



GRADUATE STUDENT HANDBOOK
California State University Fullerton
Graduate Literacy and Reading Education program
2015-2016



**Graduate Student Handbook
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Program Overview / Requirements

Program Overview

The Literacy and Reading Department at CSUF offers graduate programs of study that lead to: a) the degree of Master of Science, Education with a Concentration in Literacy and Reading; b) the California Reading Certificate (Added Authorization); c) the California Reading/Language Arts Specialist Credential; and d) the Postsecondary Reading and Learning Certificate. In addition, the Literacy and Reading Department offers undergraduate courses in academic reading, vocabulary development, critical reading and thinking, and language and literacy in young children. In an age of increasing demands for a highly literate society, program faculty strive to prepare reading professionals who truly understand how to integrate contemporary theories of reading with sound pedagogical science. Our programs are accredited by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education.

Career Opportunities

- Classroom Teacher
- Reading/Language Arts Teacher
- Early Childhood Education Specialist
- Community College Professor
- Reading Specialist / Coach
- Consultants/Private Practitioners
- Resource Specialists
- District Literacy Coordinators
- Researchers/Writers
- Industrial/Business/Government Employees
- Learning Assistance Coordinator

Programs Offered

- Master of Science in Education with a Concentration in Literacy and Reading (30 units)
- California Reading Certificate (Added Authorization) (15 units)
- California Reading Credential (29 units)
- Postsecondary Reading and Learning Certificate (12 units – online)

Partnerships

Anaheim City Schools
Buena Park USD
Capistrano USD
East Whittier City SD
El Rancho USD
Fullerton SD
Irvine USD
Long Beach USD
Newport-Mesa USD
Paramount USD
Placentia-Yorba Linda USD

Rowland USD
Saddleback Valley USD
Tustin USD
Fullerton Community College
Long Beach Community College
Mt. Sac Community College
Riverside Community College
Saddleback Community College
Long Beach Community College
Orange County Reading Association
College Reading and Learning Association
California Reading Association

Pathways to Careers in Literacy and Reading

<ul style="list-style-type: none"> Classroom teacher with extra certification School level Literacy/Reading Specialist, K-12 	<ul style="list-style-type: none"> District level Literacy/Reading Specialist, Pre-K - 12 Teacher Trainer Literacy Coordinator 	<ul style="list-style-type: none"> Community College Reading Instructor Private Clinician Literacy Specialist for Publishing and Industry
↑	↑	↑
Reading Certificate (Added Authorization)	Reading Specialist Credential	Master of Science in Education, Concentration in Reading
READ 516 (Assessment) READ 536 (Curriculum) READ 514 (Linguistics) READ 507 (Academic Literacy) READ 508 (Foundations)	READ 581 (Intervention) READ 560 (Socio-cultural) READ 585 (Leadership) READ 511 (Research)	READ 595 or 597 (Comprehensive Exam or Project)
15 units	14 units	1 unit
Three years full time teaching experience (not including student teaching, can be completed before, during or after coursework) + Multiple or Single Subject Credential + BA or BS	Three years full time teaching experience (not including student teaching, can be completed before, during or after coursework) + Reading Certificate Coursework (15 units) + Multiple or Single Subject Credential + BA or BS	Reading Specialist Courses (14 units) + CA Reading Certificate Coursework (15 units) + BA or BS
Start Here	Start Here	Start Here

Suggested Sequence of Courses

Semester 1	READ 508 (Foundations)	3 units
	READ 514 (Linguistics)	3 units
Semester 2	READ 507 (Academic Literacy)	3 units
	READ 536 (Curriculum)	3 units
Semester 3	READ 516 (Assessment)	3 units
	READ 511 (Research)	3 units
Semester 4	READ 560 (Socio-cultural)	3 units
	READ 585 (Leadership)	3 units
Semester 5	READ 581 (Intervention)	5 units
	READ 595 (Comprehensive Exam)	1 unit
	Or READ 597 (Project)	

Master's degree completed

Graduate Student Checklist

Getting Started

- ☐ Attend New Student Orientation. At this meeting you will create your Master's Degree Study Plan and receive critical information about expectations for the program, course requirements, to our online course platforms (Titanium), and other general information.
- ☐ Familiarize yourself with Titanium. Valuable resources are located in your courses and in the READ MS Titanium Community.
- ☐ Enroll in READ 514 during your first semester since it is a requirement for the Master's degree, the Reading Certificate (Added Authorization), and the Reading Specialist Credential, and meets the University Graduate Writing Requirement.
- ☐ Prior to beginning your first week of classes, provide evidence of either a valid (current) teaching credential or a live scan. The preferred documentation required when graduate students participate in practicum experiences is a live scan or a copy of a current California credential. These documents can be uploaded to MS READ Community Site in Titanium.

Developing, Filing, and Completing your Study Plan

- ☐ Before the end of your first semester in the program, make a telephone or in-person appointment to create your official MS Study Plan with the Graduate Program Advisor, Dr. Rosario Ordonez-Jasis (rordonez@fullerton.edu). Most Student Plans will be developed during the New Student Orientation.

Note that the MS Study Plan is for the Master's Degree Program only, although all of the courses for the Reading Certificate (Added Authorization) and Reading Credential are included in that Degree Program.

- ☐ You will receive notification from the Office of Graduate Studies when your Study Plan is approved. Be sure to file your approved copy of your Study Plan: This is your contract that if you successfully complete the coursework as stated, you will qualify for the Degree.
- ☐ If you intend to change your choice of READ 595 (Comps), READ 597 (Project) or READ 598 (Thesis), you must contact the Graduate Program Advisor and submit the Change of Study Plan form that is available at the Office of Graduate Studies website:
<http://www.fullerton.edu/graduate/currentstudents/graduateforms.asp>
- ☐ Coursework on the Study Plan normally must be completed in five years. A two-year extension may be granted. Forms to request a two-year extensions are available at the Office of Graduate Studies website:
<http://www.fullerton.edu/graduate/currentstudents/graduateforms.asp>

Meeting Course Requirements

- ☐ Successful completion of coursework includes: taking all courses for a grade (required), earning a grade no lower than C in each course, and maintaining an overall B (3.0) GPA average.
- ☐ If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course. In the event that you need to **withdrawal** from a course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records: <http://www.fullerton.edu/admissions/currentstudent/regulations.asp>
- ☐ Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an Incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.
- ☐ Note that READ 511 is a *prerequisite* for enrollment in READ 560.
- ☐ Note that READ 516 is a *prerequisite* for enrollment in READ 581.
- ☐ Attend the Midpoint Advising after you have have successfully completed READ 511 and READ 516. It is designed to prepare you for your final two semesters in the program by reviewing end-of-program requirements.

Comprehensive Exam, Thesis, or Project

- ☐ Complete EITHER the written Comprehensive Examination (READ 595 – 1 unit) OR the Masters Thesis (READ 598 – 1 unit) OR the Masters Project (READ 597 – 1 unit).
- ☐ **If you plan to do a Project or Thesis:** Be sure to complete a Project or Thesis ***Proposal*** the semester ***before*** you register for READ 597 or READ 598. See additional Project Guidelines in this Handbook.
- ☐ If you opt for READ 597 (Project), rather than READ 595 (Comps), you are required to complete the Project within a maximum of three semesters.
- ☐ **Thesis only-** Submit Thesis to the University Thesis Reader in Graduate Studies and make arrangements for binding, microfilming and publication of the abstract and Thesis in the campus bookstore by the applicable deadline. Deadlines are posted on the Graduate Studies website.
- ☐ **Project and Thesis:** Deposit one library bound copy of the Thesis or Project - with approved advisors signatures - to the Literacy and Reading Department. For binding, contact the Center for Oral and Public History, 3rd floor in library (PLS 363, 657-278-3580)
<http://coph.fullerton.edu/>

Completion of University Level Requirements

- ☐ **You must maintain continuous enrollment through the program. If you are unable to enroll in a given semester, one alternative is to request a Leave of Absence. Guidelines and forms for requesting a Leave of Absence are available at the Office of Graduate Studies website:** <http://www.fullerton.edu/graduate/currentstudents/graduateforms.asp>

- ☐ Another means of maintaining enrollment is to enroll in Graduate Studies 700 through Extended Education (<http://www.fullerton.edu/graduate/currentstudents/graduateforms.asp>) This “course” carries no unit credit and does not require class attendance. It is listed in the class schedule under Graduate Studies; the cost is the same as a regular course. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree unless a Leave of Absence is approved.
- ☐ Apply for a graduation check prior to the beginning of the final semester and no later than the deadline initiating university review and formal approval by faculty. The form is available on your Student Portal. This link provides a quick tutorial:
<https://csufconnect.fullerton.edu/howtoapplyforagradcheck/>
- ☐ If you need to change your graduation date you must fill out and submit an update card. These forms are located in the Office of Graduate Studies:
<https://csufconnect.fullerton.edu/howtochangeagraduationdate/>
- ☐ Watch your campus e-mail and Student Center To-Do List for information on paying for the graduation check once you have applied. A graduation and diploma fee is required. You are not required to pay the graduation fee at the time of application for graduation. However, you will be required to pay the graduation fee to Student Financial Services (UH-180, 657-278-2495) before you can become a candidate for graduation.
- ☐ Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester.
- ☐ Final verification of completion of requirements is sent by the Office of Graduate Studies to the registrar. You will receive notification of the award of the degree from the registrar approximately ten weeks after the end of the semester.

The California Reading Certificate (Added Authorization) and the Reading Specialist Credential

- ☐ **After completing the coursework** for either the Certificate or Credential, you will need to obtain verification of 3 years of full-time teaching experience, and 4 professional references using the forms provided in this Handbook. Two (2) of the references must be completed by faculty in the Literacy and Reading Department, and two (2) must be completed by administrators or teachers within your district or workplace. Be sure to keep copies for your records and submit the originals to Shannon Wilson, Department Program Coordinator (swilson@fullerton.edu).
- ☐ Apply for the Certificate or Credential through the Credential Office **AFTER** completing the necessary coursework. Contact Kristin Nichelini in the Credential Center, in College Park, Suite 740 (657-278-4873), or visit <http://ed.fullerton.edu/cpc/> .
- ☐ A graduate degree Study Plan is different from a clear credential study plan. Contact the Credential Center, in College Park, Suite 740 (657-278-3205) to develop a clear credential study plan if you need to clear you credential. The two plans may overlap.



Commencement

- ☐ Check the official commencement website for updated information - <http://www.fullerton.edu/commencement/>
- ☐ Make appropriate arrangements for your cap, gown and hood rental in Titan Shops, the campus bookstore - <http://www.titanbookstore.com/home.aspx>
- ☐ Commencement ceremonies take place once a year in May.

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate a commitment to fairness, a belief that all children can learn, and an increasing ability to:

Promote Diversity

Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Standards for Continued Participation in Credential Programs at CSUF

Policy One

The credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by having integrity, and being trustworthy, honest, courteous, open-minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be familiar with the professional standards for their field of teaching (California Standards for the Teaching Profession) and literacy (International Literacy Association), as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty. Students who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates' continued participation in credential programs at California State University, Fullerton is dependent upon their understanding of professional standards and their ability to adhere to these standards.

