**Auburn University**

**Course Syllabus**

**1. Course Number:** CTRD 7920/7926

**Course Title:** Clinical Residency: Reading Education

**Credit Hours:** 1-9 hours

**Prerequisites:** Departmental Approval

**Corequisite:** None

**2. Date Syllabus Prepared:** May 2014

**3. Texts :**

Alabama Reading Initiative. (2004). *Essential skills of teachers of reading* and *Essential skills of the reading coach*. Montgomery, AL: Alabama State Department of Education.

Professional Standards and Ethics Committee of the International Reading Association. (2004). *Standards for reading professionals*. Newark, DE: International Reading Association.

**4. Course Description:** Supervised on-the-job experience in a school, college, or other appropriate setting, accompanied by regularly scheduled, on-campus discussion periods.

The Clinical Residency in reading education may be completed by working with students in a public school or university reading clinic and/or by co-teaching and coaching teacher candidates in reading education courses or in-service teachers in professional development sessions for improving reading instruction and achievement. On-the-job experiences are accompanied by scheduled observations and discussions that allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge base addressed in objectives and content for courses in the reading program.

Three options are available for Clinical Residencies: 1) working with beginning and/or struggling readers; 2) implementing a comprehensive classroom literacy program; and 3) organizing and evaluating reading programs for schools and/or systems that include ongoing professional development for reading teachers and coaches. Students working toward Alabama’s Class A Reading Specialist certification must complete all three options. Students wishing to develop expertise in other areas of reading education may work with a university supervisor to create additional Clinical Residency options (e.g., teaching reading to children with special needs; working with adult readers).

**5. Course Objectives:** Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTRD 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

# Option A: Working with beginning and/or struggling readers

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Diagnose students’ needs in order to select appropriate grouping options. **(3)(b)1.(ii)(II)**

b. Provide explicit instruction in comprehension strategies (i.e., teacher modeling, guided practice, independent practice). **(3)(b)4.(ii)(I)**

c. Teach students to vary their reading rate according to their purpose and the difficulty of the material. **(3)(b)5.(i)**

d. Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power. **(3)(b)6.(ii)(I)**

e. Model the strategies referenced in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading and Essential Skills of Reading Specialists.* **(3)(b)6.(ii)(II)**

**f.** Respond appropriately to oral reading miscues. **(3)(b)6.(ii)(III)**

g. Match texts to the needs and interests of learners. **(3)(b)7.(ii)(II)**

h. Compare, use, interpret, and recommend a wide range of assessment tools and practices ranging from standardized tests to informal assessments, including technology-based assessments. **(3)(c)1.(ii)(I)**

i. Demonstrate appropriate use of assessments in their practice. **(3)(c)1.(ii)(II)**

j. Place students along a developmental continuum and identify students’ proficiencies and difficulties. **(3)(c)2.(ii)(II)**

k. Extend the assessment of individual students to further determine proficiencies and difficulties in order that appropriate services and instruction may be provided. **(3)(c)2.(ii)(III)**

l. Use in-depth assessment information to plan intervention instruction for struggling readers. **(3)(c)3.(ii)(II)**

m. Communicate assessment information to all stakeholders for instructional purposes. **(3)(c)4.(ii)(II)**

# Option B: Implementing a comprehensive classroom literacy program

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Use knowledge of cultural and linguistic diversity to scaffold instruction. **(3)(a)2.(ii)**

b. Demonstrate grouping options and explain the evidence-based rationale for changing configurations to best meet the needs of all students. **(3)(b)1.(ii)(III)**

c. Demonstrate optional practices, approaches, and methods in their own teaching and in demonstration teaching. **(3)(b)2.(ii)(III)**

d. Implement effective strategies that develop students' language comprehension and expression. **(3)(b)3.(i)**

e. Read to students and lead a discussion about what was read. **(3)(b)3.(ii)**

f. Activate prior knowledge to help students make meaningful connections to the text. **(3)(b)4.(ii)(II)**

g. Increase the motivation of students to read independently. **(3)(b)4.(ii)(III)**

h. Teach effective study skills through using comprehension strategies and a variety of resources. **(3)(b)2.(ii)(IV)**

i. Teach vocabulary through multiple encounters with words in a variety of contexts. **(3)(b)4.(ii)(V)**

j. Promote the integration of reading and writing in content areas at all grade levels. **(3)(b)5.(ii)(I)**

