Department of Reading Education

Program Response to Standards

August, 2007
# Table of Contents

## Prologue

2

## Part A: Standards of Quality and Effectiveness for the California Reading Certificate

9

California Reading Certificate: Course Descriptions 10

- **Category 1:** Program Design and Curriculum Standards
  - Standards 1-6
- **Category 2:** Field Experience Standard
  - Standard 7
- **Category 3:** Standards of Candidate Competence and Performance
  - Standards 8-11

## Part B: Standards of Quality and Effectiveness for the California Reading/Language Arts Specialist Credential

27

California Reading/LA Specialist Credential: Course Descriptions 28

- **Category 4:** Program Design and Curriculum Standards
  - Standards 12-15
- **Category 5:** Field Experience Standard
  - Standard 16
- **Category 6:** Standards of Candidate Competence and Performance
  - Standards 17-20

## Part C: Appendix

Appendix 40

- Curriculum Guide
- Syllabi
- Student Handbook
PROLOGUE

The Graduate Reading Program at California State University, Fullerton serves its constituency by offering courses on the Fullerton campus, the Irvine extension campus, and often at a school site in the candidate’s own district, in one of the many cohort programs that are offered. The faculty works together to maintain alignment of course content with professional standards and to identify and adapt key course assignments to assess candidates’ proficiency in meeting these standards. The Curriculum Guide, included in Part C of this Response, details this alignment. Course custodians ensure that key course assignments are implemented across all sections of a course, collect student scores on key course assignments, and submit these along with course grades. Over the past two years, the faculty has worked with other Education Unit department representatives to develop Unit-wide assessments, and a dynamic Unit-wide assessment system that facilitates analysis and improvement of program design and course content.

Three Graduate Reading Program Options

The Graduate Reading Program offers three options for graduate study in preparation for professional roles at varying levels in public and private schools and other educational settings. See Figure 1 on the following page for a graphic overview of these programs. Teachers may earn the California Reading Certificate, the Master of Science in Education with a concentration in Reading degree, and/or the California Reading/Language Arts Specialist Credential. Many candidates complete all three programs. Each program option provides candidates with research-based understandings of reading and the teaching of reading as well as opportunities to apply knowledge in field and supervised settings.

The California Reading Certificate is a 16-unit program with a 1-unit prerequisite. The Masters Degree is a 30-unit Program, and the California Reading/Language Arts Specialist Credential is also 30 units. These three options involve many of the same courses. By completing 35 semester units, candidates can earn their Reading Certificate, Masters Degree, and Reading/Language Arts Specialist Credential. In an age of increasing demand for a highly literate populace, Graduate Reading Program faculty strive to prepare reading professionals who truly understand how to integrate contemporary theories of reading with sound pedagogical practice. In addition to graduate courses, the Department offers undergraduate courses designed to enable undergraduate college students to think and read critically in a variety of disciplines.
**Figure 1**

**Department of Reading Education**

**Advanced Programs Guide**

**Transition 1: Program Entry Checkpoint**
- Baccalaureate degree
- GPA = 3.0+ in last 60 units completed
- (Reading/LA Credential & Masters only)
- Application Essay

**Reading Certificate:**

**READ 501# (1)**

**Transition 2: First Semester Checkpoint**
- GPA = 3.0+
- COE Diversity Survey
- Program of Study on File (Masters only)

**READ 507* (3) READ 508* (3) READ 514* (3) READ 560 (3) READ 516*** (4)**

**Transition 3: Exit Checkpoint**
- for Certificate-Only Candidates
- READ 516 Checkpoint Portfolio
- California teaching credential
- 3 Years successful teaching experience

**Reading/LA Specialist Credential:**

(in addition to courses for the Certificate)

**EDEL 511** (3) **READ 520 (2)**

**Transition 3: Midpoint Advance to Candidacy Checkpoint**
- GPA = 3.0+
- READ 516 Checkpoint Portfolio
- READ 516 COE Midpoint Survey
- EDEL 511 Writing Assessment = 4+

**581 (4) 570 (2) 585 (3)**

**Transition 4: Exit Checkpoint**
- GPA = 3.0+
- 581 Checkpoint Portfolio
- COE Exit Survey
- CA Teaching Credential
- Verification of 3 Yr. Teaching Experience
- 2 Letters of Reference from Professors
- 2 Letters of Reference from Field

**MS Degree Reading:**

(in addition to courses for the Certificate)

**EDEL 511** (3) **## (3) READ 520 (2)**

**Transition 3: Midpoint Advance to Candidacy Checkpoint**
- GPA = 3.0+
- READ 516 Checkpoint Portfolio
- READ 516 COE Midpoint Survey
- EDEL 511 Writing Assessment = 4+

**EDEL 520, 511, 536## (3) 581 (4) and either 595/7/8 (1)**

**Transition 4: Exit Checkpoint**
- GPA = 3.0+
- 581 Checkpoint Portfolio
- COE Exit Survey
- 2 Letters of Reference from Professors
- 2 Letters of Reference from Field

---

* prerequisite for READ 516
** prerequisite for READ 560, except for Certificate-only
*** prerequisite for READ 581
# prerequisite for the Specialist Credential
## usually available summers
The Larger Context for the Design of the Graduate Reading Program

The Graduate Reading Program is grounded in and driven by the College of Education’s Statement of Core Values, Mission, and Program Outcomes and Indicators, as outlined in the Curriculum Guide that aligns College of Education Program Outcomes with Standards of the California Commission on Teacher Credentialing and the International Reading Association, and illustrates how these Standards are assessed in key course assignments. The Curriculum Guide is included in Part C of this Response.

College of Education Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College of Education Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

College of Education Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists, who:

a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners, who:

a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals, who:

a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
The Reading Department Mission and Goals
The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, methods, and approaches most appropriate based on teachers' analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

Organization of the Program Response to Standards
This Response to Standards has three Parts. Part A lists courses in the California Reading Certificate Program and reports how each California Commission on Teacher Credentialing Standard for the Certificate is met by courses in the Graduate Reading Program. Part B lists courses in the California Reading/Language Arts Credential Program and reports how each Standard for the Credential is met by courses in the Graduate Reading Program. Part C provides the Curriculum Guide, indicating alignment of Key Course Assignments with College of Education Outcomes and professional standards.

Common Components of the Masters, Certificate, and Credential Program Options
There are several common components of the three options offered by the Graduate Reading Program. These are noted here, and referred to in Parts A and B of the Program Response to Standards.