In order to continue to participate in a Credential Program and related Master's Program you must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and fieldwork and student teaching mentors such as master teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0 grade point average. No classes for which grades of C-, D, or F were assigned will be used to meet credential requirements.
- Maintain the standards of your department and/or program.

Credential candidates will be considered for removal from the program if they:

- Exhibit academic dishonesty as defined by the University Catalog.
- Exhibit inappropriate student conduct as defined by the University Catalog.
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors.
- Fail to meet the standards set by the Commission on Teacher Credentialing.
- Fail to behave according to the standards of the profession, public schools, university, department and/or program.
- Fail to demonstrate credentialing competencies.

UPS 300.021: Academic Dishonesty

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student(s) involved. The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. In this meeting, and throughout the process, every effort should be made to preserve the integrity of the educational relationship between instructor and student. The student should be given the opportunity to respond to the complaint. If the violation is discovered during the offering or grading of the final exam, the instructor may assign a mark of "RP" until the instructor has an opportunity for such a meeting. Also because the student may challenge the allegation, he or she must be allowed to attend all classes and complete all assignments until the appellate process is complete. When necessary, such discussion may be conducted by telephone or electronic mail.

However, if circumstances prevent consultation with student(s), the instructor may assign an appropriate academic sanction (subject to student appeal). An instructor who is convinced by the preponderance of the evidence (the greater weight of the credible evidence) that a student is responsible for academic dishonesty, shall:



1. Assign an appropriate academic penalty, including, but not limited to oral reprimand; “F” or “O” on the assignment; grade reduction on assignment or course; or “F” in the course. Factors to take into consideration in assigning a grade sanction include: normative sanctions for comparable acts, severity of the offense (academic gain or potential academic gain if the action had gone undetected), harm or potential harm to other students in the class, premeditation of the act.
2. Report to the student(s) involved, to the department chair, and to the Dean of Students Office, Judicial Affairs, the alleged incident of academic dishonesty, including relevant documentation, actions taken by the instructor including grade sanction, and recommendations for additional action that he/she deems appropriate. The written report should be distributed as soon as possible, preferably within 15 calendar days from discovery, but not later than 30 calendar days after the first day of classes of the regular semester (fall or spring) following the grade assignment.

The Dean of Students Office, Judicial Affairs, shall maintain a disciplinary file for each case of academic dishonesty with the appropriate documentation. Students shall be informed that a disciplinary file has been established and that they have an opportunity to appeal the actions of the instructor under the Academic Appeals Policy. Dean of Students Office, Judicial Affairs may initiate disciplinary proceedings under Title 5, Section 41301 and Executive Order 970. Sanctions which may be assessed include but are not limited to: warning, probation, educational sanctions, removal from academic program, suspension, expulsion, denial of admission or enrollment in university classes including Extended Education.

When two or more incidents involving the same student occur, the Dean of Students Office, Judicial Affairs shall initiate disciplinary proceedings. A student may appeal any sanction assessed for a charge of academic dishonesty under UPS 300.030, “Academic Appeals.” If the Academic Appeals Board accepts the student’s appeal then the disciplinary file will be purged. If a student does not appeal the instructor’s action or if the Academic Appeal Board rejects the student’s appeal the disciplinary file will be maintained in a confidential file in the Dean of Students Office, Judicial Affairs for a minimum of seven years. Disciplinary probation and suspension are noted on the student’s academic record during the term of the probation or suspension. A permanent notation will be made on a student’s academic record if he or she is expelled from the university. A second academic integrity violation usually results in suspension from the university for a period of time.

In order to facilitate due process and to insure that a student knows that academic dishonesty is subject to action, this policy shall be published in the Catalog and Student Handbook. Copies of this policy shall also be available in every department office, the Dean of Students Office, and in the Office of the Vice President for Student Affairs.

EFFECTIVE DATE: June 30, 2010

Supersedes: UPS 300.021 5-6-05

And ASD 06-39

Source: Student Academic Life Committee, Spring, 2010

Advisement Information and Forms

**Study Plan**

Here is a screenshot of the Study Plan



CALIFORNIA STATE UNIVERSITY

FULLERTON

Department of Literacy and Reading Education

Master of Science in Education**Concentration: Literacy and Reading****Study Plan**

Name _____ CWID _____ Date _____

Address _____ Home Phone: _____

ZIP _____ Work Phone: _____

E-mail: _____

The following pre-classification requirements have been met:

1. ☐ BA ☐ BS ☐ Other from _____ Month/Year _____
2. Approved Undergraduate major _____
3. Grade-point average of 3.0 in last 60 units.
4. Grade-point average of 3.0 in academic and related work.
5. Satisfactory departmental application, interview, and four references.
6. Successful teaching or other approved experience.
7. Sufficient background in Reading

Writing Requirement has been/will be met by Read 514.

ALL STATE AND UNIVERSITY REQUIREMENTS ARE TO BE MET INCLUDING FIVE-YEAR LIMIT

<i>Study Plan Requirements</i>	<i>Unit</i>	<i>Grade</i>	<i>Sem/Yr</i>	<i>Ext.</i>	<i>Comments</i>
REQUIRED CORE COURSES (9 units)					
READ 511 Research in Reading and Literacy Education	3				
READ 516 Lit Assessment and Analysis for Instruction	3				
READ 536 Lit Curr: Design, Implementation and Evaluation	3				
CONCENTRATION (20 units)					
READ 507 Literacy in the Academic Disciplines	3				
READ 508 Foundations of Lit: Teaching and Learning	3				
READ 514 Linguistics and Literacy Education	3				
READ 560 Sociocultural Context Lang & Lit for Eng Learners	3				
READ 581 Strat Interventions for Lit Specialists: Practicum	5				
READ 585 Roles of the Literacy Leader/Specialist	3				
COMP EXAM-THESIS-PROJECT (1 unit)					
READ 595 Advanced Studies (Comp Exam) OR					
READ 597 Project OR					
READ 598 Thesis					
Total Units Required	30				

CLASSIFIED STANDING recommended by committee (prerequisites met and Study Plan approved):

Faculty Adviser _____ Date _____

Department Adviser _____ Date _____

Reviewed in Graduate Office _____ Date _____

CLASSIFIED GRADUATE STANDING GRANTED _____ Date _____

Associate Vice President, Academic

Rev. 8/15

Rec'd Graduate Studies Office:

Copies Sent:

Request for Waiver of Prerequisites and/or Major Change in Study Plan

Student's Name _____ CWID _____

Email _____ Telephone _____

Objective (Certificate, MS, Credential) _____

Course _____ Schedule # _____ Semester/Year _____

Check one:

<input type="checkbox"/> Waiver of Prerequisites <u>The current catalog prerequisites for this course are:</u> <u>These are the prerequisites I have not yet passed:</u> <u>I am requesting that these be waived because:</u>	<input type="checkbox"/> Change in Study Plan
---	--

I am requesting this waiver/change because:

Student Signature: _____ Date _____

I approve this request for waiving prerequisites and/or for a major change in the Study Plan because:

Graduate Program Coordinator or Chair Signature: _____

Date _____

*Approved waiver/change is to be placed in the student's file.
 Disapproved waiver/change is to be returned to the student.*

Professional Reference

Name of Candidate: _____

Date: _____

Please rate the Candidate according to your impression of his or her qualifications as a potential reading specialist.

	Superior	Good	Average	Below Average	Doubtful	No opportunity to observe
	5	4	3	2	1	
The Candidate is knowledgeable and competent educator, demonstrating:						
a) a strong foundation of knowledge						
b) an ability to implement effective practice						
b) use of current technologies for teaching and learning						
The Candidate is a reflective and responsive practitioner, who:						
a) advances just, equitable and inclusive education						
b) makes informed decisions						
c) engages in collaborative endeavors						
d) thinks critically						
The Candidate is a committed and caring professional, likely to demonstrate						
a) leadership potential						
b) professional and ethical standards						
c) continuous improvement						

<p>If the Candidate shows expected growth in competency during his or her preparation at CSUF, and if you had an appropriate vacancy in your district, would you consider him or her as a reading teacher, reading specialist, reading clinician, reading consultant, or reading supervisor?</p> <p><input type="checkbox"/> I would give major consideration</p> <p><input type="checkbox"/> I would give some consideration</p> <p><input type="checkbox"/> I would give little or no consideration</p>	<p>Use this space for additional comments; use a separate sheet, if necessary</p>
---	---

Signed _____

Organization _____

City and State _____

Type or Print Name _____

Position _____

When completed, please return this form to the Literacy and Reading Department; College Park Suite 570; California State University, Fullerton; PO Box 6868, Fullerton, CA 92834-6868

**Verification of Teaching Service
toward the
Reading Specialist Credential**

Date: _____

This is to certify that _____ taught at
_____ district, in
the state of _____ for a total of _____ years.

The full-time teaching experience dates were from _____ to
_____, inclusive. The grade levels taught were _____.

School Official's Name

Position

Signature

Date

*When completed, please return this form to the Literacy and Reading Department;
College Park Suite 570; California State University, Fullerton; PO Box 6868, Fullerton, CA 92834-6868*

Literacy and Reading Department Contact Information

<p>Literacy and Reading Department Office 2600 East Nutwood Avenue, College park, Suite 570 Fullerton, CA 92830 657-278-3497 657-278-5518 FAX reading@fullerton.edu</p> <p>Program Coordinator Shannon Wilson swilson@fullerton.edu</p>	<ul style="list-style-type: none"> Questions regarding applications and registration <p>Click to find us on Facebook at: CSUF Department of Reading</p>
<p>Department Chair Dr. Erica Bowers 657-278-5901 ebowers@fullerton.edu</p>	<ul style="list-style-type: none"> Questions concerning department issues
<p>Graduate Program Advisor Dr. Rosario Ordonez-Jasis 657-278-5951 rordonez@fullerton.edu</p>	<ul style="list-style-type: none"> Study Plans Academic Advisement New Student Orientations and Mid-Point Advising
<p>Undergraduate Coordinator Kathryn Bartle Angus 657-278-3735 kangus@fullerton.edu</p>	<ul style="list-style-type: none"> Questions concerning undergraduate programs
<p>Reading Educators' Guild Dr. Brad Biggs, Faculty Liaison babiggs@fullerton.edu</p>	<ul style="list-style-type: none"> Questions concerning alumni membership and activities <p>Click REG to find us on Facebook</p>
<p>HMC Reading Center Dr. Erica Bowers, Center Director Kathryn Bartle Angus, Associate Director Website link: HMC Reading Center (657) 278-3497</p>	<ul style="list-style-type: none"> Information regarding tutoring, assessment and other center business