k. Encourage extensive, authentic writing experiences in which students respond to their reading using various formats for different audiences. **(3)(b)5.(ii)(II)**

l. Use a variety of literary genres, including culturally diverse literature. **(3)(b)7.(ii)(I)**

m. Use instructional and informational technologies to support literacy. **(3)(b)7.(ii)(III)**

n. Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. **(3)(d)2.(ii)(I)**

o. Model reading and writing for real purposes in daily interactions with students and education professionals. **(3)(d)3.(ii)(I)**

p. Use methods to effectively revise instructional plans to motivate all students to read for pleasure and information. **(3)(d)4.(ii)(I)**

q. Promote family involvement in literacy development. **(3)(d)4.(ii)(III)**

r. Display positive dispositions related to reading and the teaching of reading. **(3)(e)1.(ii)(I)**

s. Establish collegial relationships in order to work effectively with classroom teachers, special educators, administrators, community agencies, and families. **(3)(e)2.(ii)(I)**

t. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings. **(3)(e)2.(ii)(IV)**

# Option C: Organizing and evaluating reading programs for schools and/or systems

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Interpret, communicate, and apply research findings to improve reading instruction and the reading program. **(3)(a)1.(ii)**

b. Support classroom teachers and paraprofessionals in their use of instructional grouping options. **(3)(b)1.(ii)(I)**

c. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. **(3)(b)2.(ii)(I)**

d. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of students. **(3)(b)2.(ii)(II)**

e. Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. **(3)(b)7.(ii)(IV)**

f. Help teachers to select appropriate materials and explain the evidence base for using these materials to best meet the needs of students. **(3)(b)7.(ii)(V)**

g. Provide professional development on administering and interpreting selected assessments. **(3)(c)1.(ii)(III)**

h. Support the classroom teacher in the assessment of individual students. **(3)(c)2.(ii)(I)**

i. Collaborate with other education professionals to implement appropriate reading instruction for individual students. **(3)(c)2.(ii)(IV)**

j. Assist the classroom teacher in using assessment to plan instruction for all students, including ELLs. **(3)(c)3.(ii)(I)**

k. Maintain data on student progress in reading achievement and determine implications for the school's reading program. **(3)(c)3.(ii)(III)**

l. Collect, analyze, and use schoolwide assessment data to implement and revise school or school system reading programs. **(3)(c)3.(ii)(IV)**

m. Communicate assessment information to all stakeholders for accountability purposes. **(3)(c)4.(ii)(I)**

n. Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. **(3)(d)1.(ii)**

o. Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiples levels, broad interests, and cultural and linguistic backgrounds. **(3)(d)2.(ii)(II)**

p. Assist teachers and paraprofessionals in enthusiastically modeling reading and writing as valued lifelong activities. **(3)(d)3.(ii)(II)**

q. Model techniques and assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students to read. **(3)(d)4.(ii)(II)**

r. Articulate the research base that grounds best practice in developing lifelong readers. **(3)(d)4.(ii)(IV)**

s. Articulate the theories related to the connections between teacher dispositions and student achievement. **(3)(e)1.(ii)(II)**

t. Conduct professional study groups for paraprofessionals and teachers. **(3)(e)1.(ii)(III)**

u. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. **(3)(e)1.(ii)(IV)**

v. Advocate the advancement of a professional research base to expand knowledge-based practices. **(3)(e)1.(ii)(V)**

w. Share knowledge of research-based techniques with colleagues. **(3)(e)2.(ii)(II)**

x. Employ coaching or mentoring to improve reading instruction. **(3)(e)2.(ii)(III)**

y. Exhibit leadership skills in professional development. **(3)(e)3.(ii)(I)**

z. Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. **(3)(e)3.(ii)(II)**

aa. Identify and describe the characteristics of sound professional development programs based on the Alabama Standards for Effective Professional Development. **(3)(e)3.(ii)(III)**

bb. Articulate the evidence base that grounds best practice in professional development. **(3)(e)3.(ii)(IV)**

**6. Course Content and Schedule:**

Students will work with the university supervisor to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

**7. Course Requirements/Evaluation:**

Each option will consist of 2 hours of credit and a minimum of 100 clock hours. Additional options may be created that consist of 1 hour of credit for a minimum of 50 clock hours.