- Key Course Assignments. A new Curriculum Guide (included in Part C of the Program Response to Standards) illustrates how the professional standards for the Department’s graduate reading programs are driven by Education Unit Program Outcomes, targeted in program courses, and assessed by key course assignments. Five assessments are identified for the California Reading Certificate, and five are identified for the California Reading/Language Arts Credential. Grades on key course assignments are collected from each section of each course each semester. Students’ scores on key course assignments are collected by course custodians, and submitted along with grades to the department’s office assistant, who collects and compiles these data.
Checkpoint Portfolios. READ 516 is the final course for students exiting with the Reading Certificate and the midpoint course for candidates in the Masters and Reading/Language Arts Specialist Credential programs. A “checkpoint portfolio” completed by candidates in this course serves as an exit check for Certificate program candidates and as a midpoint check for advanced program candidates. READ 581 is the final course taken by both Masters degree candidates and California Reading/Language Arts Specialist Credential candidates. (After completing the READ 581 clinic course, masters degree students enroll in one of three options as their culminating coursework; Reading/Language Arts Specialist Credential candidates complete two additional courses after READ 581.) A “checkpoint portfolio” is completed in READ 581 as an exit check for these advanced program candidates.

Dispositions Inventory. Faculty model and encourage all candidates to reflect dispositions identified by the Education Unit to represent the values and attitudes expected of professionals in the field of education. As candidates move through their programs it is expected that they will demonstrate increasing ability to: promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, and value lifelong learning. A self-report Dispositions Inventory has been developed, to be given in READ 507, early in the Program, and in READ 516, the last course in the Reading Certificate program, and in READ 581, the culminating course in the California Reading/Language Arts Credential and the Masters degree Program.

Unit-Wide Assessments. Graduate Reading Program faculty has worked with representatives from other departments to develop Unit-Wide assessments, including the Diversity Survey, the Diversity Assignment, the Literature Review Writing Assignment, the Mid-Point Survey, and the Exit Survey.

Course Custodians. To ensure that key course assignments and other assessments are uniformly completed across course sections, course custodians have been identified, and their roles and responsibilities specified, as follows:

- Be familiar with accreditation requirements related to course (NCATE, CTC, Curriculum Guide)
- Meet with course faculty as needed to discuss course content, assessment, and materials
- Communicate regularly and as needed with course faculty
- Create and update course packets
- Order textbooks and/or course packets for all sections of course (if common materials and if appropriate)
- Support new and part-time faculty teaching the course
- Serve as point person for course requests/information
- Collect course syllabi, packets, assignment guidelines, rubrics, student scores on key assignments, and samples of completed assignments from faculty teaching the course and place in accreditation folders
- Administer Unit-wide assessments
• Communicate with the Chair and the Department regarding course modifications if they might impact accreditation requirements (NCATE, CCTC, Curriculum Guide Assessments)

Course custodians seek to ensure that there is a balance between the theoretical underpinnings of the discipline and the pragmatic application of these theories in the classroom. Each course contains an application component that enables candidates to apply their new learning to the instructional environment in which they teach. While issues of gender and diversity are emphasized in particular courses, the content of each course addresses aspects of these issues. The faculty work closely with area schools to ensure that the material presented in courses is appropriate to the populations of children in candidates’ classrooms and districts.

➢ Program Evaluation. Data from key course assignments, Unit-wide assessments, the Dispositions Inventory, and the Checkpoint Portfolios are reviewed by faculty at department meetings early each semester, to identify Program strengths and needs, and consider possible changes. In addition, the faculty meets once a month each year for an all-day retreat in order to review each course in the sequence and determine if the assignments and content of each course are appropriate and what modifications or alterations may be necessary. Special effort has been made to ensure that each course builds on the knowledge, skills and dispositions delineated in previous courses. Key course assignments are discussed to ensure that these reflect the professional standards identified in the Department’s Curriculum Guide, and provide the best possible array of experiences for candidates. Changes in key assignments are often made based on the experiences the previous semester or year. Course review also takes into consideration the change in emphasis in the field of reading as well as the expertise of the faculty teaching the courses.

➢ Advisement. One full-time faculty member has assigned time as Coordinator of Graduate Advisement. Each candidate in the Certificate-only, Masters, and/or Credential Program meets with the Graduate Advisor during the first semester of their program. During this interview the program is explained, an overview of courses is presented, and questions are answered. A study plan is completed and the candidate is asked to sign a form indicating that the program has been explained to them in detail and that the options and possible variations are understood. Study plans are reviewed when candidates are halfway through the program to determine if each student is on track, if any special intervention needs to be undertaken, or if a student appears to require additional counseling. Faculty are available to candidates at convenient times for the candidates (often before and after class times when candidates are on campus) and special advising times are established when needed. Candidates who are deemed to be struggling in any area are the topic of discussion at Reading Program meetings in order to prevent major difficulties and determine ways to aid that student whether the difficulty is lack of specific experiences or poor writing skills.
Diversity Assignment. The Unit-wide Diversity Survey is completed by candidates in their first semester of study. This Survey is designed to identify candidates who lack experience teaching in settings where students are different from themselves. To ensure that all candidates have experience teaching in diverse settings, candidates in READ 560 complete a Case Study with a student who is different from themselves. This assignment is the Unit-Wide Diversity Assignment.

Alumni Association. Members of the Reading Educators Guild, the alumni group of the Graduate Reading Program, periodically consider and react to changes made in the Program. Representatives of that group consult with faculty regarding changes in curriculum.
### Part A

Standards of Quantity and Effectiveness for the California Reading Certificate

<table>
<thead>
<tr>
<th>Category 1: Program Design and Curriculum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 – Program Design, Rationale and Coordination</td>
</tr>
<tr>
<td>Standard 2 – Developing Fluent Reading</td>
</tr>
<tr>
<td>Standard 3 – Comprehension and Study Strategies</td>
</tr>
<tr>
<td>Standard 4 – Planning and Delivery of Reading Instruction Based on Assessment</td>
</tr>
<tr>
<td>Standard 5 – Intervention Strategies at Early and Intermediate Reading Levels</td>
</tr>
<tr>
<td>Standard 6 – Areas of Study Related to Reading and Language Arts, Certificate Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2: Field Experience Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 7 – Application and Reinforcement Through Field Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3: Standards of Candidate Competence and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8 – Application of Research-Based and Theoretical Foundations</td>
</tr>
<tr>
<td>Standard 9 – Curriculum and Instructional Practices</td>
</tr>
<tr>
<td>Standard 10 – Crosscultural Practices</td>
</tr>
<tr>
<td>Standard 11 – Assessment, Evaluation and Instruction</td>
</tr>
</tbody>
</table>
**California Reading Certificate Program:**

