- Graduate School Application and pay the nonrefundable application fee (if applicable)

Required Courses (30 credits)

Reading Core Requirements   **Grade/Semester Completed:**
RSP 700: Fundamentals of Literacy - Theory and Practice - 3 credits   _____
RSP 702: Literacy Assessment and Instruction - 3 credits   _____
RSP 703: Action Research I: Assessment - 3 credits   _____
RSP 704: Action Research II: Instruction - 3 credits   _____
RSP 705: Psychology of Reading - 3 credits   _____
RSP 706: Literacy Leadership - 3 credits   _____
RSP 734: Content Area Reading - 3 credits   _____
RSP 707: Creating and Fostering Literate Environments - 3 credits   _____
RSP 708: Literacy Development for English Language Learners - 3 credits   _____

Educational Research
RES 800: Methods of Research - 3 credits   _____

*Chapter 49-2 (requires 9 credits) Chapter 49-2 requirements mandated by the Pennsylvania Department of Education must be met in order to receive certification. Courses may be satisfied with previously taken undergraduate or graduate level courses subject to approval of the Program Coordinator. If not already completed, the following courses must be completed in addition to the requirements above.

*ESP 610: Foundations and Collaboration - 3 credits
*ESP 612: Evidence Based Practice K-8 Inclusion -OR- ESP 613: Evidence Based Practice 8-12 Inclusion - 3 credits
*ESP 701: Introduction to Behavior Analysis - 3 credits
*EDU 650: Supporting the English Language Learner - 3 credits

Program Requirements

- Successful completion of a Portfolio Exit Interview during the last semester of coursework is required.
- Endorsement for certification requires *Praxis* Reading Specialist test

Section 5: Course Registration & Act 48 Credits

Steps to Access the VIP System to Register for Courses

✓ Log onto VIP (Vulcan Information Portal) by clicking the VIP link from the Cal U Homepage https://vip.calu.edu/cp/home/displaylogin. This is located on the left hand side of the web page. Your Username is the first part of your email address (without the @calu.edu). Your password is your normal password that you usually log on with. If you have not obtained your email address, go to the homepage and click on Quick Links and select Get Campus Username and Password - http://www.calu.edu/current-students/it-services/get-username/

The first page of the VIP is the Cal U tab. This contains general information for the University population.

✓ Click on the Academic Info tab to register and view information personalized to you.

✓ Check your registration status by clicking on Registration Status located in the Registration Tools Channel. Your status will show such information as your class level, your academic standing, and if any holds have been placed on your registration. If a hold is present, you will need to contact the office that placed the hold on your registration to make arrangements to clear it. You may obtain more information regarding your hold by clicking on the View Holds Link located at the bottom of the page.

✓ Click on Add or Drop Classes

✓ Enter the CRN of the course(s) you would like to register for and click Submit Changes

Certain courses have been identified by the department as requiring a prerequisite. If you have not met the necessary prerequisite, you will not be allowed to register for the class without permission of the department.

Act 48 Credits

To receive Act 48 credit for coursework you have completed at Cal U please complete the Act 48 request form found online at: http://www.calu.edu/academics/academic-affairs/act-48/index.htm

Submit the completed Act 48 form to Jodie Rooney at rooney@calu.edu or fax to her at 724-938-5832. If you have questions about the submission of the form her phone number is 724-938-1584.

Section 6: International Literacy Association (ILA) Standards

Listed are the ILA Standards that are the underlying basis of our Reading Specialist Program here at California University of Pennsylvania. These standards, developed by the International Literacy Association (ILA) [formerly International Reading Association (IRA)], describe what reading professionals should know about the literacy process as well as the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels.

The ILA Standards are currently used by the Council for the Accreditation of Educator Preparation (CAEP). In addition, they are also used by the Pennsylvania Department of Education (PDE) in the creation of certification and licensure requirements. Thus, the University's Graduate Reading Program has incorporated these standards in the design, implementation, and assessment of its program.

ILA STANDARDS
1: Foundational Knowledge: Reading Specialist/Literacy Coach candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Standard 1: Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
Standard 1 Evidence:

Candidate: 1.1 Understands major theories and empirical research that describes 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 connection.

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

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

Standard 2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
Standard 2 Evidence:

Candidate: 2.1 Uses foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum. Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.

2.2 Uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.

2.3 Uses a wide range of texts (narrative, expository, and poetry) and traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
Standard 3 Evidence:

Candidate: 3.1 Understands types of assessment and their purposes, strengths, and limitations.

3.2 Selects, develops, administers, and interprets assessments, both traditional print and electronic, for specific purposes. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)

3.3 Uses assessment information to plan and to evaluate instruction.

3.4 Communicates assessment results and implications to a variety of audiences.

Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
Standard 4 Evidence

Candidate: 4.1 Recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)

4.2 Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3 Develops and implements strategies to advocate for equity.

Standard 5: Literate Environment: **Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**
Standard 5 Evidence
Candidate: 5.1 Designs the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
              5.2 Designs a social environment that is low-risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)
              5.3 Uses routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
              5.4 Uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Standard 6: Professional Learning and Leadership: **Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.**
Standard 6 Evidence
Candidate: 6.1 Demonstrates foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
              6.2 Displays positive dispositions related to their own reading and writing and the teaching of reading and writing and pursues the development of individual professional knowledge and behaviors. (This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.)
              6.3 Participates in, designs, facilitates, leads, and evaluates effective and differentiated professional development programs.
              6.4 Understands the influence of local, state, or national policy decisions.