CSUF Contact Information

CSUF Information Technology Help Desk 657-278-7777	<ul style="list-style-type: none"> • Problems with campus email • Problems with Titanium access
CSUF Registration Help Line 657-278-7601	<ul style="list-style-type: none"> • Problems with registering for classes
Office of Graduate Studies McCarthy Hall 112 (MH-112) 800 N. State College Blvd. Fullerton, CA 92834-9480 (657) 278-2618 http://www.fullerton.edu/graduate/	<ul style="list-style-type: none"> • Leave of Absence • Validation of Outdated Courses • Academic Probation • GRAD 700 • Writing Workshops • Important dates and deadlines • Scholarships
Pollack Library http://www.library.fullerton.edu/ Main campus: Pollack Library Irvine Campus: IRVC1	<ul style="list-style-type: none"> • Research resource (in person and online) • Student Identification cards
Titan Shops/ Bookstore http://www.titanbookstore.com/home.aspx Main Campus: Bookstore Irvine Campus: IRVC1	<ul style="list-style-type: none"> • Books • Course Packets • Titan wear, Logo items • Commencement supplies
Student Health Center Main Campus: Student Health and Counseling Center 657-278-2800 http://www.fullerton.edu/shcc/	<ul style="list-style-type: none"> • Immunizations • Immunization records
Admissions and Records http://www.fullerton.edu/admissions/ Main Campus: LH114 657-278-2300 Irvine Campus: IRVC1 657- 278-1681	<ul style="list-style-type: none"> • Adds and drops • Name Change • Address Change • Graduation Checks
Financial Aid 657-278-3125 http://www.fullerton.edu/financialaid/	
Parking Information 657-278-5374 http://parking.fullerton.edu/	
Cashier's Office Main campus: UH-180 Irvine Campus: IRVC1 117	
Credential Preparation Center, College Park Ste. 740 2600 East Nutwood Ave. Suite 740 Fullerton, CA 92831 (657) 278-3205 http://ed.fullerton.edu/credentials/RLASInstruction.htm	<ul style="list-style-type: none"> • Reading Certificate Application (Added Authorization) • Reading Specialist Credential Application

Course Expectations and Curriculum



Major Course Assignments

*Signature Assignments

**SIGNATURE and KEY ASSIGNMENTS

Course	Papers	Exams	Expectations
507	<ul style="list-style-type: none"> Disciplinary Learner Project: Interview Disciplinary Learner; Text Assessment* Learner Assessment Timeline 		Graduate level, APA papers: analysis, conclusions & recommendations reflect course content and objectives
508	<ul style="list-style-type: none"> Personal Literacy History Case Report Position Paper * 	<ul style="list-style-type: none"> 2/3 Term Exam: short essay, open-ended questions (open notes) 	Graduate level, APA papers: clear thesis & organization
514	<ul style="list-style-type: none"> Self-study of Situational Context Situational Context of a Learner * Theory to Practice Paper 		Graduate level, APA papers: clear thesis & organization; well edited
536	<ul style="list-style-type: none"> Curriculum Investigation with Triangulated Analysis * Curriculum Innovation Proposal 	2/3 Term Exam	Graduate level, APA papers: clear thesis & organization; well edited
516	<ul style="list-style-type: none"> Assessment and Recommendation Summary Report Assessment Artifacts Weekly Assessment Plan/Reflection* Response to Intervention Plan 		Collect & analyze assessment and anecdotal information for diagnostic-prescriptive remediation
511	<ul style="list-style-type: none"> Research Synthesis Essay Research Memos Literature Review ** 	<ul style="list-style-type: none"> Mind Map of Literacy Research 	Graduate level APA Research Proposal: Well developed Lit Review synthesizing previous research, and appropriate methodology described with reasonable limitation/hypothetical timeline
560	<ul style="list-style-type: none"> EL Case Study with literature review, methodology, finding sections and with field notes** Language and Literacy Community Mapping Report Culturally Responsive Literature Report 		Graduate level, APA papers: organized, well-edited, generalizations and review, well-supported conclusions Ethnographic writing Strong theory-to-practice understanding Critical analysis
581	<ul style="list-style-type: none"> Summary Case Report * Weekly Intervention Plans Video Reflection Assessment Chart Pre-intervention Plan 		Identify, interpret & synthesize relevant testing & anecdotal information in meaningful diagnostic-prescriptive terms for effective remediation Videotape lessons for purpose of feedback and reflection
585	<ul style="list-style-type: none"> Resume, Cover and Thank you letters (Professional Preparation) Staff development group presentation School-wide Context, Data & SWOT Evaluation* Instructional Coaching Activity 		Professional quality, APA papers: error-free and written for a variety of audiences Data Analysis Write professional documents that reflect graduate level writing
595	<ul style="list-style-type: none"> Practice papers – one is required Comprehensive Two-Part Exam ** 	<ul style="list-style-type: none"> 2-hour and essay 2000 word paper 	Meets rubric standards, research interpretation and synthesis, well-organized and edited
597	<ul style="list-style-type: none"> Project Proposal Project (Chapters 1-5)** 	<ul style="list-style-type: none"> None 	APA; Meets rubric standards, literature review; well-organized and edited; creation of new product

Updated: 8.31.15

**Standards-Based Curriculum
for the
California Reading Certificate (Added Authorization)**

Reading Certificate Signature Assignment 1: READ 508 Tutoring Assignment		
COE: Conceptual Framework Outcomes 1(b) implement effective practice 2(b) make informed decisions	CTC Standards 4 and 5 (Reading Certificate)	
	Standard 4: Integrating Curriculum Through Fieldwork 4.2 Candidates will work with individuals at early (PreK-3) and intermediate levels of literacy acquisition 4.4 Candidates will work at field sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction Standard 5: Planning, Organizing and Providing Literacy Instruction 5.B1 Candidates have the opportunity to plan and teach lessons to students who are different from the candidate including ethnic, cultural, gender, linguistic and socio-economic differences 5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.	
	IRA Standards 2 and 5 The program provides each candidate with:	
	Standard 2: Curriculum and Instruction 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading- writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of <i>cognitive model of reading</i>).] Standard 5: Literate Environment 5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [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.]	
	Introduced & Reinforced: 508 Weekly Participation Activity	Extended: 507 Tutoring Experience; 516 Literacy Assessment Portfolio
College of Education	COE: Professional Dispositions Expected of Candidates Focus Disposition: #5) Value life-long learning.	



Reading Certificate Signature Assignment 2: READ 514 Situational Context of a Learner		
COE: Conceptual Framework Outcomes 1(c) use current technologies for teaching and learning; 2(a) advance just, equitable and inclusive education	CTC Standards 2, 3, & 6 (Reading Certificate Level) The program provides each candidate with:	
	Standard 2: Promoting a culture of literacy 2.2 The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills; 2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; 2.5 The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	
	Standard 5 : Planning, Organizing and Providing Literacy Instruction 5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21 st Century skills necessary for success in today's global economy.	
	IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:	
	Standard 2: Curriculum and Instruction 2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Standard 4: Diversity 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	
	Introduced & Reinforced: 508 Tutoring Assignment; 507 Method Project	Extended: 516 Theory-to-Practice Cards; 560 EL Case Study Report
College of Education	COE: Professional Dispositions Expected of Candidates Focus Disposition: #3) Think critically.	

Certificate Level

Reading Certificate Signature Assignment: 3

READ 536: Curriculum Investigation and Triangulated Analysis Project

COE: Conceptual Framework Outcomes 3b. Maintain professional and ethical standards 3c. Engage in continuous improvement	CTC Standards 2, 3, 4, & 5 (Reading Certificate Level) The program provides each candidate with:	
	Standard 2: Promoting a Culture of Literacy 2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;	
	Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention 3.2g and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. 3.8 The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	
	Standard 4: Integrating Curriculum through Fieldwork 4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.	
	Standard 5: Planning, Organizing and Providing Literacy Instruction 5.A2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.	
	IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:	
	Standard 2: Curriculum and Instruction 2.1 Use foundational knowledge to design 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.]	
	Standard 4: Diversity 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	
	Standard 5: Learning Environment 5.1 Design the physical environment to optimize students' use of traditional print, digital and online resources in reading and writing instruction.	
	Standard 6: Professional Learning and Leadership 6.4 Understand and influence local, state or national policy decisions.	
College of Education	Introduced & Reinforced: 507, 508, 514, 560	Extended: 585, Master's Project
	COE: Professional Dispositions Expected of Candidates Focus Disposition: #3) Think critically.	

Certificate Level

Reading Certificate Signature Assignment: 4 READ 507: Content Area Literacy Project		
COE: Conceptual Framework Outcomes 1b: implement effective practice 2d: think critically and creatively	CTC Standards	
	2.3	The program provides a strong, coherent, and shared vision of a culture of literacy, developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy, developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy
	3.1	The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the <i>California Preschool Learning Foundations and Frameworks</i> (Volume 1) and the <i>California Reading/Language Arts Framework</i>
	3.2	The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.
	3.5	The program provides opportunities for candidates to learn methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.... (<i>California Model School Library Standards for Students</i>).
	4.2	Candidates will work with individuals and/or small groups of students at intermediate (4 th grade and up) levels of literacy acquisition.
	4.4	The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.
	5.B3	Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.
	IRA Standard	
	2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
College of Education	Introduced & Reinforced: READ 508 Extended: READ 536 and READ 585	
	COE: Professional Dispositions Expected of Candidates Focus Disposition: #3) Think critically.	

Certificate Level

Reading Certificate Signature Assignment: 5 READ 516 Assessment and Evaluation Portfolio	
COE: Conceptual Framework Outcomes 3b: maintain professional and ethical standards 3c: engage in continuous improvement	CTC Standards 2, 3, & 6 (Reading Certificate Level) The program provides each candidate with:
	Standard 2: Promoting a culture of literacy 2.4 and fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.
	Standard 3: 3.3 The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. 3.4 The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program, 3.6 The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring
	Standard 4: 4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. 4.5 Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3
	Standard 5: Planning, Organizing and Providing Literacy Instruction 5.A3 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators. 5.A4 Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.
	IRA Standard 3: Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:



	3.1 Understand types of assessments and their purposes, strengths, and limitations.	
	3.2 Select, develop, administer and interpret 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.]	
	Introduced & Reinforced: 508 Tutoring Assignment	Extended: 581 Clinical Practicum Report
College of Education	COE: Professional Dispositions Expected of Candidates Focus Disposition: #3) Think critically.	