**Course Descriptions**

(Courses are listed in recommended sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 501</td>
<td>ASSESSMENT OF READING SPECIALIST COMPETENCIES (1 unit)</td>
</tr>
<tr>
<td></td>
<td>Assessment of competencies of candidates entering the Graduate Reading</td>
</tr>
<tr>
<td></td>
<td>Program in preparation for the Reading/Language Arts Specialist Credential.</td>
</tr>
<tr>
<td>READ 508</td>
<td>TEACHING READING/LANGUAGE ARTS IN TODAY’S ELEMENTARY SCHOOLS (3 units)</td>
</tr>
<tr>
<td></td>
<td>Current trends in teaching of elementary reading/language arts. The role</td>
</tr>
<tr>
<td></td>
<td>of the teacher as a decision-maker in the elementary reading/language arts</td>
</tr>
<tr>
<td></td>
<td>classroom.</td>
</tr>
<tr>
<td>READ 507</td>
<td>READING AND THINKING IN THE CONTENT AREAS (3 units)</td>
</tr>
<tr>
<td></td>
<td>This course examines the teaching of reading and thinking in the subject</td>
</tr>
<tr>
<td></td>
<td>disciplines, including instructional methodology, assessment, materials, and</td>
</tr>
<tr>
<td></td>
<td>program design.</td>
</tr>
<tr>
<td>READ 514</td>
<td>LINGUISTICS AND READING (3 units)</td>
</tr>
<tr>
<td></td>
<td>A study of linguistics and its influence on reading, materials and</td>
</tr>
<tr>
<td></td>
<td>instruction. An analysis of trends in linguistics as they relate to the</td>
</tr>
<tr>
<td></td>
<td>teaching of reading.</td>
</tr>
<tr>
<td>READ 560</td>
<td>THE SOCIOCULTURAL CONTEXT OF LITERACY AND LEARNING (3 units)</td>
</tr>
<tr>
<td></td>
<td>Theory and research in teaching reading/language arts to students of</td>
</tr>
<tr>
<td></td>
<td>diverse cultural and linguistic backgrounds. Understanding issues and</td>
</tr>
<tr>
<td></td>
<td>concepts of various approaches. Using appropriate materials and methods for</td>
</tr>
<tr>
<td></td>
<td>teaching literacy skills to diverse groups.</td>
</tr>
<tr>
<td>READ 516</td>
<td>DIAGNOSTIC-PRESCRIPTIVE TEACHING OF READING (4 units)</td>
</tr>
<tr>
<td></td>
<td>A study of the administration, evaluation and interpretation of individual</td>
</tr>
<tr>
<td></td>
<td>and group tests related to reading/language arts performance. Course</td>
</tr>
<tr>
<td></td>
<td>includes in-depth analysis of a problem reader with a study of the effects</td>
</tr>
<tr>
<td></td>
<td>of linguistic, social, physical, psychological, educational and cultural</td>
</tr>
<tr>
<td></td>
<td>factors which may influence reading and test performance.</td>
</tr>
</tbody>
</table>

*Please see Appendix and Program Files for course syllabi.*
Response: The California Reading Certificate Program at California State University, Fullerton is guided by the College of Education’s Conceptual Framework, symbolically envisioned as “a transformational journey toward educational advancement and achievement, and articulated as its Core Values and Mission Statement, and implemented to meet specific Program Outcomes and Indicators. The Reading Department’s Mission is aligned with this Conceptual Framework.

The College’s Conceptual Framework and the Department’s Mission emphasize the active and personal nature of learning and the importance of learning and acting within a social context. The Graduate Reading Program emphasizes collaborative learning, reflecting upon one’s actions, and empowering learners to read to their full potential. We encourage candidates to be active in the profession of education and expect them to make positive differences in the settings where they are employed. The faculty models the kinds of dispositions, behaviors, and commitments we hope to see in our candidates.

The California Reading Certificate Program at California State University, Fullerton consists of six graduate courses that total 16 semester units. The faculty has instituted a number of procedures, detailed below, to ensure that the curriculum is logically sequenced and to coordinate administrative components of the Program.

- To meet the new assessment-driven NCATE requirements, the faculty has revised the Graduate Reading Program Curriculum Guide to identify five key course assignments that, together, meet the California Commission on Teacher Credentialing Standards for the California Reading Certificate and the International Reading Association Standards for classroom-based reading professionals. The Curriculum Guide is presented and explained in detail to candidates in READ 501, a self-assessment course required for both the California Reading Certificate and the California Reading/Language Arts Specialist Credential Programs. Candidates are asked to do an entry-level self-assessment survey estimating their level of knowledge and expertise in the areas covered.

- Candidates are presented with the recommended sequence of courses for the Certificate Program in their first semester in READ 501. In the introductory courses, READ 508 and READ 507, candidates gain knowledge of the theory, research, and skills associated with reading instruction from emergent literacy stages to teaching academic reading at the college level. In READ 514 and READ 560, candidates examine
language and culture in relationship to literacy learning in contemporary schools. In READ 516, the culminating course for the California Reading Certificate, candidates are expected to connect knowledge about theory and practice to individualized assessment protocols, in order to complete an in-depth analysis of a problem reader incorporating the effects of linguistic, social, physical, psychological, educational and cultural factors which may influence reading and test performance. Specific strengths and needs are hypothesized, and used to develop tutoring lessons. A Case Report is developed and shared with all appropriate parties.

- Student grades for the key course assignments are collected each semester along with final course grades and assembled by the Department’s office assistant. These data are reviewed by faculty at department meetings early each semester, to identify Program strengths and needs, and consider possible changes.

- The six courses in the Reading Certificate Program form the first layer of conceptual and experiential groundwork for the more advanced Reading/Language Arts Credential Program. As such, procedures for admission, advisement, candidate assessment, and program evaluation are the same for Certificate-only students as for students pursuing the more advanced Credential and/or Masters degree. Certificate-only students also have access to the same educational resources, such as library services, full-time faculty, field experiences, and the Program’s informational website and graduate student handbook.

Several other indicators of program coordination, design, and rationale are evidenced in the common components of the three Program options, detailed in the Prologue to the Program Response to Standards. These include:

- Course custodians are identified for each course, and their roles have been specified to ensure consistency in Program delivery, including responsibility for a sound theoretical and scholarly basis in each section of a course, and for consistent implementation of key course assignments across all sections of a course.

- Students complete a “checkpoint portfolio” in READ 516 (the usual exit point for Certificate students).

- In their first semester of the Program, candidates complete the Diversity Survey, which is designed to identify candidates who lack experience teaching in settings where students are different from themselves. To ensure that all candidates have experience teaching in diverse settings, candidates in READ 560 complete a Case Study with a student who is different from themselves.

- The Dispositions Inventory is given in READ 507, to gather baseline data, and to heighten student awareness of the dispositions that faculty value and model; the Inventory is given again in READ 516, the exit course for Reading Certificate candidates.
• The faculty meet each year for an all-day retreat in order to review each course in the sequence and determine if the assignments and content of each course are appropriate and what modifications or alterations may be necessary.