Requirements for each option include weekly entries in a professional journal, self-evaluations completed at midterm and at the end of the quarter, and participation in professional conversations about the Clinical Residency. Additional requirements may be required to demonstrate completion of specific objectives within an option (e.g., a literacy profile for one struggling reader for Option A, a professional work sample for Option B, a program evaluation and proposal for reorganization for Option C).

Grading and Evaluation Procedures:

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade.

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during Clinical Residency to assess these standards are (1) the Professional Work Sample and (2) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

The final Clinical Residency grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

**8. Class Policy Statements:**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
   1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
   2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**9. Justification for Graduate Credit:**

CTRD 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The Clinical Residency promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

## Checklist for CTRD 7920

**Clinical Residency: Reading Education**

# Option A: Working with beginning and/or struggling readers

This option is to be a 2-hour co-requisite with CTRD 7400, Assessment and Instruction for Reading Intervention.

Directions: Mark each item 0-4.

4 = Exemplary ability

3 = Commendable ability

2 = Satisfactory ability

1 = Some ability, but needs much improvement

0 = No evidence of this ability

\_\_\_\_ 1. Match texts to the needs of learners.

\_\_\_\_ 2. Demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.

\_\_\_\_ 3. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.

\_\_\_\_ 4. Create reading improvement plans to address the needs of learners.

\_\_\_\_ 5. Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power.

\_\_\_\_ 6. Model the strategies of intervention instruction included in the “Effective Intervention” section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

\_\_\_\_ 7. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.

\_\_\_\_ 8. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, portfolios, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students’ progress and curriculum effectiveness.

\_\_\_\_ 9. Maintain data on student progress in reading achievement and determine implications for the school’s reading program.

**Checklist for CTRD 7920**

**Clinical Residency: Reading Education**

# Option B: Implementing a comprehensive classroom literacy program

This option is to be a 2-hour co-requisite with CTRD 7520, Curriculum and Teaching in Reading Education.

Directions: Mark each item 0-4

4 = Exemplary ability

3 = Commendable ability

2 = Satisfactory ability

1 = Some ability, but needs much improvement

0 = No evidence of this ability

\_\_\_\_ 1. Create a print- and language-rich classroom that fosters all aspects of literacy.

\_\_\_\_ 2. Model reading and writing as valuable lifelong activities.

\_\_\_\_ 3. Use a variety of literary genres including culturally diverse literature.

\_\_\_\_ 4. Implement effective strategies that develop students’ language comprehension and expression.

\_\_\_\_ 5. Read to students and lead discussion about what was read.

\_\_\_\_ 6. Provide direct instruction in comprehension strategies.

\_\_\_\_ 7. Model multiple comprehension strategies appropriate to the text and task including but not limited to summarizing, retelling, rereading, questioning, and deep discussion techniques.

\_\_\_\_ 8. Increase the motivation of students to read independently.

\_\_\_\_ 9. Adjust reading strategies to the purpose of the reading and the nature of the text.

\_\_\_\_ 10. Teach vocabulary through multiple encounters with words in a variety of contexts.

\_\_\_\_ 11. Teach students to vary their reading rate according to their purpose and the difficulty of the material.

\_\_\_\_ 12. Provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.

**Checklist for CTRD 7920**

**Clinical Residency: Reading Education**

# Option C: Extending opportunities for literacy development

This option is to be a 2-hour co-requisite with CTRD 7530, Organization of Program in Reading Education.

Directions: Mark each item 0-4

4 = Exemplary ability

3 = Commendable ability

2 = Satisfactory ability

1 = Some ability, but needs much improvement

0 = No evidence of this ability

\_\_\_\_ 1. Promote family involvement in literacy development.

\_\_\_\_ 2. Use instructional and informational technologies to support literacy.

\_\_\_\_ 3. Teach effective study skills using a variety of sources.

\_\_\_\_ 4. Guide students in implementing the writing process, using the four modes of discourse.

\_\_\_\_ 5. Use peer and teacher conferences to help students edit and revise their writing.

\_\_\_\_ 6. Use rubric assessment to help students edit and revise their writing.

\_\_\_\_ 7. Promote the integration of reading and writing in content areas across all grade levels.

\_\_\_\_ 8. Provide extensive authentic writing experiences in which students respond to their writing in various formats and for various audiences.

\_\_\_\_ 9. Interpret, communicate, and apply research findings to improve reading instruction and the reading program.

\_\_\_\_ 10. Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media.

