1. **Eastern Kentucky University**  
   Department of Curriculum and Instruction  
   **EMS 875: Assessment and Instruction for Students with Reading Difficulties**  
   Credit hours: 3

2. **Course Description**  
   Prerequisite: Instructor approval. Theory and implementation of assessment and instructional procedures for the appraisal/teaching of students with reading difficulties. Emphasis on assessing types and degree of reading disabilities, identifying causal/contributing factors, and planning/implementing instruction to address the students’ needs.

3. **Text(s)**  

4. **Student Learning Outcomes**  
   Students completing this course will:  
   1. Demonstrate understanding of characteristics of struggling readers. (KTS 1, 5, 7; IRA 1.1)  
   2. Describe conditions and factors which cause or contribute to reading difficulties. (KTS 1, 5, 7; I; RA 1.1, 4.2)  
   3. Effectively use a variety of formal and informal measures and procedures for diagnosing reading difficulties. (KTS 5, 6, 7); (CF 4); (IRA 3)  
   4. Administer and interpret results from an informal reading inventory for one student. (KTS 5)  
   5. Effectively use miscue analysis procedures to evaluate strategies, strengths, and weaknesses in word recognition. (KTS 5); (IRA 3)  
   6. Effectively analyze comprehension strengths and weaknesses based on retellings, questioning techniques, and analysis of structured observational data. (KTS 5); (IRA 3)  
   7. Discuss the strengths and weaknesses of formal and informal measures of reading abilities. (KTS 1, 2, 7)  
   8. Demonstrate ability to record and interpret running records of reading for elementary students. (KTS 1, 5, 7)  
   9. List and provide a rationale for contents of and procedures for preparing a reading assessment case study. (KTS 5, 8); (IRA 2)
10. Examine attitudes, beliefs, and philosophy of teaching and learning based upon current research. (KTS 1)

5. Course Outline

1. Reading disability
   a. Characteristics
   b. Distinction from learning disability, developmental delay, and/or limited mental capacity
   c. Developmental, corrective, and remedial literacy programs
   d. The importance of early intervention for corrective and remedial reading needs
2. Review of current researched based factors causing or contributing to reading deficits
   a. Physical
   c. Developmental
3. Diagnostic instruments and procedures for assessing or screening
   a. Physical problems
   b. Cognitive development
   c. Linguistic development
   d. Perceptual development
   e. Social-emotional and psychological development
4. Diagnostic instruments and procedures for diagnosing specific reading difficulties
   a. Standardized Reading survey tests
   b. Informal Reading Inventories
   c. Emergent Literacy Assessments
   d. Running Records
   e. Diagnostic Reading Tests
5. Review of basic literacy skills and instructional strategies
6. Intervention techniques for correcting weaknesses at the emerging and early literacy levels
7. Specific methods and materials for correcting word recognition weaknesses
8. Providing practice activities to aid retention of word recognition and word meanings
9. Improving fluency in reading to promote automaticity of word recognition
10. Correcting specific meaning vocabulary and comprehension problems
11. Increasing interest and motivation for reading
12. Techniques for children with special learning problems and reading needs
13. Making instructional provisions for cultural differences
14. Appropriate dispositions (attitudes, beliefs and/or perceptions) needed to effectively implement researched based instructional practices.
15. Case studies of reading difficulties
   a. Components of a comprehensive reading case study
   b. Procedures for gathering information
   c. Format for reporting a case study

6. Course Requirements Students will:

1. Participate in class discussion of assigned readings.
2. Review and discuss possible causes of reading problems, and instructional techniques for addressing these problems, that are based on information from assigned readings.
3. Examine and evaluate assessment instruments and techniques
4. Diagnostic Instructional Assessment/Case Study of reading assessment/instructional plan for an elementary/middle/secondary grades student. (KTS 5); (CF 4); (IRA 2, 3, 4, 6)
5. Incorporate technology into literacy instruction.
6. Whole class and small group discussions

7. Evaluation Methods:
   1. Attendance (50 points)
   2. Participation in class discussions and small group discussions/activities. (50 points)
   3. Two whole class and multiple (10) small group instructional strategy presentations (100 points)
   4. Diagnostic Instructional Assessment/Case Study of reading assessment/instructional plan for an elementary/middle/secondary grades student. (KTS 5); (CF 4); (IRA 2, 3, 4, 6) (100 pts.)
   5. Written bibliography/summary of materials and strategies designed to improve struggling readers/writers literacy development (100 points)
   6. Digital storytelling assignment which integrates technology with instruction. (KTS 6); (CF 4) (100 pts.)