• The faculty has made a special effort to ensure that there is a strong balance between the theoretical underpinnings of the discipline and the pragmatic application of these theories in the classroom. Each course contains an application component that enables the candidates to apply their new learning to the instructional environment in which they teach.
CALIFORNIA READING CERTIFICATE
CATEGORY 1: PROGRAM DESIGN AND CURRICULUM STANDARDS

### Standard 2
Developing Fluent Reading

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

**Response:** Courses in the Graduate Reading Program sequence begin with an introduction to fundamental concepts related to identifying students’ developmental progress in reading and providing appropriate instruction, as a basis for later courses that develop candidates’ ability to conduct in-depth analysis of reading needs and tailor instructional intervention for classroom, small group, and individual settings. (See specific course outlines in Attachment 2).

Three courses in the sequence look specifically at stages of reading development and approaches to assessing and guiding student progress. These courses are READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools; READ 514 Linguistics and Reading; and READ 516: Diagnostic-Prescriptive Teaching of Reading. These courses are designed to provide a detailed overview of the stages of reading development, including phonemic awareness, decoding, and word recognition strategies. The concepts necessary to ensure that students move from emergent readers to fluent constructors of knowledge are introduced, demonstrated and practiced. Further applications are emphasized in subsequent courses in the Program, including assessment techniques and approaches to remediation for students who have not learned through the typical classroom instruction.

**READ 508 Teaching Reading/Language Arts in Today’s Elementary Schools**

READ 508 is typically the first course taken in the Program sequence. It focuses on helping candidates acquire knowledge and experience in teaching methods for fluent reading and writing, including: concepts about print; phonemic awareness; direct, systematic, explicit phonics and decoding strategies with extensive guided practice in strategies for comprehending fiction and nonfiction; and writing. Textbooks, assigned readings and other materials are chosen to present an interactive model of reading that emphasizes the importance of automaticity in word recognition, and the role of prior knowledge and metacognitive monitoring in comprehending text. Candidates are exposed to principles for guiding word recognition instruction that include the following:

- Word recognition is a complex process.
- Phonemic awareness is a prerequisite to understanding the logic of the code.
- Reading requires an understanding of the alphabetic principle.
- Decoding words requires knowledge of letter/sound relationships and blending.
• Spelling and writing complement and reinforce reading
• Fluent reading requires extensive practice reading connected text

Candidates are introduced to a wide range of techniques and methods for teaching explicit, systematic decoding, approaches to engaging students in extensive reading for varied and engaging purposes, and practices that facilitate transfer of primary language abilities into English language reading and writing.

A major assignment in READ 508 is the development of a position paper. This assignment requires that candidates identify each of the areas (bulleted above) as one of the goals of an ideal reading program, provide research support for each, and suggest appropriate instructional activities for addressing each area. For instance, in focusing on the goal of phonics, the candidates must identify skills that must be taught, provide research support for their decision, and provide an instructional approach for addressing that goal.

**READ 514 Linguistics and Reading**

Taken early in the Program of Study, READ 514 addresses the following:

- the history of modern linguistics and current theories and topics in the study of language;
- the relationship between language and literacy development in the home, community, and school;
- social, cultural, and individual differences in language development;
- psycholinguistic and socio-linguistic models of fluent reading;
- current and potential applications of linguistic theory to classroom practices and materials.

The midterm is an essay test that covers the topic of fluent reading. The candidate who successfully passes this test demonstrates a strong knowledge of the research and practical implications of skills, knowledge, and abilities required to develop fluency in reading.

**READ 516 Diagnostic-Prescriptive Teaching of Reading**

In this course, candidates conduct an in-depth analysis of a struggling reader. They administer an Informal Reading Inventory and followup assessments as indicated by results of that initial testing. Candidates review test results to make interpretations and hypothesize the student’s reading strengths and needs with reference to development in the areas of phonemic awareness, sound-symbol knowledge, decoding/word attack strategies and sight word acquisition, spelling, meaning vocabulary, and comprehension. Candidates synthesize knowledge and experience gained in previous courses to recommend and implement appropriate instructional interventions, and compile their findings in a formal Case Report.
CALIFORNIA READING CERTIFICATE
CATEGORY 1: PROGRAM DESIGN AND CURRICULUM STANDARDS

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Comprehension and Study Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program provides each candidate with current research-based skills and knowledge about reading comprehension, including foundational skills in academic language, background knowledge, concept formation, and vocabulary development. The program provides candidates with skills and knowledge related to the teaching of comprehension strategies such as text analysis (both narrative and expository text structure); thinking and study strategies such as inference, summarization, predicting, questioning and clarifying); and independent reading of quality books.</td>
<td></td>
</tr>
</tbody>
</table>

Response: Reading is comprehension. It cannot occur without word recognition, but even beginning reading instruction needs to be centered on comprehension, with decoding and sight word instruction and practice contextualized as secondary, contributing lesson components. The point of every reading act is to comprehend. For the beginning reader, striving page-by-page to achieve automaticity in letter/sound, onset/rime, and sight word connections, the point is to comprehend. As students learn to apply decoding skills in the early grades, in order to more quickly acquire all words as sight words, and as they develop the habit of fluent reading as a tool for effective comprehension, reading instruction continues to focus on comprehension strategies for negotiating increasingly difficult text. By upper elementary grades and continuing through middle and high school content area instruction, students need support in acquiring strategies for independently comprehending and learning from instructional, study-level, text.

Three of the six courses in the Reading Certificate sequence specifically address comprehension and study strategies. These are READ 508, Teaching Reading/Language Arts in Today’s Elementary Schools; READ 507, Reading and Thinking in Content Areas; and READ 516, Diagnostic-Prescriptive Teaching of Reading. These courses are designed to provide a detailed overview of the stages of reading development, from beginning reading to intermediate and mature reading. The concepts necessary to ensure that students move from emergent readers to effective learners are introduced, demonstrated, and practiced. Further applications are emphasized in subsequent courses in the Program, including assessment techniques and approaches to remediation for students who have not learned through the typical classroom instruction.

Instructors use a variety of methods to ensure that candidates receive support for instruction and experience in developing student background knowledge and vocabulary, and in the use of teaching methods for schema activation, metacognitive monitoring, and postreading schema building. Assigned readings and other materials are chosen that present an interactive model of reading that emphasizes the importance of automatic word processing, prior knowledge and experience in comprehending text. In the area of comprehension, candidates are exposed to principles for guiding comprehension instruction that include the following:
• Use techniques that build or activate prior knowledge, including potentially difficult vocabulary, before reading.
• Use techniques that help guide the interaction between the reader and the text
• Use questions that require a full range of cognitive function
• Create opportunities for instructional conversations
• Teach strategies that students can use independently in reading and learning.