(Based on the ILA publication, *Standards for Reading Professionals*, 2010)

Section 7: Reading Specialist Program Timeline

TO START IN THE READING SPECIALIST PROGRAM AT CALIFORNIA UNIVERSITY OF PENNSYLVANIA

1) Apply to Graduate Office & respond to acceptance letter.

2) After responding to the Acceptance Letter, consult with the RSP Coordinator about scheduling through email, a telephone call, or a face-to-face conference. It is suggested that the candidate reviews the RSP Handbook and then submits a proposed plan of study for your RSP study. This will ensure a candidate completes the RSP requirements in an appropriate and efficient way.

3) Each semester, schedule course(s) using program advisement sheet & program coordinator's help.

DURING FIRST SEMESTER

4) Purchase LiveText and create a LiveText Account.

5) Complete Initial Conceptual Framework and Professional Disposition forms in RSP 700 or whenever RSP 700 is completed.

AFTER FINISHING 6 CREDITS & BEFORE 12 CREDITS

6) Apply for Candidacy.

IN THE FIRST MONTH OF THE LAST SEMESTER

7) In your last semester, complete Final Conceptual Framework & Final Professional Development in LiveText Account (in RSP 703 and RSP 704 or whenever RSP 703 and RSP 704 are taken).

8) Apply for Graduation. (Graduate application is to be completed and sent to the Graduate Office.)

9) Schedule for LiveText Portfolio Interview with Dr. Fine, the RSP Coordinator.

10) Send Portfolio to Program Coordinator for Review. (Graduation application is to be completed and sent to Graduate Office. The LiveText Portfolio is to be completed and sent to the Program Advisor.)

11) Make plans to take the *Praxis* Reading Specialist Test #5301. Taking the Praxis test after completing all of your program course work is the most appropriate choice.

12) Apply for Endorsement (completed after graduation).

Section 8: References & University Department Information

California University of Pennsylvania. (n.d.). *Graduate catalog.* Retrieved from
http://www.calu.edu/academics/colleges/graduate-school/forms-and-student-resources/catalog-archive/index.htm

International Literacy Association (2010). Standards for reading professionals—Revised 2010. Retrieved from
http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals

<div align="center">

International Reading Association
PO Box 8139
Newark, DE 19714-8139
800.336.7323
http://www.literacyworldwide.org/

</div>

California University of Pennsylvania's Offices:

• Department of Childhood Education   Keystone Hall, Room 302   724-938-4135

• Dr. Fine, RSP Coordinator   Keystone Hall, Room 323   724-938-4495
   (Advisement, Candidacy, LiveText Portfolio Exit Interview, Endorsement)

• School of Graduate Studies & Research   Eberly Hall, Room 202   724-938-4187
   (Admission & Graduation)

• College of Education and Human Services   Keystone, Room 201   724-938-4125
   (The College of Education and Human Services completes your Endorsement in TIMS once your application
   is processed by the program coordinator. Although the process of Endorsement on campus takes only a few
   days, the processing by PDE through TIMS takes 6 - 8 weeks.)

• Cal U Bookstore   Natali Student Center   724-938-4324
   (All the required texts and other materials for your courses can be located on the Cal U HomePage by
   selecting Bookstore tab under QuickLinks.

Appendix A: Advisement Sheet #1; #2; #3

California University of Pennsylvania
Reading Specialist Program – Advisement Sheet 3 (Revised 8/2014)
Candidates Beginning Fall 2013 through Fall 2015

Admission Requirements: An undergraduate/graduate GPA of 3.0 in your last degree, a copy of your current Pennsylvania teaching certificate including your initial teaching certificate. If a teaching certificate has not yet been received, submit a letter from your institution that verifies program completion and successful completion of all required Praxis/PECT Exams. Candidates who fail to meet these requirements will not be eligible to begin taking courses in the RSP Program. In addition, all four Pennsylvania clearances are required at admission or by the end of the first semester.

Program Options:		**PLAN A** **M. Ed.**	**PLAN B** **Advanced PA Certification Only**
Reading Core Requirements (21 credits required)	Credits		
RSP 700 Fund. of Literacy – Theory and Practice	3	_____	_____
• RSP 702 Literacy Assessment and Instruction	3	_____	_____
• RSP 703 Action Research I: Assessment	3	_____	_____
• RSP 704 Action Research II: Instruction	3	_____	_____
RSP 705 Psychology of Reading	3	_____	_____
• RSP 706 Literacy Leadership	3	_____	_____
RSP 734 Content Area Reading	3	_____	_____
Educational Research (3 credits required Plan A only)			
RES 800 Methods of Research	3	_____	__NA____
ESP 800 Sem Adv Behavior Analysis	3	_____	__NA____

English Language Learners (3 credits required for certification, choose only one) *To be certified as a reading specialist in PA, you must have 3 credits of English Language Learners.   If you already met these requirements in your undergraduate/graduate program, you may choose a course from the list of electives to fulfill your total credit requirement.*

EDU 650 Supporting the English Language Learner	3	_____	_____

Special Education (ESP – 9 credits required for certification) *To be certified as a reading specialist in PA, you must complete ESP 610, ESP 701 and ESP 612 or ESP 613.   If you already met some or all of these requirements in your undergraduate/graduate program, you may choose any course(s) from the list of electives to fulfill your total credit requirement.*

ESP 610 Foundations and Collaboration	3	_____	_____
ESP 701 Introduction to Behavior Analysis	3	_____	_____
•ESP 612 Evidence Based Practice K-8 Inclusion	3	_____	_____
•ESP 613 Evidence Based Practice 8 – 12 Inclusion	3	_____	_____

Related Electives *PLAN A: Choose from these electives to ensure you meet the 35 – 36 credit requirement.*
   PLAN B: Choose from these electives to ensure you meet the 27 credit requirement.