\_\_\_\_ 11. Maintain data on student progress in reading achievement and determine implications for the school’s reading program.

\_\_\_\_ 12. Initiate, implement, and evaluate professional development programs.

\_\_\_\_ 13. Work effectively with classroom teachers, special educators, administrators, community agencies, and families.

\_\_\_\_ 14. Share knowledge of research-based techniques and collaborate with colleagues.

\_\_\_\_ 15. Employ coaching or mentoring to improve reading instruction.

\_\_\_\_ 16. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.

\_\_\_\_ 17. Assist other teachers in implementing the knowledge and skills in the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

**AQTS Course Assessment Map**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Alabama Standard/Rule 290-3-3-.45.01** | **Institution: Auburn University** | **Assessment** | | |
| Reading Education | **Course** | **Adv PWS** | **Skills Checklist** |
| **290-3-3-.45.01 Reading Specialist (Grades P-12)** |
|  |  |  |  |  |
| **(3)** | **Program Curriculum.** |  |  |  |
| **(3)(a)** | **Foundational knowledge.**  Candidates have knowledge of the foundations of reading and writing processes and instruction. Prior to program completion, prospective reading specialists shall demonstrate: |  |  |  |
| **(3)(a)1.** | **Research and history.** |  |  |  |
| **(3)(a)1.(ii)** | Ability to interpret, communicate, and apply research findings to improve reading instruction and the reading program. | CTRD 7920C |  | X |
| **(3)(a)2.** | **Cultural and linguistic diversity.** |  |  |  |
| **(3)(a)2.(ii)** | Ability touse knowledge of cultural and linguistic diversity to scaffold instruction. | CTRD 7920B | X |  |
| **(3)(b)** | **Instructional strategies and curriculum materials**. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction for learners at differing stages of reading and writing development and from differing cultural and linguistic backgrounds. Prior to program completion, prospective reading specialists shall demonstrate: |  |  |  |
| **(3)(b)1.** | **Grouping options.** |  |  |  |
| **(3)(b)1.(ii)** | Ability to: |  |  |  |
| **(3)(b)1.(ii)(I)** | Support classroom teachers and paraprofessionals in their use of instructional grouping options. | CTRD 7920C |  | X |
| **(3)(b)1.(ii)(II)** | Diagnose students’ needs in order to select appropriate grouping options. | CTRD 7920A | X |  |
| **(3)(b)1.(ii)(III)** | Demonstrate grouping options and explain the evidence-based rationale for changing configurations to best meet the needs of all students. | CTRD 7920B | X |  |
| **(3)(b)2.** | **Instructional practices, approaches, and methods for reading.** |  |  |  |
| **(3)(b)2.(ii)** | Ability to: |  |  |  |
| **(3)(b)2.(ii)(I)** | Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. | CTRD 7920C |  | X |
| **(3)(b)2.(ii)(II)** | Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of students. | CTRD 7920C |  | X |
| **(3)(b)2.(ii)(III)** | Demonstrate optional practices, approaches, and methods in their own teaching and in demonstration teaching. | CTRD 7920B |  | X |
| **(3)(b)3.** | **Oral language development.** Ability to: |  |  |  |
| **(3)(b)3.(i)** | Implement effective strategies that develop students' language comprehension and expression. | CTRD 7920B | X |  |
| **(3)(b)3.(ii)** | Read to students and lead a discussion about what was read. | CTRD 7920B | X |  |
| **(3)(b)4.** | **Comprehension.** |  |  |  |
| **(3)(b)4.(ii)** | Ability to: |  |  |  |
| **(3)(b)4.(ii)(I)** | Provide explicit instruction in comprehension strategies (i.e., teacher modeling, guided practice, independent practice). | CTRD 7920A | X |  |
| **(3)(b)4.(ii)(II)** | Activate prior knowledge to help students make meaningful connections to the text. | CTRD 7920B | X |  |
| **(3)(b)4.(ii)(III)** | Increase the motivation of students to read independently. | CTRD 7920B | X |  |
| **(3)(b)2.(ii)(IV)** | Teach effective study skills through using comprehension strategies and a variety of resources. | CTRD 7920B | X |  |
| **(3)(b)4.(ii)(V)** | Teach vocabulary through multiple encounters with words in a variety of contexts. | CTRD 7920B | X |  |
| **(3)(b)4.(ii)(VI)** | Teach students to vary their reading rate according to their purpose and the difficulty of the material. | CTRD 7920A | X |  |