The evidence in support of instruction and experience with comprehension and study strategies is organized by course, below.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**
The content of one of the first courses taken by candidates, READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools, is a balance between the specific skills necessary to read words and the comprehension skills necessary for understanding both narrative and expository texts. Comprehension theory is explained and activities to develop comprehension in emergent, beginning, and intermediate level readers, motivational approaches to encourage wide reading, and approaches to scaffolding English language learners’ acquisition of effective comprehension strategies are presented and discussed. Instructional methodology presented includes approaches to vocabulary acquisition, text analysis, inference, summarization, predicting, questioning and clarifying, using both narrative and expository text.

Comprehension methods are explained and modeled, and candidates are expected to apply these in their own classrooms and in their course tutoring project, and evaluate their effectiveness. Both the midterm and the final position paper require that candidates address the principles of comprehension and articulate effective teaching practices that develop students’ use of comprehension strategies.

**READ 507: Reading and Thinking in Content Areas**
This course prepares candidates to provide practical and effective resources for text-based instruction to middle and high school students and in college developmental reading programs. Traditional and current theoretical models of comprehension are contrasted, with the latter articulated as the basis for the instructional framework and research-based teaching methods and cooperative structures presented in the course. Teaching methods are presented for: prereading schema activation; silent reading metacognitive monitoring and comprehension fix-up; and postreading schema building. Additional methods address study strategies, vocabulary acquisition, critical/constructive response to reading, and writing to learn. These methods frequently are combined with cooperative structures that permit students to engage in peer interactions that contextualize and personalize learning and scaffold English language learners’ acquisition of both content and comprehension strategies. Assessment techniques for estimating the readability (difficulty level) of text, and for estimating students’ reading abilities in particular content areas are presented and investigated.

Candidates conduct and report on an interview of a teacher or administrator in a middle or high school or an instructor in a college developmental reading program and respond
online to classmates’ reports. They conduct and report on a mini-research project investigating one or more of the assessment and/or readability techniques for adolescent and adult readers and respond online to classmates’ reports. They also conduct and report several trials of one method for teaching comprehension or vocabulary acquisition presented in the course, and respond online to classmates’ reports. A formal examination covers major course content.

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

This course approaches comprehension from the standpoint of the struggling reader. It addresses the reasons that readers have difficulty, a variety of tools and techniques for assessing comprehension, and means by which teachers can support students’ acquisition of effective comprehension strategies. The course is delivered on a school site, and each candidate is supervised by the course instructor in conducting initial and followup assessment of a student, analyzing and interpreting test, interview, and observation results, and recommending and implementing appropriate instructional interventions. Candidates discuss their assessment plans, results, and conclusions with one another, thereby broadening the scope of each candidate’s guided diagnostic-prescriptive experience base.

The major assignment for the course is a Case Report of the candidate’s work with a student. The Case Report includes assessment results and analyses, followed by recommendations and reports of tutoring.
CALIFORNIA READING CERTIFICATE
CATEGORY 1: PROGRAM DESIGN AND CURRICULUM STANDARDS

<table>
<thead>
<tr>
<th>Standard 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Delivery of Reading Instruction Based on Assessment</td>
</tr>
</tbody>
</table>

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

**Response:** The faculty in the Reading Program believes that all instruction and interaction with readers are opportunities for evaluation and assessment of a literacy learner’s knowledge. Emphasis is placed on diagnostic teaching where note is made of reading/writing/language performance each time a student responds in order for the teacher to provide appropriate instruction.

The Reading Program emphasizes both formal and informal testing and evaluation. With testing being such a critical issue in the public schools, it is essential that candidates explore issues related to the formal standardized assessment that occurs regularly in the schools as well as the individualized diagnostic evaluation necessary to meet the needs of specific readers. The course examines standardized tests, their influence, their strengths and limitations and the effective uses of them in the public schools so that they become tools useful to evaluating the needs of schools and their readers.

Although evaluation is a part of every course, particular emphasis is placed on it in READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools; READ 507: Reading and Thinking in Content Areas; READ 516: Diagnostic-Prescriptive Teaching of Reading; and READ 560: The Sociocultural Context of Literacy and Learning. These courses are reviewed as follows:

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In this early course in the Program sequence, candidates are introduced to reading from emergent literacy stages through thoughtful, independent reading of both narrative and informational text. Candidates develop their understanding of stages of reading development from phonemic awareness, phonics, and spelling, through higher levels of comprehension, and study strategies. They are introduced to classroom assessment procedures that inform instruction in these areas.

Candidates develop an understanding of the strengths and limitations of a variety of formal and informal assessment tools and techniques, including the following:

- Guided observations
- Informal reading inventories
- Running records
• Retellings
• Concepts about print measures
• Writing samples
• Phonemic awareness tests
• Phonics tests
• Rubrics
• Anecdotal records
• Portfolios

Candidates work with a beginning reader to identify needs and provide appropriate instruction. They complete and submit a tutoring log, which includes their reflections on the information gained from assessment techniques used and instructional strategies implemented.

A significant component of the final position paper asks candidates to address the role of assessment in the classroom as a means of guiding instruction.

**READ 507: Reading and Thinking in the Content Areas**

In this course, candidates develop an understanding of the principles of Instructional Level reading in the content areas, including the role of vocabulary acquisition, study strategies, and critical/creative response to text. Uses and limitations of standardized reading assessment at middle, high school and college levels are discussed, and practical techniques for classroom level assessment are presented.

Candidates become familiar with a variety of assessment techniques such as rubrics, content reading inventories and cloze tests. Candidates conduct and report on a mini-research project investigating one or more of the assessment and/or readability techniques for adolescent and adult readers and respond online to classmates’ reports.

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

In this class, the emphasis is placed on the educational, psychological, familial, linguistic, emotional, social, physical and cultural factors that are related to reading difficulties and the means by which reading performance is assessed in order to provide targeted remedial instruction. The major assignment for the course is an extensive/intensive diagnostic evaluation of a disabled reader using a variety of assessment tools and techniques to determine the reader’s strengths and needs in reading, writing, spelling, language usage and attitude. The end result is a Case Report that includes a description of the purpose of each test used, the results of each test, a summary of the strengths and needs of the reader, and remedial recommendations for correcting the difficulty. It is the intent of the diagnostic assignment to provide a process of evaluation that can then be transferred to the candidate’s classroom so that teachers will automatically evaluate the quality of reader responses in order to provide adequate and appropriate instruction.