ECE 703 Literacy Development	3	_____	_____
EDE 701 Standards Aligned Curriculum	3	_____	_____
EDE 704 Introduction to Teaching ESL	3	_____	_____
EDE 709 Develop Cultural Awareness & Sensitivity	3	_____	_____
EDE 713 Language Acquisition and Development	3	_____	_____
ELE 701 Teaching and Assessing Language Arts	3	_____	_____
ELE 702 Teaching and Assessing Reading	3	_____	_____
ESP 611 Assessment and Positive Behavior Intv	3	_____	_____
ESP 619 Evidence Based Practices for K-12 Inclu	3	_____	_____
PSY 712 Advanced Psychology of Learning	3	_____	_____
PSY 720 Neuropsychology of Learning Disorders	3	_____	_____
**RES 829 Research Project	2	_____	_____
		TOTAL 35 - 36	**TOTAL 27-33**

*Course registration requires a prerequisite course(s).

**Research must be conducted with advisor's approval and guidance by contacting the RSP advisor in the first semester.
Both Plans require successful completion of a LiveText Portfolio Interview during the last semester of coursework.
Endorsement for Certification requires Praxis II RSP Test and is not a requirement for graduation.
*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.

California University of Pennsylvania
Reading Specialist Program – Advisement Sheet 2 (a two-page document)
Candidates who began the program on or after January 2011 – Spring 2013

<u>Admission Requirements:</u> An undergraduate GPA of 3.0 is required.   In addition, a copy of an initial Pennsylvania teaching certificate must be in your RSP Program File (Early, Middle, and Special Education Department) before admission to the program. If a certificate has not yet been received, submit a letter from your institution that verifies program completion and successful completion of all required Praxis Exams. Students who fail to meet this requirement will not be eligible to begin taking courses in the RSP Program.

		<u>PLAN A</u> *M.Ed with Project /Thesis*	<u>PLAN B</u> *M.Ed. without Project /Thesis*	<u>PLAN C</u> *Certification Only*

Program

*These special education courses are now required for certification   See further explanation on page 2

Reading – Core Requirements (21 credits required)

<u>The first four courses must be taken in sequence as listed</u>	<u>Credits</u>			
RSP 700 Fund. of Literacy – Theory and Practice	3	_____	_____	_____
RSP 702 Literacy Assessment and Instruction	3	_____	_____	_____
RSP 703 Action Research I: Assessment	3	_____	_____	_____
RSP 704 Action Research II: Instruction	3	_____	_____	_____
RSP 705 Psychology of Reading	3	_____	_____	_____
RSP 706 Literacy Leadership	3	_____	_____	_____
RSP 734 Content Area Reading	3	_____	_____	_____

English Language Learners (3 credits required for certification, choose only one)

EDU 650 Supporting the English Lang Learner	3	_____	_____	_____
EDE 704 Introduction to Teaching ESL	3	_____	_____	_____
EDE 709 Develop Cultural Awareness &Sensitivity	3	_____	_____	_____

Educational Research (3 credits required Plan A & B only)

RES 800 Methods of Research	3	_____	_____	__NA__
ESP 800 Sem Adv Behavior Analysis	3	_____	_____	__NA__

Related Electives (PLAN A & B: 9 credits required; PLAN C 3-9 credits) (*required for certification)

EDE 701 Standards Aligned Curriculum	3	_____	_____	_____
EDE 706 Evaluation & Measurement	3	_____	_____	_____
ESP 610 Foundations and Collaboration	3	_____	_____	_____
ESP 611 Assessment and Positive Behavior Intv	3	_____	_____	_____
ESP 701 Intro to Behavior Analysis	3	_____	_____	_____
ESP 612 Evidence Based Practice K-8 Inclu	3	_____	_____	_____
ESP 613 Evidence Based Practice 8 – 12 Inclu	3	_____	_____	_____
ESP 619 Evidence Based Practices for K-12 Inclu	3	_____	_____	_____
PSY 712 Advanced Psychology of Learning	3	_____	_____	_____
PSY 720 Neuropsychology of Learning Disorders	3	_____	_____	_____
EDP 600 Statistical Methods	3	_____	_____	_____
		TOTAL 36	**TOTAL 27-33**	

Research with advisor's approval (Plan A only)

RES 829 Research Project OR	2	_____		
RES 849 Master's Thesis	4	_____		
TOTAL CREDITS		**38 (Project)** **40 (Thesis)**		

** All Plans require successful completion of Portfolio Interview during last semester of coursework

*** Endorsement for Certification requires Praxis II RSP Test
ADDITIONAL REQUIREMENTS: See *Questions and Answers about the Reading Specialist Program*

Please note that Advisement Sheet #2 is a two-page document, and essential program requirements are included on both pages.