| **(3)(b)5.** | **Reading/writing connection.** |  |  |  |
| **(3)(b)5.(ii)** | Ability to: |  |  |  |
| **(3)(b)5.(ii)(I)** | Promote the integration of reading and writing in content areas at all grade levels. | CTRD 7920B | X |  |
| **(3)(b)5.(ii)(II)** | Encourage extensive, authentic writing experiences in which students respond to their reading using various formats for different audiences. | CTRD 7920B | X |  |
| **(3)(b)6.** | **Intervention instruction.** |  |  |  |
| **(3)(b)6.(ii)** | Ability to: |  |  |  |
| **(3)(b)6.(ii)(I)** | Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power. | CTRD 7920A | X |  |
| **(3)(b)6.(ii)(II)** | Model the strategies referenced in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading and Essential Skills of Reading Specialists.* | CTRD 7920A | X |  |
| **(3)(b)6.(ii)(III)** | Respond appropriately to oral reading miscues. | CTRD 7920A | X |  |
| **(3)(b)7.** | **Reading materials.** |  |  |  |
| **(3)(b)7.(ii)** | Ability to: |  |  |  |
| **(3)(b)7.(ii)(I)** | Use a variety of literary genres, including culturally diverse literature. | CTRD 7920B | X |  |
| **(3)(b)7.(ii)(II)** | Match texts to the needs and interests of learners. | CTRD 7920A | X |  |
| **(3)(b)7.(ii)(III)** | Use instructional and informational technologies to support literacy. | CTRD 7920B | X |  |
| **(3)(b)7.(ii)(IV)** | Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. | CTRD 7920C |  | X |
| **(3)(b)7.(ii)(V)** | Help teachers to select appropriate materials and explain the evidence base for using these materials to best meet the needs of students. | CTRD 7920C |  | X |
| **(3)(c)** | **Assessment, diagnosis, and evaluation.**  Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction for individuals and groups. Prior to program completion, prospective reading specialists shall demonstrate: |  |  |  |
| **(3)(c)1.** | **Assessment tools.** |  |  |  |
| **(3)(c)1.(ii)** | Ability to: |  |  |  |
| **(3)(c)1.(ii)(I)** | Compare, use, interpret, and recommend a wide range of assessment tools and practices ranging from standardized tests to informal assessments, including technology-based assessments. | CTRD 7920A | X |  |
| **(3)(c)1.(ii)(II)** | Demonstrate appropriate use of assessments in their practice. | CTRD 7920A | X |  |
| **(3)(c)1.(ii)(III)** | Provide professional development on administering and interpreting selected assessments. | CTRD 7920C |  | X |
| **(3)(c)2.** | **Individual assessment.** |  |  |  |
| **(3)(c)2.(ii)** | Ability to: |  |  |  |
| **(3)(c)2.(ii)(I)** | Support the classroom teacher in the assessment of individual students. | CTRD 7920C |  | X |
| **(3)(c)2.(ii)(II)** | Place students along a developmental continuum and identify students’ proficiencies and difficulties. | CTRD 7920A | X |  |
| **(3)(c)2.(ii)(III)** | Extend the assessment of individual students to further determine proficiencies and difficulties in order that appropriate services and instruction may be provided. | CTRD 7920A | X |  |
| **(3)(c)2.(ii)(IV)** | Collaborate with other education professionals to implement appropriate reading instruction for individual students. | CTRD 7920C |  | X |
| **(3)(c)3.** | **Program assessment.** |  |  |  |
| **(3)(c)3.(ii)** | Ability to: |  |  |  |
| **(3)(c)3.(ii)(I)** | Assist the classroom teacher in using assessment to plan instruction for all students, including ELLs. | CTRD 7920C |  | X |
| **(3)(c)3.(ii)(II)** | Use in-depth assessment information to plan intervention instruction for struggling readers. | CTRD 7920A | X |  |
| **(3)(c)3.(ii)(III)** | Maintain data on student progress in reading achievement and determine implications for the school's reading program. | CTRD 7920C |  | X |
| **(3)(c)3.(ii)(IV)** | Collect, analyze, and use schoolwide assessment data to implement and revise school or school system reading programs. | CTRD 7920C |  | X |
| **(3)(c)4.** | **Communicating assessment results.** |  |  |  |
| **(3)(c)4.(ii)** | Ability to: |  |  |  |
| **(3)(c)4.(ii)(I)** | Communicate assessment information to all stakeholders for accountability purposes. | CTRD 7920C |  | X |
| **(3)(c)4.(ii)(II)** | Communicate assessment information to all stakeholders for instructional purposes. | CTRD 7920A | X |  |