Included in the course content are the means of reporting test results to administrators, parents and other school faculty. Parent conferences are an essential part of the course.
READ 560: The Sociocultural Context of Literacy and Learning
This course stresses the specific use of reading tests and assessment with diverse populations. Candidates address this topic through classroom discussions, textbook readings, and a Case Study assignment. In the Case Study, one student is assessed and followed during the course. The student’s language proficiency and literacy levels are assessed at the beginning and at the end of the course. Instructional recommendations are developed and implemented and then evaluated.
Response: Analysis of reading performance and intervention strategies to prevent and correct reading difficulties are critical components of the Graduate Reading Program. The faculty of the Reading Department believes that learning occurs best when candidates experience concepts for themselves. Content in the Graduate Reading Program courses is delivered by faculty modeling the concepts, techniques, strategies and behaviors that are appropriate for classroom instruction in the hope that by experiencing them firsthand in their own graduate classes, candidates will have an opportunity to evaluate their use and effectiveness on a personal basis, feeling comfortable enough with them to apply them in their own teaching situations. For example, candidates’ knowledge is assessed and assignments are altered to meet the needs and teaching goals of the candidates. This may include altering the topic or changing the emphasis on a written paper to the assignment of a particular age reader in the clinic setting. It is hoped that this model will encourage teachers to utilize the evaluate/instruct process in their own teaching situations.

The Graduate Reading Program curriculum attempts to introduce candidates to a wide variety of instructional settings. Candidates have assignments pertaining to whole class instruction in courses such as READ 508, Teaching Reading/Language Arts in Today’s Elementary Schools, and in READ 507, Reading and Thinking in the Content Areas, and to individual reader instruction in READ 516, Diagnostic-Prescriptive Teaching of Reading. In READ 508 candidates learn about a variety of intervention approaches, including the use of flexible grouping in the classroom, small group and one-on-one tutoring techniques, and the uses of technological instructional tools. In READ 507 they learn how content area teachers can use whole class methods for modeling pre, during and post reading strategies, along with cooperative structures for small group interaction. In READ 516 candidates work with individual learners but are expected to include that individual in some small group activities in order to experience how students “fit” together in learning environments. In all courses, candidates are grouped in varying ways, given varying assignments, and presented with tasks of various sorts in order to have candidates experience these concepts for themselves. In all courses, candidates are given tasks that involve working with their own classrooms in relationship to the topics discussed in their graduate classes with the intent of applying the theory and modeling to real world situations.

READ 516 is a culminating experience in which candidates apply the knowledge acquired in previous classes to evaluate a struggling reader’s strengths and needs, and design and implement appropriate instruction. Candidates work closely with families and
school environments to determine student needs in order to create remedial programs. Under faculty supervision at a school site, candidates determine the evaluation instruments to be used, the most appropriate materials to be applied, which technological programs would be effective, and the best means of informing and explaining reading/language arts needs to families and school personnel. The Program sequence allows candidates to learn the basic foundational skills of reading with readers who are developmental in nature then moving to those students who have not learned through the normal course of instruction.
CALIFORNIA READING CERTIFICATE
CATEGORY 1: PROGRAM DESIGN AND CURRICULUM STANDARDS

<table>
<thead>
<tr>
<th>Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Study Related to Reading and Language Arts: Certificate Level</td>
</tr>
</tbody>
</table>

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

Response: Reading is a process of active communication. All factors that add to or take away from a person’s ability to communicate also influence a reader’s ability to make meaning from printed language. Courses in the Reading program address the many factors that influence the developmental reading process. As stated in our Mission, “In order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability” (italics added).

In each course, candidates are expected to examine the research bases for the major concepts addressed. For example, in READ 508, candidates construct their understanding of the reading process by examining the definitions of reading provided by many authorities over the decades, including Gray, Goodman, Rumelhart, and Stanovich. Also in READ 508, when candidates explore the role of phonemic awareness in reading acquisition, they examine the research of Juel, Torgesen, Kammenui, and Yopp. When they consider issues in comprehension and vocabulary, they discuss the works of Pearson, Johnson, and Nagy. The major assignment in this course is a position paper, in which candidates describe an “ideal school,” in which the major research-based factors are addressed in a comprehensive and balanced way.

In READ 507, when candidates consider issues in content area reading, they examine the works of early authorities such as Herber to more recent authorities such as Bean, and Tierney. In READ 516, candidates examine the work in the Snow, Burns and Griffin volume, Preventing Reading Difficulties in Young Children.

In READ 514 and READ 560, candidates explore research and theory related to second language acquisition, and an understanding of ethnic, cultural, gender, linguistic, and socio-economic differences, examining the works of Au, Bernhardt, Collier, Cummins, Fillmore, and Krashen. Candidates their understanding and respect for individual differences including ethnic, cultural, gender, linguistic, and socio-economic differences in two major course projects: the multicultural literature project and the case study of an English language learner.

In READ 514, candidates study the relationships among oral language, spelling, reading and writing, including stages in the writing process, and consider the work of Bear, Ehri, Goodman, Invernizzi, Read, Smith, and Templeton. The psychological and socio-
linguistic aspects of reading and writing also are addressed in READ 514. Candidates discuss the research and theories of Bruner, Chomsky, Heath, Piaget, Skinner, Snow, and Vygotsky. Assignments in each class include sections where candidates must defend their reasons by citing authorities in the field. Activities such as debates, group question answering, lesson plans, etc. include sections where candidates are asked to verify their opinions and choices of positions by citing the literature that offers credence to their thinking.
CALIFORNIA READING CERTIFICATE
CATEGORY 2: FIELD EXPERIENCE STANDARD

**Standard 7**
**Application and Reinforcement Through Field Experience**

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

**Response:** Field experiences are an integral part of nearly every course in the sequence and provide candidates with the opportunity to integrate theory and practice. Field experiences range from applying and reacting to a new technique or strategy to creating a total program for a reader or group of readers.

**Work with Beginning Readers, English language Learners, Students with Reading Difficulties**

At multiple points in the Program, candidates apply their learning to work with beginning readers, English language learners, and students with reading difficulties. In READ 508, Teaching Reading/Language Arts in Today’s Elementary Schools, candidates tutor a beginning reader. In READ 560, The Sociocultural Context of Literacy and Learning, candidates develop a Case Study in which they assess and follow an English language learner. In READ 516, Diagnostic-Prescriptive Teaching of Reading, candidates develop a Case Report on a student with severe reading difficulties and develop instruction to address identified needs. The candidate then tutors the student for a minimum of five weeks.

**Assessment of Struggling Readers at Both Early and Intermediate levels of Reading Acquisition**

Assessment of struggling readers is the focus of our READ 516, Diagnostic-Prescriptive Teaching of Reading, which is taught on school sites. Candidates select a struggling reader, assess strengths and weaknesses, and identify a course of instruction. Some candidates select a student at the early level of reading acquisition; other candidates select a student at the intermediate level of reading acquisition. Candidates share their assessment procedure and findings with one another. The course instructor works closely with administrators at the school site to most effectively design and implement the program.