Certificate Level

California Reading/Language Arts Specialist Credential
and
Master of Science in Education, Literacy and Reading
Concentration Degree

Reading Credential Signature Assignment: Literature Review Project COE Key Writing Assignment READ 511: Research in Literacy Education	
COE Conceptual Framework Outcomes 3c. Engage in continuous improvement	CTC Standard 2, 7, 8, 10, (Reading Credential Level) The Signature assignment provides each candidate with:
	<p>Standard 2: Promoting a Culture of Literacy 2.1 The program provides opportunities to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.</p> <p>Standard 7: Research and Evaluation Methodology 7.1 The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.</p> <p>7.4 The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.</p> <p>Standard 8: Advanced Professional Perspective 8.A7 The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.</p> <p>Standard 10: Planning, Organizing, Providing, and Leading Literacy Instruction 10.B1 Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.</p> <p>10.C2 Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8.</p>



	ILA Standard 1 (Standards for Reading Professionals): Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction; 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 6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Through the key assignment, candidates construct their own knowledge of basic research terminology, theoretical frameworks, practical literacy research methodologies, and research process and ethics so that they may successfully research a practical, equity-oriented literacy education question of their choice. Research and writing are iterative, reflective, and social, providing practice in the professional pursuit of knowledge. Focus on an equity-oriented research question of the candidate's choice is intended to promote engagement in learning that will lead to leadership in the field.	
	Introduced & Reinforced: 507, 508, 514,	Extended: 560
	COE: Professional Dispositions Expected of Candidates Focus Disposition: #4. Maintain Professional and Ethical Standards	
College of Education		

Specialist Level

Advanced Credential and Diversity Signature Assignment 7: COE KEY DIVERSITY ASSIGNMENT READ 560 ELL Qualitative Case Study Project		
<div>COE: Conceptual Framework Outcomes</div> <div>2a) advance just, equitable, and inclusive education</div> <div>2b) make informed decisions</div> <div>3a) demonstrate leadership potential</div> <div>NCATE Standard 4: This assignment is a required unit and program assessment that ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves</div>	<div>CTC Standards 7, 8, & 10 (Specialist Credential Level)</div> <div>The program provides each candidate with:</div> <div>Standard 7: Research and Evaluation Methodology</div> <div>7.8 The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.</div> <div>7.9 opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.</div> <div>Standard 8: Advanced Professional Competencies</div> <div>8.B3 how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders</div> <div>8.B4 opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.</div> <div>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</div> <div>10.A1 opportunities to work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.</div> <div>10.A3 Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.</div>	
	<div>IRA Standard 4 (Diversity) & 6 (Professional Learning and Leadership)</div> <div>(Reading Specialist Level):</div> <div>As a result, candidates:</div> <div>4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</div> <div>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</div> <div>4.3 Develop and implement strategies to advocate for equity</div> <div>6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]</div>	
	<div>Introduced & Reinforced: Certificate Coursework; READ 511 Literature Review; READ 514</div> <div>Extended: 581 Case Report; 585</div>	
	<div>COE: Professional Dispositions Expected of Candidates</div> <div>Focus Dispositions:</div> <div>#1) Promote diversity.</div> <div>#3) Engage in collaborative endeavors.</div>	
	College of Education	



Advanced Credential Signature Assignment 8

READ 585: Data Driven Decision Making Assignments

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COE: Conceptual Framework Outcomes 2c) Participate in collaborative endeavors 3c) Engage in continuous improvement NCATE Standard 1: <i>Candidate Knowledge, Skills, and Dispositions:</i> Candidates preparing to work in schools as teachers or other professional school personnel now and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p>	<p>CTC Standards 7, 8, 9, 10 & 11 (Specialist Credential Level) The program provides each candidate with:</p>
	<p>Standard 7: Research and Evaluation Methodology 7.3 The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities. 7.9 The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.</p> <p>Standard 8: Advanced Professional Competencies 8.A2 Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based. 8.B2 Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population. 8.B5 The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.</p> <p>Standard 9: Integrating the Curriculum through Clinical Experiences 9.2 The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to: 9.4 evaluate the current instructional practices and use of district-adopted instructional materials at those locations, 9.6 Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies. 9.7 The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.</p> <p>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction 10.B3 Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs. 10.C3 Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan. 10.D1 Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.</p>
	<p>IRA Standard 1 (Foundational Knowledge) & 6 (Professional Learning and Leadership) (Reading Specialist Level): As a result, candidates:</p>



	1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. 6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. 6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.	
	Introduced & Reinforced: Certificate Coursework; READ 536	Extended: READ 560; 581
College of Education	COE: Professional Dispositions Expected of Candidates Focus Dispositions: #2) Engage in collaborative endeavors #5) Value Life-Long Learning.	

Specialist Level

Advanced Credential Signature Assignment 9 READ 581: Case Report		
<p>COE: Conceptual Framework Outcomes 2b) make informed decisions 2d) think critically and creatively NCATE Standard 3: Field Experiences and Clinical Practice The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.</p>	CTC Standards 8, 9, & 10 (Specialist Credential Level) The program provides each candidate with:	
	<u>Standard 8: Advanced Professional Competencies</u> 8.A4 The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. 8.A5 The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners. 8.A6 The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI ² Tiers 1, 2, and 3.	
	<u>Standard 9: Integrating the Curriculum through Clinical Experiences</u> 9.1 The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8. 9.3 assess the needs of students most at risk of failure, 9.5 implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.	
	<u>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</u> 10.A5 Candidates have an advanced level of knowledge about, and can advocate for resources to support, students' acquisition of the critical aspects of multiple digital literacies for 21 st Century skills necessary for success in today's global economy. 10.B2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.	
	IRA Standard 3 (Assessment and Evaluation) (Reading Specialist Level): As a result, candidates: 3.3 Use assessment information to plan and evaluate instruction. 3.4 Communicate assessment results and implications to a variety of audiences.	
College of Education	Introduced & Reinforced: Certificate Coursework; READ 516	Extended: READ 595 & READ 597
	COE: Professional Dispositions Expected of Candidates Focus Dispositions: #3) Think Critically	

Specialist Level

COE & Literacy and Reading Department's Candidate Assessment System

Literacy and Reading Education (READ) – Advanced Program for Other School Professionals

The Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential programs are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data are collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the program at four transition points (TP).

Transition Points – Key Assessments and Requirements

ADMISSION TO PROGRAM	PROGRAM CONTINUATION	QUALIFYING FOR CULMINATING EXPERIENCE	EXIT FROM PROGRAM
Additional Requirements	Key Assessments	Key Assessments	Key Assessments
<u>All Programs</u> <ul style="list-style-type: none"> ·Baccalaureate from an accredited institution ·Cumulative GPA of 3.0 or GPA of 3.0 in last 60 units 	<u>All Programs</u> <ul style="list-style-type: none"> ·Passing score on READ 511 Literature Review [Passing=4 or better; <4 = red flag letter on file] ·Passing score on READ 560 Diversity Assignment [Passing = ≥ 3 with no 0 or 1 ratings] ·GPA 3.0 (<3.0 = academic probation) ·Mid-point Survey 	<u>Masters/Credential</u> <ul style="list-style-type: none"> ·GPA 3.0 (<3.0 = academic probation) ·9 Signature Assignments <u>Certificate only</u> <ul style="list-style-type: none"> ·GPA 3.0 (<3.0 = academic probation) ·5 Signature Assignments 	<u>Masters only</u> <ul style="list-style-type: none"> ·Passing score on Comp exam (READ 595) [≥4 on program rubric] OR READ 597-Project OR READ 598-Thesis [Passing = ≥ 3 with no 0 or 1 ratings] ·Grade of C or better in all courses with 3.0 overall GPA <u>Credential only</u> <ul style="list-style-type: none"> ·Completion of 29 specified units with a minimum 3.0 GPA <u>Certificate only</u> <ul style="list-style-type: none"> ·Completion of 15 specified units with a minimum 3.0 GPA ·Grade of C or better in all courses with 3.0 overall GPA ·Exit Survey ·Dispositions Assessment
	Additional Requirements		Additional Requirements
	<ul style="list-style-type: none"> -Approved Study Plan (MS Only) -Diversity Survey (All Programs) 		<u>All Programs</u> <ul style="list-style-type: none"> ·4 Letters of Reference – 2 from instructors, 2 from the field (department form)
POST-PROGRAM ASSESSMENTS			
<u>All Programs</u> <ul style="list-style-type: none"> ·Year-Out Program Survey (graduates and employers) 			
<u>Certificate/Credential only</u> <ul style="list-style-type: none"> ·Verification of three years successful teaching experience (department form) ·Verification of Current Multiple Subject or Single Subject credential (documentation on file) 			

Writing Assessment Policy

Purpose:

The two purposes of the Literacy and Reading Education Writing Assessments are to:

- develop proficient writers through assessment and support, and
- provide data for the purposes of program evaluation and improvement.

A similar writing assessment is required of all graduate programs in the College of Education.

Description:

The Literature Review Assignment in READ 511 (Research) and The Language Acquisition Assignment in READ 514 (Linguistics) have been identified as the graduate student writing assessments for Graduate Reading Programs. The final drafts of the writing assignments are assessed.

- The Language Acquisition Assignment in READ 514 fulfills the Graduate Writing requirement and will be taken within the first nine units of the program.
- The Literature Review Assignment in READ 511 will be used as a midpoint assessment of student writing proficiency.
- The same assignment for these assignments will be assessed for all course sections.
- The rubric used to evaluate both assignments is common across the College of Education. The rubric is based on a 6-point scale (5-6 = Exceeds Expectations, 4 = Meets Expectations, 1-3 = Below Expectations).
- Four categories of traits are assessed:
 - Completeness of Response & Quality/Clarity of Thought
 - Organization, Sequence of Ideas/Focus
 - Accuracy of Content/Vocabulary
 - Resources/Support/Examples
- An additional assessment of content is conducted.

Responsibilities of READ 514 and 511 Instructors

Instructors of READ 514 and READ 511 will:

- identify Literacy and Reading program candidates in a given course section
- for Literacy and Reading candidates scoring below 4 on the Literature Review Assignment (511) or Language Acquisition Assignments (514) forward a form letter and a copy of the rubric assessment to the candidate and to the Literacy and Reading Department Graduate Program Coordinator
- forward individual scores on READ 511 Literature Review Assignment for all Reading candidates to the College of Education Assessment Director. (These data will, in turn, be provided to the Literacy and Reading Department Chair.)

Responsibilities of Candidates Determined to be Non-Proficient Writers:

Candidates scoring below 4 on the Language Acquisition and Literature Review Assignments will:

- schedule a meeting with the Literacy and Reading Department Graduate Program Coordinator to develop an approved plan for writing improvement, including specific criteria for satisfactory completion of the plan
- provide documentation to the Coordinator that the criteria for satisfactory completion of the plan have been met, and receive the Coordinator's approval signature on the improvement plan prior to enrollment in READ 507 and READ 581

Resources for Writing Improvement

Plans for the candidate to ensure writing improvement may require that the candidate:

- arrange for and document tutorial help at the University Learning Center or other support center tutorial help at the University Learning Center
- enroll in and successfully complete a composition course, e.g., English 301
- demonstrate improvement by submitting a subsequent course writing assignment to the Literacy and Reading Department Graduate Program Coordinator prior to enrollment in READ 581
- demonstrate improvement by completing a supervised writing sample assignment

Evaluation Criteria for Writing Assignments: (READ 514/511)

Content, Structure, & Style	Exceeds Expectation (5-6)	At Expectation (4)	Below Expectation (1-3)
Completeness of Response & Quality/Clarity of Thought	Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.	May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support
Organization, Sequence of Ideas/Focus	Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.	Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident	Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.
Accuracy of Content/Vocabulary	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources
Resources/Support/ Examples	Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic	Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided	Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided

Notice of Non-Proficient Writing

Student Name: _____ **CWID:** _____ **Semester/Year:** _____

Dear Literacy and Reading Program Candidate,

Your overall average score on the writing assessment for READ 514 (Linguistics) or READ 511 (Research) was below the “meets expectation” level (< 4). Writing proficiency is important to your success as graduate program candidate, and Literacy and Reading Department faculty support your commitment to obtain the assistance needed to meet the standard of writing expected in graduate courses.