| **(3)(d)** | **Creating a literate environment.** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge and appropriately using instructional practices, approaches and methods, curriculum materials, and assessments. Prior to program completion, prospective reading specialists shall demonstrate: |  |  |  |
| **(3)(d)1.** | **Students’ interests, abilities, and backgrounds.** |  |  |  |
| **(3)(d)1.(ii)** | Ability toassist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. | CTRD 7920C |  | X |
| **(3)(d)2.** | **Print-rich environment**. |  |  |  |
| **(3)(d)2.(ii)** | Ability to: |  |  |  |
| **(3)(d)2.(ii)(I)** | Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. | CTRD 7920B | X |  |
| **(3)(d)2.(ii)(II)** | Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiples levels, broad interests, and cultural and linguistic backgrounds. | CTRD 7920C |  | X |
| **(3)(d)3.** | **Authentic uses of reading and writing in everyday life.** |  |  |  |
| **(3)(d)3.(ii)** | Ability to: |  |  |  |
| **(3)(d)3.(ii)(I)** | Model reading and writing for real purposes in daily interactions with students and education professionals. | CTRD 7920B | X |  |
| **(3)(d)3.(ii)(II)** | Assist teachers and paraprofessionals in enthusiastically modeling reading and writing as valued lifelong activities. | CTRD 7920C |  | X |
| **(3)(d)4.** | **Lifelong readers.** |  |  |  |
| **(3)(d)4.(ii)** | Ability to: |  |  |  |
| **(3)(d)4.(ii)(I)** | Use methods to effectively revise instructional plans to motivate all students to read for pleasure and information. | CTRD 7920B | X |  |
| **(3)(d)4.(ii)(II)** | Model techniques and assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students to read. | CTRD 7920C |  | X |
| **(3)(d)4.(ii)(III)** | Promote family involvement in literacy development. | CTRD 7920B | X |  |
| **(3)(d)4.(ii)(IV)** | Articulate the research base that grounds best practice. | CTRD 7920C |  | X |
| **(3)(e)** | **Professional development.**  Candidates view professional development as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate: |  |  |  |
| **(3)(e)1.** | **Positive dispositions and an increasing knowledge base.** |  |  |  |
| **(3)(e)1.(ii)** | Ability to: |  |  |  |
| **(3)(e)1.(ii)(I)** | Display positive dispositions related to reading and the teaching of reading. | CTRD 7920B | X |  |
| **(3)(e)1.(ii)(II)** | Articulate the theories related to the connections between teacher dispositions and student achievement. | CTRD 7920C |  | X |
| **(3)(e)1.(ii)(III)** | Conduct professional study groups for paraprofessionals and teachers. | CTRD 7920C |  | X |
| **(3)(e)1.(ii)(IV)** | Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. | CTRD 7920C |  | X |
| **(3)(e)1.(ii)(V)** | Advocate the advancement of a professional research base to expand knowledge-based practices. | CTRD 7920C |  | X |
| **(3)(e)2.** | **Collaboration.** |  |  |  |
| **(3)(e)2.(i)** | Knowledge of: |  |  |  |
| **(3)(e)2.(ii)** | Ability to: |  |  |  |
| **(3)(e)2.(ii)(I)** | Establish collegial relationships in order to work effectively with classroom teachers, special educators, administrators, community agencies, and families. | CTRD 7920B | X |  |
| **(3)(e)2.(ii)(II)** | Share knowledge of research-based techniques with colleagues. | CTRD 7920C |  | X |
| **(3)(e)2.(ii)(III)** | Employ coaching or mentoring to improve reading instruction. | CTRD 7920C |  | X |
| **(3)(e)2.(ii)(IV)** | Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings. | CTRD 7920B | X |  |
| **(3)(e)2.(ii)(V)** | Assist classroom teachers and paraprofessionals as they strive to improve their practice. | CTRD 7920C |  | X |
| **(3)(e)3.** | **Planning and implementing professional development.** |  |  |  |
| **(3)(e)3.(ii)** | Ability to: |  |  |  |
| **(3)(e)3.(ii)(I)** | Exhibit leadership skills in professional development. | CTRD 7920C |  | X |
| **(3)(e)3.(ii)(II)** | Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. | CTRD 7920C |  | X |
| **(3)(e)3.(ii)(III)** | Identify and describe the characteristics of sound professional development programs based on the Alabama Standards for Effective Professional Development. | CTRD 7920C |  | X |
| **(3)(e)3.(ii)(IV)** | Articulate the evidence base that grounds best practice. | CTRD 7920C |  | X |