8. Student Progress:
   Students’ grades will be posted on Blackboard as they become available. This will occur in a timely manner so that students are aware of their progress throughout the semester.

9. Attendance Policy:
   Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences.

   The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity).

10. Last Date to Drop the Course:
    Last day to drop course or to withdraw from the University are included in the class schedule.

11. Disability Statement:  If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals
with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

12. Academic Integrity Statement: Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
**Course P/N** | **Course Title**  
--- | ---  
EMS 875 | Assessment and Instruction for Students with Reading Difficulties

**RELATIONSHIP TO:**

**College of Education Conceptual Framework**

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<thead>
<tr>
<th>Conceptual Framework Element</th>
<th>Course</th>
<th>Performance Assessment</th>
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<tbody>
<tr>
<td>Technology-Focuses on preparing candidates who are able to use educational technology to help all students learn.</td>
<td>EMS 875</td>
<td>Digital Storytelling assignment</td>
</tr>
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**Kentucky Teacher Standards – Advanced**

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<tr>
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<th>Course</th>
<th>Performance Assessment</th>
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<tr>
<td>Teacher Assesses and Communicates Learning Results</td>
<td>EMS 875</td>
<td>Informal Reading Inventory/Case Study Assignment</td>
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<tr>
<td>Teacher Demonstrates the Implementation of Technology</td>
<td>EMS 875</td>
<td>Digital Storytelling Assignment</td>
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### Relationship to the International Reading Association Standards

<table>
<thead>
<tr>
<th>IRA Standards and Elements</th>
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<tr>
<th>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</th>
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</thead>
<tbody>
<tr>
<td>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
</tr>
<tr>
<td>• Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment.</td>
</tr>
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<td>• Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment.</td>
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<td>• Demonstrate a critical stance toward the scholarship of the profession. Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of...</td>
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IRA Standards and Elements  
Reading Specialist/Literacy Coach

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<td>• Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</td>
<td>Reading in the Secondary School)- - Professional Book Study Assignment</td>
</tr>
<tr>
<td>• Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- - Professional Book Study Assignment</td>
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1.2: Understand the historically shared

<p>| • Interpret and summarize historically shared knowledge | Performance Assessment: ELE 871 |</p>
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<td>(e.g., instructional strategies and theories) that addresses the needs of all readers.</td>
<td>(Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
</tr>
<tr>
<td>knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</td>
<td>• Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
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<td></td>
<td>• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</td>
</tr>
<tr>
<td>1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</td>
<td>• Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</td>
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IRA Standards and Elements
Reading Specialist/Literacy Coach

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**All assessment titles are listed under Course Requirements in the course syllabus.

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

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.]

- Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students.
  
  Performance Assessment: EME 874 (Language Arts in the Curriculum)
  Research Based Instructional Design Project

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
  
  Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study

- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
  
  Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment

- Work with teachers and other personnel in developing a
  
  Performance Assessment: EME 874
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<td>Reading Specialist/Literacy Coach</td>
<td>literacy curriculum that has vertical and horizontal alignment across pre-K-12.</td>
<td>(Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<tr>
<td>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 <em>reading</em> as including word recognition, language comprehension, and strategic knowledge (see the <a href="#">Glossary</a> for their definition of <em>cognitive model of reading</em>).]</td>
<td>• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)-Diagnostic Instructional Assessments/Case Study Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<td>• Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)-Diagnostic Instructional Assessments/Case Study Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<td>Reading Specialist/Literacy Coach</td>
<td>Support classroom teachers and education support personnel to implement instructional approaches for all students.</td>
<td><strong>All assessment titles are listed under Course Requirements in the course syllabus</strong></td>
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<td>As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</td>
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<tr>
<td>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</td>
<td>Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.</td>
<td><strong>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</strong></td>
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<td>Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.</td>
<td><strong>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</strong></td>
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- Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment

- Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties) - Diagnostic Instructional Assessments/Case Study

- Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project
**IRA Standards and Elements**  
Reading Specialist/Literacy Coach

**Evidence that demonstrates competence may include, but is not limited to the following:**

- Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

**How is each candidate’s competence in this element assessed? Competence may be assessed multiple times through the course of the program.**