A copy of this letter and a copy of the rubric assessment of your writing have been forwarded to the Literacy and Reading Department’s Graduate Program Advisor. It is your responsibility to schedule an appointment with the Graduate Program Coordinator to identify ways to improve and to demonstrate that improvement. Failure to do so may result in your being barred from enrolling in further classes.

READ 511/514 Instructor

Date

A plan must be developed in consultation with the Literacy and Reading Department Graduate Program Advisor. The plan must include specific criteria for completion, and be must be successfully completed prior to enrollment in READ 516/581. Sample plans are described below; other individualized plans may be developed as approved by the Advisor.

- ☐ Candidate will arrange for and document tutorial help at the University Learning Center or other support center, and provide a list of writing proficiencies addressed and improved.
- ☐ Candidate will enroll in and complete a composition course, e.g., English 301, and receive a grade of B or above.
- ☐ Candidate will identify a writing assignment in the following semester’s planned coursework to be competed with a grade of B or higher.
- ☐ Other _____

Note: Failure to complete a plan for writing improvement may result in the candidate being placed on academic probation until writing performance is satisfactory.

Approval of Improvement Plan:

 Graduate Program Advisor

 Date



Approval of Documented Improvement: _____

Culminating Options for the Masters Degree

One of the following classes must be selected as a culminating experience for the Master of Science Degree. The Study Plan will reflect the option selected. You may change your Study Plan exit option by filing the Change of Study Plan form.

- 1. Comprehensive examination.** Register for Read 595 Advanced Studies for one unit. This course is taken during the final semester in the program. It is a capstone experience that requires you to draw on the knowledge and experience gained over your program to answer two questions. The class meets for the first six weeks of the semester. At the last class meeting a take-home question is distributed. The response to this question will be a 2000 word paper, fully referenced (APA). The take-home response is submitted after two weeks. A second question is given. This “in-class” question response is provided during a timed two hour exam session. The in-class portion of the exam is usually held in a computer lab. Responses may be word processed or hand written.

Students wishing to demonstrate proficiency in a constrained time frame may prefer the comprehensive exam option. Read 595 provides an opportunity to organize and view course work into a cohesive whole that extends understanding of theory and practice.

- 2. Professional Project.** Register for Read 597 Project for one unit. This course should be enrolled in during your final semester. It will be your capstone course for the program. Projects are informed applications of knowledge developed during your program. The emphasis is on practical application and may include curriculum development, action research, audiovisual production, or policy development. The target audience is the school community (teachers, parents, administrators). Students selecting this option should plan to write and submit a project proposal the semester **before** registering for Read 597. See the next section for additional information about the project.

Students wishing to provide a concrete practical application of their knowledge that advances current professional practice may prefer this option. Students work closely with a project advisor to create their product.

- 3. Thesis.** Register for Read 598 Thesis. This course should be enrolled in during your final semester. It will be your capstone course for the program. A thesis involves scholarly research. It involves qualitative or quantitative research methods and statistical analysis. The audience for a thesis is the academic and scholarly community. Students selecting this option should plan to write and submit a thesis proposal the semester **before** registering for Read 597.

Students who have determined a research agenda and who are planning on pursuing a doctoral degree may prefer this option. Students work closely with a thesis advisor and committee member(s) to create to conduct their research. An oral defense is the final step of a thesis.

**Pros and Cons of the Exit Options:
READ 595 Comprehensive Exam & READ 597 Project**

READ 595 Comprehensive Exam

This capstone experience requires you to draw on the knowledge and experience gained throughout your program. The class meets for the first five weeks of the semester. At the last class meeting a take-home question is distributed. The response to this question will be a 2000 word paper, fully referenced (APA). The take-home response is submitted after two weeks. At that time, an in-class session is scheduled, and a second question is given in a timed two-hour exam session. The in-class portion of the exam is usually held in a computer lab. Responses may be word processed or hand written.

Pro	Con
<ul style="list-style-type: none"> - The time frame is externally established you will complete in 7 weeks. - The class provides opportunity to review the knowledge you have acquired, and to and to organize it into a cohesive whole that extends understanding of theory and practice. - The class provides the opportunity to practice writing in response to the type of essay question that will be given in the take-home and the in-class portions of the exam. - Exam questions focus on practical applications of knowledge. - There is a high pass rate – approximately 90-95% on first attempt. - If you do not pass one of both parts of the exam, you will be given the opportunity to re-take the section(s). 	<ul style="list-style-type: none"> - This is a “high-stakes” test. However, failed part(s) may be re-taken. - The in-class portion is closed book/notes, and timed (2 hours). - The nature of the exam may cause anxiety.

If you would like to learn more about the Project, and get the perspective of students who have completed Read 595, please view the following two YouTube videos:

- <http://www.youtube.com/watch?v=hvSzFz4glaA>
- <http://www.youtube.com/watch?v=okBkh3IODE0>

READ 597 Project

This capstone course is an opportunity to apply the knowledge and information gained throughout the program in a practical application Project. Projects focus on areas such as curriculum development, action research, professional development, audiovisual production, family literacy programs, curriculum guides, or policy development. The target audience is the school community. The Project is completed independently, under supervision of your project advisor. Students selecting this option should plan to write and submit a project proposal, including a timeline, the semester before registering for Read 597. The Project write-up is a 5-chapter, APA style paper.

Pro	Con
<ul style="list-style-type: none"> - This option permits you to pursue a topic of personal interest. - The experience culminates in a tangible produce in the form of a bound book. - The process is self-paced. - The independent nature of the process is good preparation for students who may be pursuing PhD study in the future. - There is a high pass rate – approximately 90-95% on first attempt. - If you do not pass one of both parts of the exam, you will be given the opportunity to re-take the section(s). 	<ul style="list-style-type: none"> - This option requires successful self-pacing and self-motivation. - The Project often takes more than one semester to complete.

If you would like to learn more about the Project, and get the perspective of students who have completed Read 597, please view the following three YouTube videos

- <http://youtu.be/vzBS90zLSYw>
- <http://youtu.be/18za9xFyvT0>
- <http://youtu.be/nJ3kt3RyUSQ>

Evaluation Criteria for the Comprehensive Exam Questions (READ 595)

Content, Structure & Style	Exceeds Expectation (90-100%)	At Expectation (80-89%)	Below Expectation (70-79%)
Completeness of Response & Quality/Clarity of Thought	Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.	May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presents generalizations without adequate and appropriate support
Organization, Sequence of Ideas/Focus	Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of one area is complete before transitioning to another.	Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas is made evident.	Few clues are used so that text organization is a challenge to the reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with the flow of ideas.
Accuracy of Content/Vocabulary	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources.
Resources/Support/Examples	Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic	Ideas are generally supported by professionally sound resources; however, only general resources are repeatedly cited; too few or too many examples are provided.	Few resources are presented or resources cited are limited to class texts; examples are given but no definitions or explanations are provided.
Mechanics/APA	Free from errors in grammar, usage, and mechanics. APA style is used correctly with no exceptions.	May have a few errors, but generally demonstrates control of grammar, usage, and mechanics. No more than three instances of incorrect use of APA style.	Has an accumulation of errors in grammar, usage, and mechanics that frequently interferes with meaning. Has four or more instances of incorrect use of APA style.
Introduction & Conclusion	Introduction is succinct, yet complete, stating the question, providing background information, and giving the direction the paper will take; the conclusion summarizes the highlights of the paper and draws a conclusion about the content.	Introduction simply restates the question or contains too much information; conclusion is brief, containing a summary of the question and highlights.	Introduction is brief and/or insufficiently stated so that the question and/or organization of the paper is not made clear to the reader; no conclusion or summary is present, or the question is simply restated as the conclusion.

Department of Literacy and Reading Education: READ 597 Steps in Writing a Masters Project

The Masters project includes a creative or pragmatic product and a theoretical defense of the product. The product might be writing a children's book, creating a new assessment tool, developing interdisciplinary unit lesson plans, assembling information for forming a reading center, developing a handbook for family literacy programs, or any other product of interest to you. Many people utilize the work they have done in other classes and expand it into a complete project. Others have turned a school-based assignment into a project for their degree. The following steps are recommended for completing your project.

1. ***Obtain the READ 597 code number and register through the normal process.*** You will take READ 597 for one (1) unit. It is recommended that you officially enroll in the course the semester that you will complete the project. You can work on the project before official enrollment under the guidance of your advisor. The project proposal is due the semester before you register for READ 597. If you do not complete the project the semester you enroll you will receive an "in progress" grade. Remember that you must be officially enrolled the University the semester your project is completed in order to receive a graduation check. Non-enrollment during the final semester disqualifies you from using the university facilities, including the library. You must maintain continuous enrollment in the university in order to graduate.
2. ***Meet with you project advisor.*** The instructor assigned to READ 597 will normally coordinate the project. You will work closely with this person throughout the project process. The responsibility of the advisor is to give you direction, guidance and support. Use this person to answer questions, direct your efforts or act as a sounding board for your ideas.
4. ***Write the proposal for your project.*** The formal proposal is a means of introducing your project advisor to the particulars of your project. It should be relatively brief (5-7 pages) but specific enough to give the advisor the information he/she will need to help you form the components of the project. The proposal that you submit may get altered in the process of discussing your ideas but after discussing it with the advisor, you should have a fairly concrete idea of what the project will involve. The project proposal is due the semester prior to enrolling in READ 597.

The proposal should include the following sections:

- a. **Statement of purpose.** This should be a short (2-3 paragraphs) statement of the purpose to alert the committee to you intent and direction.
- b. **Review of related literature/research.** This section provides the theoretical defense for your project. It should cover the research/literature on the major areas related to your topic. This section convinces the committee of the need for the product, and assures the members that you understand the topic you are developing. Note: This section usually becomes the second chapter of your project, so it needs to be well-developed and well-documented.



- c. Detailed description of the project. This section should include an explanation of why the project is significant and the specifics of the project (intended population, topics, purpose, etc.).
 - d. A timetable. This section should include a schedule for completing each of the parts of the project so your advisor can anticipate when you will need their attention to your work.
 - e. A bibliography. This section will include all of the resources you have used in your writing thus far.
5. ***Submit a copy of your proposal to your project advisor.*** Electronic copies (no cut and paste or handwritten copies will be accepted) should be submitted to the advisor the semester before you enroll in READ 597. Your advisor will offer suggestions, modifications, and cautions. Electronic copies of the proposal will be returned to you with the individual committee members' comments for your consideration. One copy will be kept on file in the committee advisor's office.
 6. ***Begin independent work on your project.*** Once the proposal has been approved, you will want to begin the product portion (Chapter 4) of the project as well as the first parts of the theoretical section (Chapters 1-5).
 7. ***Consult with your advisor.*** The advisor's responsibility will be to answer your questions and guide your independent work. Seek your advisor's help whenever needed. Please note that either a face-to-face or online "real-time" class meeting with other READ 597 students will be scheduled twice each semester and your attendance is required.
 8. ***Complete the final project.*** See descriptions of the required contents of Chapters 1-5 on the following pages. It is recommended that you submit your project in "chunks" to your committee members in the following order: Chapter One and Two, Chapter Four, and then Chapters Three and Five (Please contact Project Instructor for Project Handbook)
 9. ***Submit the final draft copies.*** Submit a copy of your final draft to the advisor. It is suggested that you submit copies of the title page in advance so that faculty can provide you with original signatures on those pages when they approve your final project. Suggested deadlines for submission of final draft are early December for the fall semester and early May for the spring semester.
 10. ***Submit the complete project.*** One library bound copy is required for the Department. You may want to bind another one (or more) for your own use. Please contact the Center for Oral and Public History on the 3rd floor of the library (PLS 363) for project binding (657-278-3580/ COPH@fullerton.edu). After the submission, the project advisor will submit a final grade card for you and inform the Graduate Office that your project is completed.