**Opportunities to Provide Instruction to Struggling Readers**

READ 516, Diagnostic-Prescriptive Teaching of Reading, the culminating course in the California Reading Certificate Program, has as a central component the tutoring of a
struggling reader. The tutoring process is based upon the Case Report that the candidate develops as a way of verifying that the instructional recommendations presented in the Case Report are appropriate. In addition, field experiences offered in READ 508 and READ 560 are typically conducted with struggling readers.

In each learning situation, the candidates receive feedback and guidance from the faculty member so that maximum learning occurs. At each point in the experiences, the candidate’s performance is analyzed and adjustments or interventions occur to ensure that the experience is the best possible learning environment for the candidate.
Standard 8
Application of Research-Based and Theoretical Foundations

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

Response: It is the goal of the Graduate Reading Program for every candidate to become an independent decision-maker. The Program does not posit a single theory reading instruction; rather, courses present a range of theories and approaches so that candidates can evaluate the effectiveness and utility of each. Thus, candidates are prepared to evaluate new concepts and theories after leaving the Program. Candidates are asked to justify their choices of materials, techniques, and approaches to working with based on the literature current in the field.

Each Candidate Articulates an Understanding of Research Basis and Theoretical Foundations
Candidates have multiple opportunities to articulate their learning. Candidates share their knowledge in oral presentations and in written reports. They communicate the research-based and theoretical foundations on which instructional decisions and practices are based. Several examples follow.

In READ 560, The Sociocultural Context of Literacy and Learning, candidates are required to develop a standards-based lesson plan that focuses on universal access for English language learners and present this plan to the class, citing the research basis and theoretical foundations for the plan.

In READ 516, Diagnostic-Prescriptive Teaching of Reading, candidates develop a Case Report in which they assess the strengths and weaknesses of a struggling reader and make recommendations for instruction. A final report is developed and given to the parents during a conference.

Each Candidate Applies an Understanding of Research Basis and Theoretical Foundations
In every course in the Program, candidates are expected to apply their understanding of the research basis and theoretical foundations of practice.

In READ 508, Teaching Reading/Language Arts in the Elementary Schools, candidates are asked to examine how a diverse group of authorities, from Stanovich to Goodman and Smith, define reading and literacy. Based on this examination candidates are asked to develop a working definition of reading.
In READ 507, Reading and Thinking in the Content Areas, candidates demonstrate their understanding of content area literacy by developing an Assessment Project.

In READ 514, Linguistics and Reading, candidates compare and contrast the works of Marilyn Adams and Frank Smith. Based on this knowledge base candidates are asked to make informed decisions about the literacy needs of students and program design.

In READ 516, Diagnostic-Prescriptive Teaching of Reading, candidates conduct an evaluation of a disabled reader and develop materials and techniques for intervention. They are required to defend their choices for assessment and instruction with the writings of authorities in the field.

In READ 560, The Sociocultural Context of Literacy and Learning, candidates conduct a Case Study that reflects their understanding of research and theory in the field.
CALIFORNIA READING CERTIFICATE
CATEGORY 3: STANDARDS OF CANDIDATE COMPETENCE AND PERFORMANCE

<table>
<thead>
<tr>
<th>Standard 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instructional Practices</td>
</tr>
</tbody>
</table>

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

**Response:** The Graduate Reading Program endeavors to provide a variety of experiences that enable candidates to be flexible teachers of reading/language arts. To this end, the courses in the Program provide opportunities for candidates to work with a total class, and small and large groups of literacy learners (READ 508, Teaching Reading/Language Arts in the Elementary School, and READ 507, Reading and Thinking in the Content Areas), and individual, tutorial situations (READ 516, Diagnostic-Prescriptive Teaching of Reading). In each of these experiences, candidates are expected to create optimal learning environments where students of all ability and language variations can learn. These learning environments not only provide for the creation of appropriate instructional resources and materials, but create an environment where literacy learners are recognized for their individuality and needs.

In courses such as READ 514, Linguistics and Reading, and READ 560, The Sociocultural Context of Literacy and Learning, candidates are presented with research related to alternative and intervention models. Candidates are expected to investigate this research, apply it when possible, and respond to its efficacy and applicability. Class discussions as well as written paper assignments encourage candidates to explore all possible avenues of instruction in order to be able to be a decision maker when faced with the reality of creating their own classroom environments. In READ 560, candidates have specific assignments related to both EO and ELL students. Candidates are asked to develop a universal access literacy lesson plan and a standards-based lesson plan which focuses on universal access for English learners and to complete an ELD/ELA standards alignment. In completing the standards alignment partners or small groups are asked to align the ELD standards to the Language Arts standards for their grade level. This alignment will also take into consideration language development levels of the students, prerequisite and foundational standards. In READ 560, candidates are also expected to do a Case Study.

One student is assessed, profiled, and followed during the course. The student’s language proficiency level and literacy level is assessed at the beginning and end of the course and instructional recommendations are developed and implemented for the student.
CALIFORNIA READING CERTIFICATE
CATEGORY 3: STANDARDS OF CANDIDATES’
COMPETENCE AND PERFORMANCE

<table>
<thead>
<tr>
<th>Standard 10</th>
<th>Crosscultural Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.</td>
<td></td>
</tr>
</tbody>
</table>

**Response:** The Graduate Reading Program course sequence contains several classes which emphasize the assessment, teaching and understanding of populations who differ from the mainstream white, middle-class populations in terms of ethnic, cultural and socio-economic background. However, it is the intent of the Program to discuss the needs of all readers, including those who exhibit needs in the area of language learning, limited exposure to the concepts and vocabulary contained in classroom texts, and so on in every course as the content pertains to such populations.

Some examples from particular courses follow:

In READ 514, Linguistics and Reading, course activities and projects focus on: understanding the social, cultural, and individual differences in language development; understanding the relationship between language and literacy development in the home, community, and school; and understanding psycholinguistic and socio-linguistic models of fluent reading. Candidates explore the variation in language patterns of learners and how those patterns influence learning to read. Candidates discuss the works of authorities such as Heath and Snow to explore research on the topic of linguistic differences and cultural influences on literacy acquisition.

In READ 560, The Sociocultural Context of Literacy and Learning, issues and trends in teaching reading and writing to English language learners are emphasized. Assignments for candidates range from having them complete a standards-based lesson plan which focuses on universal access for English learners to having candidates align the ELD standards to the Language Arts standards for their grade level. This alignment takes into consideration language development levels of the students, prerequisite and foundational standards.