Reading Specialist Program – Advisement Sheet 2

Effective January 1, 2011
NOTE: Those seeking PA certification must also complete the following courses in order to meet PA Chapter 49 Regulations effective for any candidate applying for a PA instructional and/or educational specialist certificate <u>on or after 2011.</u>
Due to PDE regulations Cal U mandates the following: (a) at least 9 credits of special education/ accommodations and adaptations for students with disabilities in an inclusive setting and (b) at least 3 credits addressing instructional needs of English language learners. **Courses:** ESP 610   Special Education Foundations and Collaboration - 3 credits ESP 701   Intro to Behavioral Analysis – 3 credits ESP 612   Evidence Based Practiced – 3 credits (pre-requisites courses required: ESP 610 and ESP 701) **and** EDU 650   Supporting the English Language Learner - 3 credits *Note: If equivalent coursework at the undergraduate level has been or will be completed, the candidate may request a course listed above to be waived that is equivalent to the graduate level course. The program coordinator will review transcripts, course syllabi, etc. to determine whether coursework is equivalent. The program coordinator has the sole discretion to accept or deny any equivalency requests. If a course is determined to be equivalent additional coursework may need to be taken to fulfill requirements for the program and degree.*

Equivalent Coursework that will meet PDE requirements for credits in special education

EDU 350 = EDU 650

ESP 610 = ESP 210

ESP 611 =   ESP 311

ESP 619 = ESP 412 or 413 or 419

*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.

California University of Pennsylvania
Reading Specialist Program - Advisement Sheet 1
RSP candidates who entered the program prior to January 2011

Admission Requirements: undergraduate GPA of 3.0; copy of initial Pennsylvania teaching certificate; copies of current Act 34, 151, and 114 clearances.

	Credits	PLAN A** Project or Master's Thesis	PLAN B** Courses Only	PLAN C** Certification Program
READING - Core Requirements (24 credits required)				
These (4) courses must be taken in sequence as listed	Credits			
RSP 700 Fund. of Literacy - Theory and Instruction	3	_____	_____	_____
*RSP 702 Diag. and Treat. of Reading Problems	3	_____	_____	_____
*RSP 703 Practicum - Diagnostic Case Studies	3	_____	_____	_____
*RSP 704 Practicum - Remedial Case Studies	3	_____	_____	_____
RSP 705 Psychology of Reading	3	_____	_____	_____
RSP 734 Content Area Read in Middle/Sec Schools	3	_____	_____	_____
RSP 706 Adult Literacy	3	_____	_____	_____
EDE 737 Literature and Literacy K-12	3	_____	_____	_____
***** Prerequisites required** … see catalog or advisor				
EDUCATIONAL RESEARCH - Requirements (3 credits required)				
RES 800 Methods of Research	3	_____	_____	_____
Educational Research Electives (Choose 3 credits)				
EDP 600 Statistical Methods	3	_____	_____	NA
EDE 706 Evaluation & Measurement	3	_____	_____	NA
EDP 656 Computer Oriented Research	3	_____	_____	NA
Research with advisor's approval				
RES 829 Research Project	2	_____	NA	NA
-or-				
RES 849 Master's Thesis	4	_____	NA	NA
RELATED COURSES - Requirements (**6 total credits** required – unless **Certification only**)				
EDE 701 Standards Aligned Curriculum	3	_____	_____	_____
Related Courses Electives (Choose 3 credits)				
EDE 700 Fds. & History of American Education	3	_____	_____	NA
EDE 715 Language Arts	3	_____	_____	NA
PSY 711 Advanced Educational Psychology	3	_____	_____	NA
PSY 712 Advanced Psychology of Learning	3	_____	_____	NA
PSY 713 Psychology of Growth and Development	3	_____	_____	NA
PSY 720 Neuropsychology of Learning Disorders	3	_____	_____	NA
EDP 663 Computer Assisted Instruction (online)	3	_____	_____	NA
ESP 610 Spec Ed Foundations and Collaboration	3	_____	_____	NA
TOTAL Credits:		**38** (Project) **40** (Thesis)	**36**	**30**

**ALL PLANS REQUIRE

-Successful completion of Comprehensive exam

-Successful completion of Praxis Exams

-Application for certification

In Addition **PLANS A and B** require - Application for *Candidacy* after completion of 6-12 credits

*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.

Appendix B: Pennsylvania Clearances

Act 34 Criminal History Check   **Act 151** Child Abuse Check   **Act 24** PDE Arrest or Conviction Form   **Act 114** Fingerprinting

Copies of current Act 34, Act 151, Act 24, and Act 114 Clearances are required to be admitted into the program and must be on file in the Childhood Education Department office (via the Reading Specialist Coordinator) to be approved for candidacy. Refer to the following website for details regarding clearances:
https://www.calu.edu/academics/colleges/education/common/clearances/index.htm

Use the following information to apply for the required clearances

- https://epatch.state.pa.us/Home.jsp (**Act 34** Criminal History Check) - Received immediately online with credit card payment.

- https://www.compass.state.pa.us/cwis/Public/Home (**Act 151** Child Abuse Check) - Received immediately online with credit card payment.