Evaluation Criteria for the Project: Part I (READ 597)

TOTAL SCORE: /4

EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: READ PROJECT				
Type of Culminating Experience: Read Project				
Special Requirements: Project proposal has been approved by READ 597 Faculty Advisor				
CONTENT				
Writing Trait	Exemplary 4	Satisfactory 3	Minimal 2	Unsatisfactory 1
Completeness ____/4	Includes all 5 required chapters of the project, as outlined in the Project Handbook. - Each chapter is balanced in terms of the attention devoted to each chapter.	Includes all 5 required chapters of the project, as outlined in the Project Handbook. - Each chapter is fairly well balanced in terms of the attention devoted to each chapter.	The project may fail to address one or two major areas of the project, as outlined in the Project Handbook. - The coverage of the different chapters is uneven (i.e., one chapter is fully addressed, yet another chapter is sketchy or incomplete. Or, all chapters are covered too briefly.)	The project fails to follow the guidelines established in the Project Handbook.
Content ____/4	Content is comprehensive/accurate/persuasive Displays an understanding of relevant theory - Information is accurate and correctly attributed to credible sources. - Writer has gone beyond course readings for resources - Professional terms are used appropriately throughout. - APA format/style is consistently used throughout (90%).	Content is comprehensive/accurate/persuasive - Displays an understanding of relevant theory - The information is generally accurate. Some of the sources referenced may be weak. - Writer may be overly reliant on course readings for resources - Most professional terms are used appropriately. - APA format/style is generally used throughout (80%).	Content is not particularly convincing. - Understanding of relevant theory is suspect. - The information contains some significant inaccuracies. Some of the sources referenced are incorrect. - Writer is wholly reliant on course readings for resources - There is some use of professional terms; some may be used appropriately. - APA format/style is used throughout (65%).	The content is not convincing and fails to meet the expectations outlined in the Project Handbook.
Significance/Theoretical Approach/Framework ____/4	The project has a clear connection with current research. - Background research is well developed, explained, and focused. - Writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing the topic under study.	The project has a connection with current research. - Background research is developed, explained, and focused. - Writer analyzes and synthesizes theory/practice.	The project has a poor connection with current research. - Background research is poorly developed and explained and may lack a specific focus. - Writer fails to analyze and synthesize theory/practice.	The project lacks a solid connection with research.
Process ____/4	There is clear, consistent, and convincing evidence of steady progress toward completion. - The candidate communicated regularly with the project advisor and completed multiple revisions.	There is clear evidence of steady progress toward completion. - The candidate communicated with the project advisor regarding revisions.	There is limited evidence of steady progress toward completion. The candidate sporadically communicated with the project advisor and some of the meetings were procedural, not substantive.	There is little to no evidence of steady progress toward completion. - The candidate met with the project advisor only once or twice regarding the project.

Evaluation Criteria for the Project: Part II (READ 597)

STRUCTURE OF THE WRITING				
Writing Trait	Exemplary 4	Satisfactory 3	Minimal 2	Unsatisfactory 1
Organization ____/4	Structure is clear, logical, and easy to follow - Conclusions/recommendations follow logically from the data.	Structure is clear, logical, and can be followed - Conclusions/recommendations follow from the data.	Structure is unclear, illogical, and cannot be easily followed - Conclusions/recommendations do not follow logically from the data.	The project is disorganized. There is little structure to help the reader follow the ideas. - The Project Handbook has not been followed.
Focus ____/4	The project remains focused on the research question(s). - The text keeps the reader focused by indicating how all chapters are related to the research question(s).	The project is generally focused but may include a few unrelated ideas. - The text keeps the reader generally focused by indicating how the chapters are related to the research question(s).	The project generally lacks a focus. Many unrelated ideas are presented. - The text includes ideas that are peripherally or vaguely related to the research question(s).	The project lacks a focus. - The text includes ideas that relate very poorly (or not at all) to the research question(s).
Quality of Writing ____/4	It is clear that the project has been proofread and there are no grammatical and/or editing errors in the text. - Sentences are complete, clear, and concise - Sentences are well-constructed with consistently strong, varied structure - Transitions between sentences/paragraphs/sections help maintain the flow of thought - Words are precise and unambiguous - Tone is appropriate to audience, content, and assignment. - APA use is excellent	The project has been proofread but there are a few grammatical and/or editing errors throughout the text. - Word choice and other decisions suggest that the writer has been fairly careful in the construction of the research report. - APA use is good	It is not clear that the project has been proofread due to the grammatical and/or editing errors throughout the text. - Word choice and other decisions suggest that the writer has not been careful in the construction of the research report. - APA use is adequate	The project has clearly not been proofread and contains numerous grammatical and editing errors throughout the text. - APA use is poor
Originality ____/4	Research is adequate/timely - Very interesting approach to the research topic. - The reader's interest is maintained throughout the entire paper.	Generally sound project with many interesting ideas presented. - The reader's interest is maintained throughout most of the paper.	The project includes few interesting ideas. - The writing is not compelling, although there are a few places that hold the reader's attention.	The project lacks interesting ideas. - The writing is dull with little or no reader appeal.

Resources and Research

Resources for Literature Reviews

When preparing a Literature Review, be aware of what you are reading and how that sort of reading can contribute to your exploration of your issue. Here is a rough overview of several types of articles in the field of education.

Research Reports: These formally report data that the author has collected to answer particular questions. They generally include Statement of Problem Review of Relevant Literature, Method of Data Collection (including pertinent details of research site) and Data Analysis, Findings and Interpretation of the Findings.

Research Reviews: These summarize research done on a particular topic. You should cite the review in your own paper. If you want to cite (refer to) individual studies the author has discussed, read them yourself: you don't want to be dependent upon someone else's interpretation. Research reviewers generally point out areas of agreement or disagreement among researchers and discuss implications for teaching.

Essays: These papers discuss (without going into all the details of a formal research report) the author's own experiences or those of others in order to make a point.

Theory and Practice Pieces: These are a kind of essay. These authors might report on observations made in their own or others' classrooms that verify or call into question current thinking about an aspect of language teaching and learning.

Following are a few sources of information in the field of Literacy and Reading:

Edited Books:

McCardle, P. & Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Baltimore, MD: Paul H. Brooks Publishing.

Farstrup, A. & Samuels, S. J. (Eds.). (2003). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

Kamil, M., Mosenthal, P., Pearson, P. D. & R Barr (Eds.). (2000). *The handbook of reading research: volume III*. Mahwah, NM: Lawrence Earlbaum Associates.

Journals of the International Reading Association (IRA)

- *Reading Research Quarterly* (primarily experimental research studies)
- *The Reading Teacher* (preschool-middle school)
- *Journal of Adolescent and Adult Literacy* (secondary education)
- *Thinking Classroom* (international journal of theory and practice)
- *Lectura y Vida* (literacy in the Spanish-speaking world)

Journal of the Literacy Research Association (LRA)

- *Journal of Literacy Research* (preschool-adulthood)



Journal of the National Association of Multicultural Education

-*Multicultural Perspectives* (articles, reviews, program descriptions, and other pieces by and for multicultural educators and activists around the world)

Journal of the California Association for Bilingual Education

-*Multilingual Educator* (articles, reviews, program descriptions related to bilingual/bicultural education)

Journals of the National Council of Teachers of English (NCTE)

- *Research in the Teaching of English* (research journal)
- *Language Arts* (preschool-middle school theory and practice mainly)
- *Voices in the Middle* (middle grades)
- *English Journal* (secondary theory and practice primarily)
- *College Composition and Communication* (research articles)
- *College English* (theory and practice)
- *English Education* (teacher education across levels)

Journals of the California Reading Association (CRA) - *Research in the Teaching of English*
(research journal)

- *The California Reader* (a quarterly publication; focus on California; mainly theory to practice articles, teacher-as researcher pieces, and opinion pieces, K-12)

Journals of the National Association for the Education of Young Children (NAEYC)

- *Young Children* (birth to age 8; primarily theory to practice articles but also includes good research reviews)

Journals of the American Educational Research Association (AERA)

- *American Educational Research Journal*
- *Review of Educational Research*

Journals of SAGE Publications

- Journal of Early Childhood Literacy*
- Journal of Literacy Research*

The Advocate (includes both theory to practice articles on children's literature and discussions of policy issues)

Education Index (reference for education related articles)

ERIC (another library reference on education materials; the source for non-published government reports and conference papers)

Current Index to Journals in Education (CIJE)

Resources in Education (RIE)

Compiled by Dr. Rosario Ordonez Jasis updated August 2015



Department of Literacy and Reading Education

Key Theorists

Program-Wide

Professional Education Standards: The CTC Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential provide the framework for program design and evaluation.

Teaching Performance Expectations: Coursework is also aligned with the California Standards for the Teaching Profession and [Teaching Performance Expectations](#). Based on research and grounded in practice, expectations focus on understanding and organizing subject matter for student learning; developing as a professional educator; creating and maintaining environments for student learning; planning and organizing instruction; engaging and supporting all students in learning; and assessing student learning.

Professional Organizations: The Reading Specialist Credential and the Reading Certificate (Added Authorization) is informed by the professional standards of the International Reading Association. See for example:

- International Literacy Association & National Council of Teachers of English (2010). Standards for the assessment of reading and writing. Retrieved from <http://www.reading.org/general/currentresearch/standards/assessmentstandards.aspx>
- International Literacy Association (2010). Standards for reading professionals. Retrieved from <http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

Content Standards and Frameworks: The philosophy of the California Frameworks for K-12 is the foundation for teacher preparation.

Just, Equitable, and Inclusive Education: Our program focuses on the need to prepare teachers to become advocates for students and their families. Taking an approach that focuses on issues of social justice, diversity, and inclusiveness, the Literacy and Reading Program encourages candidates to take critical stances in their literacy instruction and pedagogy.

- Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York: Teachers College Press.
- Green, S (2008). *Literacy as a civil right: Reclaiming social justice in literacy teaching and learning*. New York: Peter Lang Publishing.

Online Learning Environments: Our courses are delivered both face-to-face and WEB-based. Palloff and Pratt (1999) have developed a practical, hands-on guide to help faculty create virtual classroom environments that facilitate student interaction. Ideas in the text serve as foundational concepts for online instruction by our faculty.

- Palloff, R. M. & Pratt, K. (1999). *Building learning communities in cyberspace*. San Francisco, CA: Jossey-Bass.