**Professional Work Sample — Common Assessments**

Achievement measure (would require a revision of internship expectations)

Rationale: Key indicator of teacher success is student learning. Requires student have green light to plan and deliver a unit for at least one week. Topic selected by student with approval of AU supervisor and supervising teacher.

* Methods for teaching unit based on research-supported goals and methods, with approval of AU supervisor.
* Unit involves written assignment or performance for students, to be evaluated by intern to provide feedback to students.
* Intern assesses learning by creating parallel pre- and post-assessments based on unit objectives and learning goals.
* Intern reflects on the effectiveness of the unit.

Rubrics assess quality of planning, instruction, assignment, evaluation, and reflection. Only one aspect of each area is considered at a time in evaluating teaching effectiveness. Emphasis is placed on observable characteristics of teaching.

**I. Quality of planning**

Rubric: Is the unit plan aimed at a productive goal (knowledge or strategy) consistent with research?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Goal aims at practices at odds with the research evidence. | Goal aims at popular practice without strong research support. | Goal aims at important goal supported by research. | Goal is explicitly linked to research in educational field. |

Rubric: Is the instructional goal (knowledge or strategy) developmentally appropriate for the majority of students?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Goal is clearly too difficult given students’ developmental level OR goal is clearly too easy. | Goal will be difficult given students’ developmental level OR goal will likely lack challenge. | Goal will challenge students’ learning at their current developmental level. | Goal is especially well fitted to students’ current development, so that instruction will likely help them take the next step in the discipline. |

Rubric: Does the unit plan use methods likely to lead to learning the knowledge or strategy?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Method is odds with the research evidence OR student incorrectly applies a valid method, rendering it ineffective. | Method does not enjoy strong research support OR student shows weak understanding of procedural details. | Method is supported by research and student shows some competence with procedures. | Method is supported by research and student shows strong competence with procedural details. |

Optional planning rubric element in areas where students are learning strategies

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Method assumes students can discover on their own or already know how to use knowledge or carry out strategies with practice opportunities. | Method makes minimal use of explicit instructional model, omitting multiple elements. | Method involves partial use of explicit instructional model; omits one or more key elements. | Methods involve explicit instruction with clear, student-friendly explanation, modeling of procedures, guided practice, and gradual release of responsibility to students. |

**II. Quality of instruction**

Rubric: Does the instruction make the knowledge or strategy accessible and engaging to students?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Explanation inaccurate or lacks coherence so that most students do not understand. | Explanations accurate but unclear and not easily accessible to significant number of students. | Ideas clearly explained in understandable terms, accessible to most students. | Ideas clearly explained in informal, easily understood terms, accessible to nearly all students. |
| Instruction makes no attempt to link new concepts or strategies to previous instructional content. | Instruction mentions background knowledge or previous instructional content without clearly linking old and new material. | Instruction relates ideas to students’ background knowledge or previous instructional content. | Instruction explicitly reviews or bridges to previous knowledge or strategies, drawing strong ties to students’ background knowledge or previous instructional content. |
| Instruction fails to tap into students’ concerns or interests, leading to widespread inattention and restlessness. | Instruction invites participation but fails to capture the interest and engagement of the majority of students, eliciting listless attention. | Instruction invites participation by involving most students’ concerns or interests, eliciting students’ cooperation. | Instruction involves a hook to students’ concerns or interests, bringing marked engagement with lesson activities, including marginal learners. |

Rubric: Does the instructor monitor student learning and respond to students’ questions, comments, and needs?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Instructor does not ask questions or invite student participation in the lesson. | Instructor monitors student understanding by asking literal questions, eliciting brief, low level responses. | Instructor monitors student understanding by eliciting responses that require some thinking. | Instructor monitors student understanding by eliciting responses that require thinking and responds in ways that further elucidate concepts or strategies or evoke further thinking. |
| Instructor does not respond accurately to student input, if any. | Instructor responds to student input by evaluating responses as correct or incorrect. | Instructor responds to student input in ways that guide improvement in understanding concepts or strategies. | Instructor responds to student input in ways that further elucidate concepts or strategies or evoke further thinking. |