- https://www.calu.edu/academics/colleges/education/files/PDE%206004%20Arrest%20or%20Conviction%20Form.pdf (**Act 24** PDE Arrest or Conviction Form) - Just print & sign the form. No fee required.

- https://www.pa.cogentid.com/index_pde.htm (**Act 114** FBI Fingerprinting) - Use following directions:
    - ✓ Log on to Cogent Website.
    - ✓ Choose Department of Education.
    - ✓ Complete the registration form and print (you will need the registration ID# to have your fingerprints taken and viewed.)
    - ✓ Take your registration ID# to the Cogent location of your choice. The nearest center to Cal U is the Intermediate Unit #1
        - Hours of operation are 8:00 a.m.–11:30 a.m., Monday through Friday only.
        - In order to be fingerprinted, all applicants must have: a confirmation number, a valid photo ID, and if applicable a Money Order or Cashier's Check payable to Cogent Systems
        - Fingerprints can be taken at the IU1 Central Office Building, One Intermediate Unit Drive, in Coal Center.
        - The IU1 Fingerprinting Center is located next to the first floor lobby. When arriving at the IU1 Central Office, please check in with the receptionist at the front desk. Please note the Fingerprinting Center will be unavailable on scheduled closings. In case of inclement weather, please call 724-938-3241 ext. 221 to verify availability.
    - ✓ Fingerprints will be scanned electronically and sent to the Pennsylvania State Police, submitted by the State Police to the FBI. The FBI will send results to PDE.
    - ✓ Results of the Federal Criminal History Report will be forwarded to the applicant by PDE.
    - ✓ Keep your receipt for verification you completed the process. **You will receive an official letter from Cogent in the mail. The letter you receive from Cogent in the mail is the clearance document you will turn in with your clearances.**

Appendix C: LiveText

Purchase, Activation, Completion of Forms/Surveys, Creating & Using a LiveText Portfolio

LiveText is a required software package for all teacher education programs at California University of Pennsylvania. Beginning in fall 2008, students entering the RSP program were required to purchase, activate and maintain their own LiveText accounts. For the Reading Specialist Program, candidates are required to complete designated survey/forms and create a professional portfolio in LiveText. The professor for each RSP course will assign a Performance Assessment Task (PAT) that must be submitted to LiveText for review. (Additional assignments may be required for submission, at the discretion of the professor.) LiveText may be purchased directly at www.livetext.com or through the University bookstore.

RSP students will also be required to create a RSP Portfolio using Livetext. Included in this portfolio will be artifacts from each course a candidate takes in the program to document the candidate's knowledge of the International Reading Association's six Standards for Reading Specialists. As a requirement for program completion each RSP student will also participate in an individual LiveText Portfolio Interview. For this interview, candidates will present the artifacts, articulate their knowledge of the standards and their ability to apply their learning in their careers as teachers of literacy and as literacy leaders in the field of education.

Two Artifacts for each ILA Standard

At the time of your RSP Portfolio Exit Interview you must have a minimum of two artifacts for each ILA Standard. See **Appendix B** for suggested artifacts from each of the core RSP coded courses.

Written Rationale Statement for each ILA Standard
In preparation for your Portfolio Exit Interview you must write one rationale statement for each ILA Standard.   In this statement you create a rationale for including those particular artifacts under that particular ILA Standard. See **Appendix C** for directions on how to write a rationale statement and to see a sample rationale statement.

How to Purchase Livetext and getting started
Specific directions for purchasing Livetext, submitting artifacts, and creating your RSP Portfolio are included below.

If you had LiveText, last year, as an undergraduate student, you should still be able to use your existing LiveText account: Assuming that you remember your username and password, go ahead and sign in. You may need to use the link on the front page if you forgot your password. You can go to your account information area using the button at the top right of the page. In there, you can update your password, email address, ID numbers, program, graduation date, etc.

If you still can't sign in or remember your information, you will need to call LiveText at 866-LIVETEXT. You may need to pay to re-activate your account depending on how long it has been. (Reactivating your previous account is less expensive than starting a new account).

2.1   Getting Started in LiveText
Purchasing your Account: There are two options:
1. Buy the account at the bookstore (where you can write a check) and use the purchase code you receive to register your account online at www.livetext.com   Go to the website and click "Register Account" to use that code and set up your account.   Note that anything round in your account is a zero - LiveText avoids using capital O to prevent confusion.

2. Buy the account directly online (using a credit card). Go to www.livetext.com and click "Buy online" to start the process.

You do not need to purchase the upgraded account to include the Learn 360. You just need the basic account.

Short video online showing account set up: http://vimeo.com/14222772

Guidelines for registering your account:
- Put in your proper name that matches up to your student information.
- It will ask you to choose a username. We suggest that you use the prefix for your Cal U email address/ D2L account
- You may also want to choose the same password you use for D2L.
- It will ask you to choose your state and then our institution from a list of PA institutions.
- They do use your birth date to match you up to your course registrations here at Cal U so put that in.
- Choose an anticipated graduation date a semester or so after you plan to finish- just in case.
- Use your CWID number for your student ID. That number is eight digits long and you use it to go into SIS and register for classes and such.
- Use your Cal U email address when registering so that you get matched up properly.
- You will need to choose a security question and answer in case you lose your password later.
- Be sure to "agree to the terms" as you do with everything.
- After you click to register, an email will be sent to you welcoming you with your account information at the same time that your password and username appear on the screen. Save them somewhere because you are likely to forget your name and password at some point.