READ 508 FOUNDATIONS IN LITERACY: TEACHING AND LEARNING

1. **Nell Duke**, a foremost researcher in reading comprehension, shares study findings which highlight best practices for teaching reading comprehension. In addition, the goal of the paper is to describe proven techniques for teaching comprehension along with how to incorporate these into a balanced program of comprehension instruction. Finally, she shares a model for comprehension instruction.

- Duke, N. (2008). Effective practices for developing reading comprehension. *Journal of Education*, 189, 107-122.

2. **Richard Allington**, a foremost researcher in the field of reading, shares research findings regarding effective practice for teaching beginning reading. He also shares what the research says about teaching practices that should be eliminated. He makes a strong point on what practices work best for struggling readers.



- Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520- 530.
3. **David Pearson** has written extensively about explicit comprehension strategies that have proven most effective, including prediction, questioning, graphic text representation, think alouds, and summarization.
- Pearson, P.D., & Johnson, D. (1978). *Teaching reading comprehension*. New York: Holt, Rinehart & Winston.
 - Pearson, P.D., & Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

READ 514 LINGUISTICS AND LITERACY INSTRUCTION

4. **J.P Gee** situates reading within a broad perspective that integrates work on cognition, language, social interaction, society, and culture. In his book, he argues that reading and writing cannot be separated from viewing, speaking, listening, and interaction, on the one hand, or using language to think about and act on the world, on the other. In this text, Gee also introduces social languages and discourse as relevant aspects to learning literacy.
- Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses*. Bristol, PA: Taylor & Francis.
5. **Brian V. Street**, who has been instrumental in the formation of New Literacy Studies, brings to the field of literacy a renewed convergence between semiotics and communication, in particular the work of Gunther Kress, and situated approaches to literacy, in particular the work of David Barton in England. His pioneering contribution to the ideological model of literacy provides a solid foundation for understanding literacy in its situated, political, and historically mediated contexts. Key texts include:
- Street, B. (2003). “What’s ‘new’ in New Literacy Studies? Critical approaches to literacy in theory and practice.” *Current Issues in Comparative Education* 5(2), pp. 77 – 91.

READ 507 LITERACY IN THE ACADEMIC DISCIPLINES

6. **Elizabeth Moje**, who draws from sociocultural approaches to literacy development. Her earlier work pushed the boundaries of 1980s “content area literacy” instruction, by looking at literacy practices in and outside of school settings. More recently, she has been a major contributor to *disciplinary literacy*, that is field specific literacies bound to each discipline. Key readings include:
- Moje, E. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A Call for change. *Journal of Adolescent & Adult Literacy* 52(2), pp. 96 – 107.
7. **Timothy and Cynthia Shanahan** argue that “disciplinary literacy” — advanced literacy instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. This position moves beyond the concept that *every teacher should be a reading teacher* and instead approaches literacy from the perspective that experts in different content areas access text materials in different ways. Their work suggests that teachers should teach students to use the strategies and techniques used by various content experts.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–61.

READ 536 LITERACY CURRICULUM: DESIGN, IMPLEMENTATION AND EVALUATION

8. **Ray Reutzel and Sarah Clark** provide explicit examples of how to set up a classroom to support literacy instruction. They do this by breaking down elements of effective literacy instruction and sharing where/how a classroom should be designed to meet to provide excellent instruction for that element. They emphasize that often the classroom environment can be an impediment to effective instruction. They go so far as to incorporate how to collect, manage and analyze student work samples so that instruction is maximized.
- Reutzel, R. D. & Clark, S. (2011). Organizing literacy classrooms for effective instruction: A



survival guide. *The Reading Teacher*, 66(2), 96-109.

9. **Lev Vygotsky's** theoretical framework is that social interaction profoundly influences cognitive development. Another aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. Increasing social interaction in classrooms will facilitate language learning as well as concept attainment in content classrooms.

- Dixon-Krauss, L. (1996). *Vygotsky in the classroom: Mediated literacy instruction and assessment*. NY: Longman.

READ 516 LITERACY ASSESSMENT AND ANALYSIS FOR INSTRUCTION

10. **Victoria Risko and Dolores Walker-Dalhouse** provide a rationale for using assessment to make informed teaching decisions. It also makes an argument for using classroom based assessments which assess more than a single skill. The article defines formative assessment and then provides instruction on how to design multimodal assessments.

- Risko, V. J. & Walker-Dalhouse, D. Making the most of assessments to inform instruction. *The Reading Teacher*, 63(5), 420-422.

11. **Edwin Teale** describes the current state of assessment at most urban schools and then recommends that it be reconsidered so that it will improve instruction for the children who are served. He shares his belief that in most cases assessment was being done for the sake of assessing. He then makes suggestions for what would improve the current situation.

- Teale, W. H. (2008). What counts? Literacy assessment in urban schools. *The Reading Teacher*, 62(4), 358-361.

READ 511 RESEARCH IN READING AND LITERACY EDUCATION

12. **John Guthrie's** primary contributions are his work on reading engagement. He describes motivation as including embracing challenge, satisfying curiosities, and expanding a sense of self-efficacy. These processes generate energy for cognitive activities. Motivation, he believes, emerges along with cognitive, conceptual, and social/cultural aspects of the literate individual, and engagement refers to their confluence. His CORI model of instruction emphasizes motivational and cognitive aspects of engagement.

- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. Kamil, R. Barr, P. Mosenthal & D. Pearson. *Handbook of reading research, Volume III*. (pp. 403-422). New York: Longman.

READ 560 THE SOCIOCULTURAL CONTEXT OF LANGUAGE AND LITERACY FOR ENGLISH LEARNERS

13. **Rebecca Rogers** demonstrates the "power and potential of educators working together to use literacy practices that make changes in people's lives, this collaboratively written book blends the voices of participants in a teacher-led professional development group to provide a truly lifespan perspective on designing critical literacy practices. It joins these educators' stories with the history and practices of the group K-12 classroom teachers, adult educators, university professors, and community activists who have worked together since 2001 to better understand the relationship between literacy and social justice. Exploring issues such as gender equity, linguistic diversity, civil rights and freedom and war, the book showcases teachers' reflective practice in action and offers insight into the possibilities and struggles of teaching literacy through a framework of social justice."

- Rogers, R., Mosley, M., Kramer, M.A. (2009). A framework for critical literacy across the lifespan: A case study of the literacy for social justice teacher research group (pp. 20-32). In R. Rogers, M. Mosley, and M.A Kramer (Eds.), *Designing socially just learning communities: Critical literacy education across the lifespan*. New York: Routledge.

14. **Louise Rosenblatt** introduced the theory of Transactional Reading which maintains that both reader



and text are essential to the making of meaning. The reader is active, drawing on a reservoir of past experience to interpret texts. The implications of Rosenblatt's theory range from ideas about instruction, selecting texts, and involving students in the reading of literature.

- Rosenblatt, R. (2005). *Making meanings with texts*. New York: Heinemann.
15. **Sonia Nieto** focuses on multicultural and bilingual education, curriculum reform, teacher education, Puerto Rican children's literature, and on the education of Latinos, immigrants, and other culturally and linguistically diverse student populations. She examines how personal, social, political, cultural, and educational factors affect the success or failure of students in today's classroom. Social justice is firmly embedded in this view of multicultural education, and teachers are encouraged to work for social change in their classrooms, schools, and communities.
 - Nieto, S. (2012). *Affirming Diversity: The Sociopolitical context of multicultural education* (6th ed.), New York: Longman Publishers.
 16. **Paulo Freire** weaved together a number of strands of thinking about critical literacy, educational practice and liberation. His emphasis on dialogue and comprehension struck a very strong chord with those concerned with popular education. For Freire, literacy wasn't just about deepening understanding with the written word- it was part of making a difference in the world, enhancing community, building social capital, and giving voice to the oppressed. An important element of this was his concern with conscientization- developing consciousness that has the power to transform reality. Freire's notion of critical pedagogy situated literacy education in the lived experience of participants. His ideas of literacy revealed how words hold the possibility of generating new ways of naming and acting in the world.
 - Freire, P., & Macedo, M. (1989). *Literacy: Reading the word and the world*. Westport, CT: Bergin & Garvey.

READ 585 ROLES OF THE LITERACY LEADER/SPECIALIST

17. **Michelle Vanderburg and Diana Stephens** investigated the way teachers' beliefs and practices changed based on their participation in a three year professional development which included literacy coaches facilitating bimonthly study groups and spending four days a week in their classrooms. They also reported on what the teachers found helpful. The researchers found that the teachers valued how the coaches created a space for collaboration, provided ongoing support, and taught research-based instructional strategies.
 - Vanderburg, M. & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111 (1), 141-163.
18. **Eithne Kennedy and Gerry Shiel** looked at a collaborative professional development experience. The professional development was considered a change process whereby the facilitator established that the "funds of knowledge" of both the facilitator and the teachers would be considered of equal value. The professional development was conducted by a teacher educator who came to the site every two weeks to provide focused PD in two hour sessions after school. The professional development focused on the implementation of writer's workshop.
 - Kennedy, E. & Shiel, G. (2010). Raising literacy levels with collaborative on-site professional development in an urban disadvantaged school. *The Reading Teacher*, 63(5), 372-383.

READ 581 STRATEGIC INTERVENTIONS FOR LITERACY SPECIALIST: PRACTICUM

19. **Jim Rubin** makes a case for using multiple assessments to make instructional decisions for individuals as well as groups. In addition, the author shares how to organize and analyze the results from multiple reading assessments to ascertain a comprehensive picture of the achievement of students.
 - Rubin, J. (2011). Organizing and evaluating results from multiple reading assessments. *The Reading Teacher*, 64(8), 606-611.

APA Style Guidelines

General information with page references for 6th edition,

Basic manuscript set-up

- **1" margins, all sides**
- **double space all (including between lines and headings)**
- **paragraph indent, 5-7 spaces**
- **12 point font**
- **Times Roman**
- **Page numbers, upper right, number only, begin with title page**
- **Running heads – usually optional on student papers**
- **General info p. 228 (284)**

APA References:

- **Sample paper** p. 41 (306)
- **Citing sources** p. 169 (207), chart p. 177
- **Reference list info** p. 180 (215)
- **Reference examples** p. 193 (232)
- **Headings** p. 62 (111) or see handout
- **Direct quotes** p. 170 (117)
- **Second hand source** p. 178 (247)

APA Style Headings

Headings provide a guide to the organization of a paper. They provide the reader with information about a paper's major and minor points and cut down on the need for introductions to sections and the need for lengthy transitions.

APA, 6th edition recommends heading styles that vary from the 5th edition. Below are examples of styles of headings in the form cited in the 6th edition. (Think of three levels in a formal outline. The Roman Numerals, letters, and numbers in parenthesis are there to help show how these levels of headings can be compared to an outline. Do not include them in your heading. But the same rules apply as in outlining. If you have an “A” you need a “B”, if you have a “1”, you need a “2”.)