Rubric: Does the instructor successfully manage the class?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Instructor passive and powerless in response to multiple disruptions OR reacts with hostility. | Instructor is inconsistent in offering positive recognition or in imposing consequences for disruption OR consequences not commensurate with offense. | Instructor uses general, formulaic, or non-specific positive recognition; calls in inattentive students, and is reasonably consistent in imposing consequences. | Instructor uses specific positive recognition and imposes mild, consistent consequences for disruptive behavior. |

**III. Quality of assignment**

Rubric: Does the written assignment allow students to deepen their understanding of the knowledge or strategy?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| No assignment, or assignment does not draw on the knowledge or strategies taught. | Assignment asks for low-level response to the knowledge or strategies presented in the lesson OR invites personal response without applying new content. | Assignment requires students to use knowledge or strategies taught in the unit, eliciting an inferential level of understanding. | Creative assignment that leads students to deepen their understanding of the knowledge or strategies taught in the unit. |
| Feedback provides little guidance for improvement or contains significant inaccuracies. | Feedback is timely and accurate. | Feedback is timely and accurate; it identifies what student has done well and in provides specific guidance for improvement. | Feedback is timely and accurate; it identifies what student has done well and in provides specific guidance for improvement, and it shows strong understanding of individual learners. |

**IV. Quality of evaluation**

Rubric: Does the evaluation of student work objectively assess students’ learning?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| No assignment, or assignment is evaluated only for completion, or assignment is inaccurately evaluated. | Assignment is accurately evaluated with clear feedback to students on what was correct and incorrect. | Assignment is accurately evaluated with clear feedback that includes written comments to students. | Assignment is accurately evaluated with clear feedback that includes written comments to students that invite further learning. |
| Student work samples overall do not demonstrate learning. | Student work samples shows different levels of learning, with at least half of students demonstrating learning. | Student work samples demonstrate learning for most students; they are analyzed to recognize response patterns or identification of groups for reteaching. | Student work samples demonstrate learning for nearly all students; are analyzed to recognize response patterns or identification of groups for reteaching; analysis is clear and detailed, and it recognizes partial understanding. |

Rubric: Does the pre- and post-assessment objectively assess students’ learning?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| No test, or test is inaccurately evaluated, or test items do not require new learning of content or strategies. | Test is too brief to sample student learning or exhaustively long; or it overrelies on low level questioning. | Test is challenging and collects good sample of student learning, and it samples high level thinking or performance. | Test is challenging and effectively samples student learning at a high level thinking or performance; and it is not vulnerable to student test-taking skills that are independent of content. |

**V. Quality of reflection**

Rubric: Does the instructor use the analysis of student learning to revise instruction?

|  |  |  |  |
| --- | --- | --- | --- |
| Unsuccessful | Minimal | Successful | Exemplary |
| Next steps are not aligned with assessment or based on inaccurate evaluation of student learning. | Next steps address some identified student needs with general support, based on accurate evaluation of learning. | Next steps target support to individuals or groups to address specific identified needs. | Next steps target support to individuals or groups to address specific identified needs; they are based on patterns of response and articulated clearly. |
| No clear attempt to adjust instruction in response to observed problems, e.g., confusion, lack of challenge, time management. | Instructor notes what students understood and did not understand, and makes adjustments by improving directions, time management, or reteaching. | Instructor monitors progress toward learning objectives and adjusts instruction based on individual and collective learning difficulties. | Instructor monitors progress toward learning objectives, adjusts instruction based on individual and collective learning difficulties to focus on deepening knowledge or understanding of unit content or strategy use. |
| Reflections on teaching practice misapply research-based theory OR do not recognize how student learning was affected by planning, instruction, or assessment decisions. | Reflections on teaching practice are consistent with research-based theory and recognize how student learning was affected by planning, instruction, or assessment decisions. | Reflections on teaching practice are based on sound knowledge of research-based theory, linked to knowledge of students in the class, and recognize how student learning was affected by planning, instruction, or assessment decisions. | Reflections on teaching practice are based on sound knowledge of research-based theory, linked to knowledge of students in the class; revisions to instruction are specific and strategic to improve individual and collective student learning. |