After that you should be able to sign in. There may be a few welcome videos on your main dashboard page.   You will see your education course(s) listed on the right side of the dashboard page. There are help guides built right into the website if you go to the upper right of the page where it says **help.**
LiveText is fairly easy to use. Feel free to play around- it is your account. You have unlimited storage there and it makes a good place to back up work. Make it work for you.

There are informal video demos online at http://vimeo.com/channels/122897

▪▪▪

Submitting an Attachment for your Performance Assessment Task (PAT) Assignment in LiveText

Submit an assignment from your dashboard, or from the assignment area in your course. It just takes a minute.
1) Click to the red "**Submit Assignment**" button to go into the submission area.

2) This takes you to the Submission Page where you can choose what you want to submit and double check what you are doing.

3) Click the tab for "**File Attachment**" Click the button to "**Upload New**" attachments.

4) Browse your computer to find your assignment and open it.   (Make sure the attachment is a file format your professor will be able to open.)

5) Wait about ten seconds until the upload status is "completed."   You will be able to see the attachment listed now.
(If you want to add more attachments, repeat steps 4-5)

6) <u>Double check</u> on the assignment page. Make sure it looks like you uploaded the correct attachment(s) to the correct assignment. Click the green "**Submit Assignment**" button along the top of the red bar.

7) Watch the red bar turn yellow- it will show the status as "awaiting assessment."   You are done.

If you forgot to double check and turned in the wrong thing… Tell your professor. He/ She can go into the assignment to assess you and "Request Resubmission" to reopen the assignment for you.

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2.2 Starting Your RSP Portfolio in LiveText

<u>Start your portfolio only once</u> and then keep adding to it rather than starting many new portfolios and having to copy and move things later.
Steps:

1) To start it the first time: Use the **Documents tab** in LiveText. Click the "**New**" button with the green plus sign.

2) You will then choose a <u>folder</u> and a <u>template</u> as follows:

Graduate Students who are already certified teachers:
- **Reading Specialist Program**: Choose the "Reading Specialist" folder and the template for " RSP Portfolio 2011"

3) After you find the appropriate folder and template, you will give it a name and click to **"Save as a new document"**   Congratulations, you have started your portfolio!

4) You will find it again later in your recent work list on the dashboard page or by using the documents tab and looking at your work.

You should start to put things in right away if you wish. This is a great way to save your artifacts. Simply use the **"edit"** buttons on the top right of a box where you wish to make changes. This will open an editing box where you can type in information, add attachments or digital images, or modify your previous work. After working in an area, you will simply hit the "**Save and finish**" button on the top right of the box to go back into your portfolio.

2.3 Writing a Rationale Statement for RSP Portfolio

Just a Reminder: You will just write one rationale for each standard including information from both artifacts.

To further demonstrate your understanding of each standard and to assist you in appropriately connecting each artifact to the standard of your choice you will be required to write a rationale statement that is no longer than one page in length. Writing a rationale for the first time can be somewhat intimidating. That need not be the case. In fact, rationales have a predictable pattern that makes their composition easier. Try writing a rough draft of your first rationale by following these steps in the order presented. There should be one rationale statement for each ILA Standard.   You should address each artifact within that

one rationale statement. To assist you in writing rationale statements, you should use the following guiding questions as presented in: *How to develop a professional portfolio: A manual for teachers.* (2014):

1. **What is the Experience?** Describe the assignment or experience the artifact represents. Describe the assignment or experience clearly enough to be understood by a reader of your portfolio who is unfamiliar with your work and your class assignments.

2. **What is the artifact?** Identify the artifact. Will you use a letter of recommendation, a lesson plan, a summary, or perhaps a research paper to document this experience? Remember that an experience can be documented with more than one artifact. Make a note of the artifact or collection of artifacts that you intend to use.

3. **So What?** Write about the skills, competencies or understanding that you gained through this experience. Write down all the skills, competencies, or understandings that you gained through this experience. How did this experience or class assignment benefit you and better prepare you for teaching? For some experiences you will have one major gain or outcome; for other more complex experiences such as field experiences in classrooms, you will have many competencies that you gained. Write about how this experience will better prepare you to fulfill the role of a Reading Specialist.

4. **Where and Why?** State the standard in which you are placing the artifact and tell why you chose to place it in that standard. Under what standard will you file this artifact and why there? To answer this question you need to review your list of outcomes in step 4 to see their relation to the standards you are using. Put a circle around the most important thing you learned from this experience. You should file your work under the standard that best connects to the most important benefit of this experience, even if the experience provided a host of other benefits.

5. **Now what?** Share the ways that you might use what you have learned from this experience in your future teaching experiences

(Campbell, Melenyzer, Nettles & Wyman, 2014)

Sample Rationale Statement

Rationale: *ILA Standard 3 Assessment and Evaluation relates to a reading specialist's knowledge of a variety of assessments given to make decisions about instruction in reading and writing. In my coursework I have learned about several forms of assessment such as formal assessment, informal assessment, and curriculum based assessment.   I understand that three important questions should drive my decisions regarding what assessment to utilize: 1) What do I want to know? 2) Why do I want to know it? and 3) What assessment tool will best provide this information?*

I have included several artifacts that document my ability to use a variety of assessments based upon what I want to know and why I want to know it. When I wanted to learn about a student's attitude toward reading I used an Attitude Survey.   I used an Interest inventory when I wanted to plan instruction for a particular student that incorporated topics of interest to that student. I used a curriculum-based running record to determine a student's strengths and needs in fluency. I also implemented an informal reading inventory to gather information about a student's strengths and needs in word recognition, reading fluency, and comprehension to drive instructional decisions.   The Mini Case Study Artifact is a report that I wrote in RSP 702 that summarizes the results of each of these assessments.   It also includes instructional recommendations based upon the assessment data.