**All assessment titles are listed under Course Requirements in the course syllabus.**

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

<table>
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<tr>
<th>3.1: Understand types of assessments and their purposes, strengths, and limitations.</th>
<th>Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</th>
<th>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</th>
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<tr>
<td></td>
<td>Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring and measuring outcomes.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</td>
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<td>Recognize the basic technical adequacy of assessments (e.g., reliability content, and construct validity).</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)- Diagnostic Instructional Assessments/Case Study</td>
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<td>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.]</td>
<td>• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)-Diagnostic Instructional Assessments/Case Study</td>
</tr>
<tr>
<td></td>
<td>• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.</td>
<td>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)-Diagnostic Instructional Assessments/Case Study</td>
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<td>• Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
</tr>
<tr>
<td>3.3: Use assessment information to</td>
<td>• Use multiple data sources to analyze individual readers’</td>
<td>Performance Assessment: EME 877</td>
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<td><strong>Standard 3: Knowledge and Application</strong></td>
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<td>plan and evaluate instruction.</td>
<td>(Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>performance and to plan instruction and intervention.</td>
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<td>• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>• Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>• Plan and evaluate professional development initiatives using assessment data.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td><strong>3.4: Communicate assessment results and implications to a variety of audiences.</strong></td>
<td>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<td>• Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.</td>
<td>Performance Assessment: EMS 875 (Diagnostic Assessment of Students with Reading Difficulties)-Diagnostic Instructional Assessments/Case Study</td>
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**Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding,**
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<td>Reading Specialist/Literacy Coach</td>
<td>• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.</td>
<td>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
</tr>
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<td>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
<td>• Assist teachers in developing reading and writing instruction that is responsive to diversity.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>• Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)-Professional Book Study Assignment</td>
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<td><strong>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</strong></td>
<td>• Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
</tr>
<tr>
<td></td>
<td>• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>• Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)-Professional Book Study Assignment</td>
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<td>• Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)-Professional Book Study Assignment</td>
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<td>• Collaborate with others to build strong home-to-school and school-to-home literacy connections.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)-Professional Book Study Assignment</td>
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<td>Reading Specialist/Literacy Coach</td>
<td>• Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</td>
<td>Professional Book Study Assignment Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
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<td>4.3: Develop and implement strategies to advocate for equity.</td>
<td>• Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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<td>• Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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<td>• Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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<td>• Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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<td>Reading Specialist/Literacy Coach</td>
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<td>Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</td>
<td>5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</td>
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<td>• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- - Professional Book Study Assignment</td>
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<td>• Modify the arrangement to accommodate students’ changing needs.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- - Professional Book Study Assignment</td>
</tr>
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<td>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</td>
<td>• Create supportive social environments for all students, especially those who struggle with reading and writing.</td>
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<td>• Model for and support teachers and other professionals in doing the same for all students.</td>
<td>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806</td>
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<td>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.]</td>
<td>(Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
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<td>• Create supportive environments where English learners are encouraged and given many opportunities to use English.</td>
<td>Performance Assessment: EME 874 (Language Arts in the Curriculum) Research Based Instructional Design Project</td>
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<td>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</td>
<td>• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
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<td>• Create effective routines for all students, especially those who struggle with reading and writing.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>• Support teachers in doing the same for all readers.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum</td>
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<td>5.4: Use a variety of classroom configurations (i.e., whole class, small</td>
<td>• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle</td>
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<td>• Support teachers in doing the same for all students.</td>
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**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.**

<p>| 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. | Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. | Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) &amp; ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment |
|                                                                           | Use knowledge of students and teachers to build effective professional development programs. | Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) &amp; ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment |
|                                                                           | Use the research base to assist in building an effective, school-wide professional development program. | Performance Assessment: ELE 871 (Literacy Programs P-5), EMG 806 (Reading in the Middle Grades) &amp; |</p>
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| 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.] | • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.  
• Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.  
• Join and participate in professional literacy organizations, symposia, conferences, and workshops.  
• Demonstrate effective interpersonal, communication, and leadership skills.  
• Demonstrate effective use of technology for improving student learning. | Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum  
Performance Assessment: EME 877 (Practicum for Reading Specialists)-Proposal writing to obtain funding for instructional changes in literacy.  
Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment |
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<td>Collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).</td>
<td>(Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Performance Assessment: EME 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment</td>
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<tr>
<td>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</td>
<td>• Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) - Professional Book Study Assignment Performance Assessment: EME 877 (Practicum for Reading Specialists)-Reading/Writing Practicum Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School) -</td>
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<td>6.4: Understand and influence local, state, or national policy decisions.</td>
<td>• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</td>
<td>Performance Assessment: ELE 871 (Literacy Programs: P-5), EMG 806 (Reading Instruction in the Middle School), and ESE 774 (Teaching of Reading in the Secondary School)- Professional Book Study Assignment</td>
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<td>• Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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<td>• Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Reading/Writing Practicum</td>
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<td>• Advocate with various groups (e.g., administrators, schools boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</td>
<td>Performance Assessment: EME 877 (Practicum for Reading Specialists)- Proposal writing to obtain funding for instructional changes in literacy.</td>
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