One level of heading (I, II, III):

Centered Boldface, Uppercase and Lowercase

Centered Boldface, Uppercase and Lowercase

Centered Boldface, Uppercase and Lowercase

Two levels of headings (I, A, B, II. A, B):

Centered Boldface, Uppercase and Lowercase

Flush Left, Boldface, Uppercase and Lowercase

Flush Left, Boldface, Uppercase and Lowercase

Centered Boldface, Uppercase and Lowercase

Flush Left, Boldface, Uppercase and Lowercase

Flush Left, Boldface, Uppercase and Lowercase

Three levels of headings (I, A, 1, 2, B, 1, 2, etc):

Centered Boldface, Uppercase and Lowercase

Flush Left, Boldface, Uppercase and Lowercase

Indented, boldface, lowercase paragraph heading ending with a period.

Indented, boldface, lowercase paragraph heading ending with a period.

Flush Left, Boldface, Uppercase and Lowercase

Example:

Elements of Reading Instruction

XX
 XX

Word Recognition

XXX
 XX
 XXXXXXXXXXXXXXXXXXXXXXXX.....

Phonics. XX
 XX.....

Sight Words. XX
 XX

Comprehension

XXX
 XX
 XX
 XX.....

Fluency. XX
 XX

Metacognition. XX.....

APA Style Guide for Citations and References (6th edition)

Type	Citation in text	Reference citation
Book with one author	Irwin (1990) or (Irwin, 1990)	Irwin, J.W. (1990). <i>Teaching reading comprehension processes</i> . Englewood Cliffs, N.J.: Prentice Hall.
Book with two authors	Heibert and Taylor (1994) or (Heibert and Taylor, 1994)	Heibert, E. & Taylor, B. (1994). <i>Getting reading from the start</i> . Boston: Allyn and Bacon.
Book with three to five authors	Smith, Jones, and Butler (1999) or in subsequent citations - Smith et al. (1999) or (Smith et al., 1999)	Smith, E., Jones, B., & Butler, L. (1999). <i>Comprehending</i> . Boston: Allyn and Bacon.
Authors not listed	"Education in America" (1998)	Education in America. (1998). <i>Education Today</i> . New York: Brent Publications.
Edited book	(Cullinan, 1993)	Cullinan, B.E.(Ed.). (1993). <i>Children's voices in the classroom</i> . New York: McGraw Hill.
Secondhand source	Hancock (as cited in Trillig, 1967)	Trillig, D. (1967) <i>Trends in education</i> . New York: Norton Press.
Chapter in a book	Inabinette (1993)	Inabinette, N. (1993). Reading in the urban environment. In S.W. Rothstein (Ed.), <i>Handbook of schooling in urban America</i> . (pp. 365-367). Westport, CT: Norton Press.



Technical reports, group authors	California Department of Education (2007)	California Department of Education. (2007). Reading/ language arts framework for California public schools, kindergarten through grade twelve. Sacramento, CA: California Department of Education.
Presentation from conference, class, or staff development	(Inabinette, 1999)	Inabinette, N. (1999, October). <i>Reader's bill of rights</i> . Keynote presentation at the Orange County Reading Association Fall Conference, Orange, CA.
Personal communication or interview	U. Manzo (personal communication, May 1, 1999)or (U. Manzo, personal communication, May 1, 1999)	do not cite in reference list
Journal article, with DOI*	Mokhtari, Reichard, and Gardner, 2009	Mokhtari, K. Reichard, C. & Gardner, A. (2009). The impact of internet and television use on the reading habits and practices of college students. <i>Journal of Adolescent and Adult Literacy</i> , 52(7), 609-620
Journal article, without DOI,	Angus and Greenbaum, 2003	Angus, K. & Greenbaum, J. (2003). Position statement on rights of adult readers and learners. <i>Journal of College Reading and Learning</i> , 33, 122-130. Retrieved from http://search.ebscohost.com.lib- proxy.fullerton.edu/login.aspx?direc



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Newspaper article	(Gordon, 1997)	Gordon, L. (2009, July 31). Lowered expectations for model of higher education. <i>Los Angeles Times</i> , pp. A1, A10.
Article in journal- hard copy	(Tripp, 1999)	Tripp, P.F. (1999). This is the state of American education. <i>Education Today</i> , 40, 310-315.
Internet source	(International Reading Association, 2009)	International Reading Association, Position Statement on The Role and qualifications of the reading coach in the United States. Retrieved from http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1065_reading_coach.sflb.as

Notes

- Quotations: If you use a direct quote include the page number in the citation. For example: (Smith, 1999, p. 27)
- Book and journal titles should be italicized.
- The citations in text should be easily located on your reference page.
- The reference page should include only works cited. It is not a bibliography. It should be double spaced throughout. First line in each citation is flush with the margin. The following lines are indented. This is called a hanging indent.
- The overarching idea of all of this is to cite in such a way that it is easy for your reader to locate your sources. When in doubt use that idea as the guiding principal.
- DOI stands for digital object identifier. The number can often be found on the electronic document record or at either the top or bottom of a pdf document.

Fieldwork and Practicum Experiences

READ MS Practicum Experiences

The Literacy and Reading Program at CSUF provides several opportunities for candidates to apply what they are learning in a “real world” setting:

READ 507, Literacy in Academic Disciplines (2 Hours) - Fieldwork includes student assessment, structured interview, briefing and de-briefing. Candidates are encouraged to invite a learner who differs from them in socioeconomic status, racial identification, ethnic identification, first/home language, gender expression, or ableness/handicap. The idea behind seeking a student with different experiences from your own is that it will offer insights into differentiated disciplinary literacy education as well as insights into literacy practices and dispositions of a variety of learners.

***Selecting a student for this practicum experience:**

Face-to-face and fully online instructional formats: Graduate candidates are encouraged to identify an adolescent student at their own school site for this practicum activity.

However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

READ 508, Foundations of Literacy: Teaching and Learning (5 hours) - The purpose of this assignment is to meet the competency objectives for the course by developing and refining your ability to use appropriate instruction techniques with an average emergent/beginning reader. To do this, you will need to independently obtain parent/guardian permission to work with a student for a total of 5 hours (e.g. 10 30-minute sessions). The child you tutor should be between the ages of 4-9 and be an average student who is culturally or linguistically different than yourself.

***Selecting a student for this practicum experience:**

Face-to-face and fully online instructional formats: Graduate candidates are encouraged to identify an emergent learner at their own school site for this practicum activity.

However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

READ 516, Literacy Assessment and Analysis for Instruction (10 hours) - Graduate students will spend five hours with an emergent reader completing a breadth of assessments and composing a parent report of information. In addition, graduate students will spend five more hours with an adolescent student conducting some of the same assessments and others which are appropriate to this level of student.

***Selecting a student for this practicum experience:**

Face-to-face: Graduate candidates will be placed with a student who is enrolled in the Reading Center.

Fully online instructional formats: Graduate candidates are encouraged to identify a striving reader at their own school site for this practicum activity. However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.



READ 560, (9 hours) - This "action research" project requires that you conduct a minimum of **nine (9)** hours working with a student who has been designated an English learner (EL) by the school/district. When selecting the student for this case study, please remember that the student must be somehow different from you. This assignment is a required unit and program assessment that ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves (NCATE Standard 4).

***Selecting a student for this practicum experience:**

Face-to-face and fully online instructional formats: Graduate candidates are encouraged to identify an English learner at their own school site for this practicum activity.

However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

READ 581, Strategic Interventions for Literacy Specialists (18 hours) - Graduate students spend 18 hours with clients who are at least one grade level below in literacy related areas. The focus of the course is for graduate students to determine and complete appropriate assessments, design and implement a plan for intervention, post assess and report on progress in a formal report to all stakeholders.

***Selecting a student for this practicum experience:**

Face-to-face: Graduate candidates will be placed with a student who is enrolled in the Reading Center.

Fully online instructional formats: Graduate candidates are encouraged to identify a striving reader at their own school site for this practicum activity. However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

Literacy and Reading Department Policy for Fieldwork and Practicum Experiences

The preferred documentation required when graduate students participate in practicum experiences is a live scan or a copy of a current California credential. However, the Department recognizes that these forms of documentation are not always attainable. In cases where the preferred documents are not available the following policy should be followed.

- 1) All assignments that involve graduate students in the Reading program working with children (under age 18) should include that another adult must be in the room when work on the assignment is occurring.
- 2) All graduate students in the Reading program must have permission forms signed by the parents/guardians giving them permission to work with the child.
- 3) All graduate students in the Reading program who do not have a credential or a live scan filed with CTC must state this on the parent/guardian permission form.

Policy adopted October, 2012

Live Scan

To all students in the MS Literacy and Reading and/or Reading Specialist Credential or Reading Certificate (Added Authorization) programs:

Since you will be working with minors in some of your courses, the state of California requires that a document showing fingerprinting (live scan) be included on your student file.

If you have been granted a credential or preliminary credential this serves as proof of fingerprinting (live scan).

Please send a copy of your fingerprinting (live scan) or credential certificate, so that we can include it in your department file.

To mail:

CSUF/Dept of Literacy and Reading/CP 570

P.O. Box 6868

Fullerton, CA 92834-6868

Attn: Shannon Wilson

Include your name and campus wide ID#

To fax:

Dept of Literacy and Reading/CP 570

Attn: Shannon Wilson

657-278-5085

Include your name and campus wide ID#

To scan and e-mail:

swilson@fullerton.edu or reading@fullerton.edu

Include your name and campus wide ID#

If you have not been fingerprinted in the state of CA, you can arrange to have this done at CSUF: <http://ed.fullerton.edu/adtep/AppInfo/GeneralReq.htm>

If you would prefer to get the live scan at another agency in your area, you may wish to Google Fingerprint (live scan) Agencies.

If you have questions or concerns please contact the Dept of Literacy and Reading, Shannon Wilson at 657-278-3497 or swilson@fullerton.edu for assistance in this process.

**Practicum Experience Permission Form
for Non-Credentialed/No LiveScan Candidates**

Dear Parent/Guardian,

Your child has been selected to work with a graduate student enrolled in the Master's in Literacy and Reading Program at CSUF. Multiple sessions will be scheduled and will include literacy assessment and instruction from the graduate student as part an assignment for the graduate class.

The graduate student who will be working with your child does not have a live scan or a teaching credential on file. As such, arrangements will be made to have another adult present during sessions.

I give permission to _____ to provide video/audio taped
Name of CSUF Literacy and Reading MS GRADUATE student

assessment and/or tutoring services to _____.
(Name of student receiving services)

Parent/Caregiver Name (please print): _____

Parent/Caregiver Signature: _____ Date _____

CSUF MS Reading Graduate Student _____ Date _____

Course Instructor _____

Practicum Experience Permission Form

Dear Parent/Guardian,

Your child has been selected to work with a graduate student enrolled in the Master's in Literacy and Reading Program at CSUF. Multiple sessions will be scheduled and will include literacy assessment and instruction from the graduate student as part an assignment for the graduate class.

I give permission to _____ to provide video/audio taped
Name of CSUF Literacy and Reading MS GRADUATE student

assessment and/or tutoring services to _____.
(Name of student receiving services)

Parent/Caregiver Name (please print): _____

Parent/Caregiver Signature: _____ Date _____

CSUF MS Literacy and Reading Graduate Student _____ Date _____

Course Instructor _____



Practicum Experience Permission Exemption

Participant's Name: _____

Graduate Student's Name: _____

This is to confirm that the above Participant is 18 years of age or older.

Graduate Student's Signature: _____