I believe these artifacts document my ability to use a variety of assessment tools. It also documents my ability to choose appropriate assessment tools based upon the purpose of the assessment and to use the assessment results to plan appropriate instruction. As a future reading specialist I plan to utilize all types of assessments to make decisions about instruction. I also hope to serve as a resource to others in making appropriate decisions about assessment based upon the three driving questions.

Campbell, D., Melenyzer, B., Nettles, D., & Wyman, R. (2014). *How to develop a professional portfolio: A manual for teachers.* (6th ed.). Boston, MA: Pearson.

Appendix D: LiveText Portfolio Interview
Description, Rubric Evaluation & International Literacy Association (ILA) Standards

C.1 Description of RSP Portfolio Interview

All RSP Candidates must pass the Portfolio Exit Interview to graduate from the program. Each candidate will complete this interview in the last semester of course work for the program. The RSP Portfolio Exit Interview is organized around the ILA Standards for the Reading Specialist. These ILA Standards are listed in Section 6 of this handbook and are included in the rubric for the portfolio interview. Interviews will be conducted by the RSP faculty and are available towards the end of every semester.

At the interview, a candidate will be asked to display his/her LiveText Porfolio containing an introduction and at least two artifacts for each of the six ILA Standards.   In the format of a presentation, the candidate will share knowledge/understanding of each standard and how specific artifacts from each of the standards documents knowledge of that standard and the ability to apply the standard as a reading specialist in both a literacy teacher and a literacy leader position.

The panel of interviewers will be made up of at least two faculty members from the RSP Program and possibly a member(s) of the Childhood Education Department. Computer access to a wide screen will be available with keyboard for candidate use. *(Candidates must have their LiveText access available.)* In the interview following the faculty and candidate introductions, a faculty member will briefly review the process as follows. The candidate will open the LiveText Portfolio to the first standard section and briefly mention the two artifacts contained in this section. The candidate should then take about 5 minutes to share his/her in-depth knowledge of the standard as documented in the selected artifact. It is essential for the candidate to enthusiastically share the artifacts and demonstrate an understanding of how the artifacts demonstrate the ability of the candidate to apply this standard as a teacher of literacy and as a literacy leader supporting other educators. A candidate should use artifacts to clearly articulate understanding of that ILA Standard, the relationship of an artifact to a standard, and most importantly, the knowledge, skills, and ability that a candidate has obtained from that artifact experience and thereby document expertise regarding the ILA Standard for Reading Specialists.

The panel will evaluate a candidate's understanding of each standard and the knowledge and skill articulated during the interview, which demonstrates the candidate's ability to apply each of the standards as a literary teacher and as a literacy leader as a reading specialist. Therefore, it is extremely important for you to spend time preparing for this interview by reviewing each ILA Standard as well as the sub-sections of each standard. The panel is looking for more than generic statements. Evidence that you have a deep and thorough understanding of ILA Standards and sub-sections and that you are prepared to apply your knowledge and skill in the reading specialist roles of a teacher of literacy and as a literacy leader is essential.

Following the RSP LiveText Portfolio Interviews, the RSP Coordinator will send an email to each candidate with the outcome of the interview. The candidate can pass the interview or may be requested to make a second attempt. If a second attempt is necessary, the standard(s) which need to be readdressed will be identified by the coordinator in the original email.

Candidates who do not pass the Portfolio Interview may participate in a second interview. The second interview must be scheduled within two weeks of the first interview. Candidate who do not pass the second attempt, may return the following semester for a third attempt to pass the portfolio interview. Candidate who do not pass the third attempt will not graduate.

C.2 Registration and Preparation for Portfolio Exit Interview

Each semester an email will be sent to all RSP Candidates announcing registration for an RSP Portfolio Exit Interview. Be sure to respond immediately to Dr. Fine (fine@calu.edu) to indicate your intent to participate. Email notice about the date(s) of the interviews will be sent, and it will be essential to confirm your ability to attend the interview on the scheduled time and date.

To prepare for the Interview:

- *Refer to Section 6 the International Literacy Association (ILA) Standards.*

- *Refer to Appendix B for detailed instructions for creating and using a LiveText Professional Portfolio.*
Thorough preparation of your written rationale is very useful in preparing you for your oral presentation. Be prepared to connect each artifact to the numbered evidence within each standard for your interview presentation.

- *Complete RSP LiveText Portfolio:*
  - ➢ Introduction
  - ➢ Rationale (for each of the six ILA standards)
  - ➢ Two Artifacts (for each of the six ILA standards

- *Refer to this list of <u>required</u> RSP portfolio artifacts below:*
  - ➢ **RSP 700** PAT: Instructional Strategies Applications & Reflections - Standard 2: Curriculum & Instruction
  - ➢ **RSP 702** PAT: Classroom Assessment & Coaching Report - Standard 3: Assessment
  - ➢ **RSP 703** PAT: Action Research, Part 1 - Standard 5: Literate Environment
  - ➢ **RSP 704** PAT: Action Research, Part 2 - Standard 5: Literate Environment
  - ➢ **RSP 705** PAT: Theoretical Connection Position Statement - Standard 1: Foundational Knowledge
  - ➢ **RSP 706** PAT: Literacy Leadership Field Report - Standard 6: Professional Learning & Leadership
  - ➢ **RSP 734** PAT: Content Area Comprehensive Lesson Framework - Standard 2: Curriculum & Instruction
  - ➢ **EDU 650** PAT: Sheltered Lesson Plans/ Professional Development - Standard 4: Diversity **-OR-**
    RSP 708 PAT: Literacy Plan for English Language Learners

    (Along with core RSP course Performance Assessment Tasks [PAT] listed above, the ILA standard where the artifact must be included is also noted. The LiveText Portfolio requires two artifacts for each of the six ILA standards. Candidates can use other projects completed in the core RSP courses besides the projects listed and/or projects from other program courses for these additional artifacts. For example, the Professional Development Project seminar is not the performance assessment project for these courses, but this project is planned and prepared by a team of candidates in RSP 703 & RSP 704 and would be an ideal artifact for Standard 6: Professional Learning & Leadership.)

C.3 RSP Portfolio Scoring Rubric

RSP Portfolio Scoring Rubric
Reading Specialist Portfolio Exit Interview

RSP Candidate_____

Portfolio Interview Date_____

Score_____   Pass   Fail

*Candidate must score a minimum of 10 points with no standard earning an unsatisfactory rating.
*Candidates who fail the first interview will be given two weeks to revise any areas of concern as identified by the interview panel and schedule a second interview at which time the candidate can present the standard(s) in question.
*Candidates who fail the second interview are given the one additional opportunity to pass but this cannot occur until the following semester.
*Candidate who fail all attempts will not graduate from the program.

Ratings				
ILA Standard 1	3	2	1	0
ILA Standard 2	3	2	1	0
ILA Standard 3	3	2	1	0
ILA Standard 4	3	2	1	0
ILA Standard 5	3	2	1	0
ILA Standard 6	3	2	1	0

ILA STANDARDS:

 1: Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

 6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Rubric for Portfolio Exit Interview:

ILA Standard	Distinguished 3	Proficient 2	Basic 1	Unsatisfactory 0
1. Foundational Knowledge	Provides outstanding evidence of superior knowledge of the foundations of reading and writing processes and instruction.	Provides adequate evidence of adequate knowledge of the foundations of reading and writing processes and instruction.	Provides limited evidence of knowledge of the foundations of reading and writing processes and instruction.	Provides inadequate evidence of knowledge of the foundations of reading and writing processes and instruction.
2: Instructional Strategies and Curriculum Materials	Provides outstanding evidence of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.	Provides adequate evidence of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.	Provides limited evidence of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.	Provides inadequate evidence of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3: Assessment and Evaluation	Provides outstanding evidence of the ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction	Provides adequate evidence of the ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction	Provides limited evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction	Provides inadequate evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction
4: Diversity	Provides outstanding evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences	Provides adequate evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences	Provides limited evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences	Provides inadequate evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences
5: Literate Environment	Provides outstanding evidence of ability to create a literate environment that fosters reading and writing	Provides adequate evidence of ability to create a literate environment that fosters reading and writing	Provides limited evidence of ability to create a literate environment that fosters reading and writing	Provides inadequate evidence of ability to create a literate environment that fosters reading and writing
6: Professional Learning and Leadership	Provides outstanding evidence of viewing professional development as a career-long effort and responsibility	Provides adequate evidence of viewing professional development as a career-long effort and responsibility	Provides limited evidence of viewing professional development as a career-long effort and responsibility	Provides inadequate evidence of viewing professional development as a career-long effort and responsibility

Standard 1 Evidence:
Candidate: 1.1 Understands major theories and empirical research that describes 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 connection).
1.2 Understands the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3 Understands the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Standard 2 Evidence:

Candidate: 2.1 Uses foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum. Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.

2.2 Uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.

2.3 Uses a wide range of texts (narrative, expository, and poetry) and traditional print, digital, and online resources.

Standard 3 Evidence:

Candidate: 3.1 Understands types of assessment and their purposes, strengths, and limitations.

3.2 Selects, develops, administers, and interprets assessments, both traditional print and electronic, for specific purposes. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)

3.3 Uses assessment information to plan and to evaluate instruction.

3.4 Communicates assessment results and implications to a variety of audiences.

Standard 4 Evidence

Candidate: 4.1 Recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)

4.2 Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3 Develops and implements strategies to advocate for equity.

Standard 5 Evidence

Candidate: 5.1 Designs the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2 Designs a social environment that is low-risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. (Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.)

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

5.4 Uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Standard 6 Evidence

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

6.2 Displays positive dispositions related to their own reading and writing and the teaching of reading of and writing and pursues the development of individual professional knowledge and behaviors. (This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.)

6.3 Participates in, designs, facilitates, leads, and evaluates effective and differentiated professional development programs.

6.4 Understands the influence of local, state, or national policy decisions.