Finally, each candidate is required to develop a Case Study. In the Case Study one student is assessed and followed during the course. The student’s language proficiency level and literacy level is assessed at the beginning and end of the course. Instructional recommendations are developed and implemented for the student.
CALIFORNIA READING CERTIFICATE
CATEGORY 3: STANDARDS OF CANDIDATE COMPETENCE AND PERFORMANCE

| Standard 11 |
| Assessment, Evaluation and Instruction |

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

**Response:** The Graduate Reading Program emphasizes reflective practices and diagnostic teaching. Candidates are encouraged to evaluate all reading and writing performance as it occurs in learning situations in order to provide the instruction needed for each learner. Candidates in the Program receive specific instruction on the assessment of student skills, abilities, and knowledge of all aspects of reading and language arts.

The Program emphasizes both formal and informal testing and evaluation. With testing being such a critical issue in the public schools, it is essential that candidates become aware of issues of the formal standardized assessment that occurs regularly in the schools as well as the individualized diagnostic evaluation necessary to meet the needs of specific readers. The course examines standardized tests, their influence, their strengths and limitations and the effective uses of them in the public schools so that they become tools useful to evaluating the needs of schools and their readers.

While assessment is a component of every course, particular emphasis is placed on it in READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools; READ 507: Reading and Thinking in the Content Areas; READ 516: Diagnostic-Prescriptive Teaching of Reading; and READ 560: The Sociocultural Context of Literacy and Learning.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**
In this first course in the Program sequence, candidates are introduced to reading from emergent literacy stages through thoughtful, independent reading of both narrative and informational text. Candidates develop their knowledge, skills, and abilities of reading skills such as phonemic awareness, phonics, spelling, comprehension, and study strategies. As part of this course, they also spend time focusing on classroom assessment procedures that guide instruction in these skill areas.

In READ 508 candidates develop an understanding of the strengths and limitations of a variety of assessment instruments, including the formal and informal, group and individual instruments such as:

- Guided observation
- Informal reading inventories
• Running records
• Retellings
• Concepts about print measures
• Writing samples
• Phonemic awareness tests
• Phonics tests
• Rubrics
• Anecdotal records
• Portfolios
• Standardized reading achievement tests

A significant component of the final position paper asks candidates to address the role of assessment in the classroom as a means of guiding instruction. Candidates are asked to generate instructional methods based on assess procedures and implement these methods in an instructional environment.

**READ 507: Reading and Thinking in the Content Areas**

In READ 507 candidates develop an understanding of content area reading instruction, vocabulary and comprehension principles and strategies, and critical thinking and its implication for instruction. As part of this course, they also spend time focusing on classroom assessment procedures that guide instruction in these areas.

Although assessment is addressed throughout the course, one full week is devoted exclusively to the topic of assessing students’ content area reading ability. Candidates become familiar with a variety of assessment techniques such as rubrics, content reading inventories and cloze tests. Candidates may select as an option to conduct an assessment of a secondary or college reader. These candidates administer an assessment, and then report to the class their experiences. Thus, candidates discuss the strengths and limitations of a variety of assessment instruments.

**READ 516 Diagnostic-Prescriptive Teaching of Reading**

READ 516, Diagnostic-Prescriptive Teaching of Reading is the culminating course in the certificate sequence. It allows candidates to pull all previous learnings together in an experience of assessment and instruction with a severely disabled learner. In this course candidates not only learn about and then apply formal reading assessment techniques but also learn how to construct well-written informal tests for assessment purposes. Each candidate works closely with the course instructor to provide the best, most personalized learning experience possible. Candidates are also required to visit the school of the reader they are testing to gather information and share reading concerns with other professionals. In addition, they are required to work carefully with the families of the readers to both gather personal information about home, attitude, familial expectations and the amount of instructional support provided and also to help the families of the disabled readers to understand the nature of the problem and the possible instructional programs that will benefit that reader. Once a very comprehensive assessment of student needs is completed, the candidates are required to engage in diagnostic tutoring to determine the most effective, efficient means of addressing the difficulties. Candidates
leave the course sequence with a sense that they can now evaluate and make instructional
decisions about those students who present learning challenges in their own classrooms.

**READ 560: The Sociocultural Context of Literacy and Learning**
READ 560, The Sociocultural Context of Literacy and Learning, stresses the specific use
of reading tests and assessment with diverse populations. Candidates address this topic
through classroom discussions, textbook readings, and a Case Study assignment. In the
Case Study, one student is assessed and followed during the course. The student’s
language proficiency and literacy levels are assessed at the beginning and at the end of
the course. Instructional recommendations are developed, implemented, and evaluated.
Part B

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

(In Addition to Standards 1-11 for the California Reading Certificate)

Category 4: Program Design and Curriculum Standards
Standard 12 - Leadership Skills and Professional Development
Standard 13 – Research and Evaluation Methodology
Standard 14 – Areas of Study Related to Reading and Language Arts, Specialist Level
Standard 15 – Preparation for Meeting the Reading and Writing Needs of All Students

Category 5: Field Experience Standard
Standard 16 – Advanced Clinical Experiences

Category 6: Standards of Candidate Competence and Performance
Standard 17 – Professional Leadership
Standard 18 – Analysis and Application of Research and Evaluation
Standard 19 – Advanced Professional Perspective
Standard 20 – Meeting the Reading and Writing Needs of All Students
California Reading/Language Arts Specialist Credential Program:

Course Descriptions

(Courses are listed in recommended sequence)

EDEL 511  **Survey of Education Research (3 units)**
Descriptive statistics and statistical inferences in educational research. Representatives research papers. Principles of research design. Prepare papers using research findings.

READ 520  **Technology in Teaching in Reading/Language Arts (2 units)**
Exploration of the impact of computers on reading and language arts instruction; investigation of the strengths/limitations and applications of varying types of software for reading/language arts development. Clinic component included.

READ 570  **Leadership in Reading/Language Arts Programs (2 units)**
Principles and practices for developing reading/language arts instructional programs. Emphasis is on promoting elements of emergent literacy, beginning reading, independent reading, and positive attitudes in students.

READ 581  **Remediation of Reading Difficulties (4 units)**

READ 585  **Professional Development in Reading/Language Arts (3 units)**
Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Includes writing for publication, grant proposal writing, and other professional responsibilities.

*Please see Appendix and Program Files for course syllabi.*
Program Overview

- At the conclusion of the courses that comprise the California Reading Certificate sequence, candidates are expected to have acquired the knowledge, skills and dispositions needed to provide instructional services to literacy learners of all ages, ability levels, and needs. In courses that comprise the California Reading/Language Arts Specialist Credential Program, candidates are expected to move beyond being well-qualified teachers, and acquire the wherewithal to become leaders in their schools and districts. It is the intent of the Credential and Masters Programs to empower candidates to become change agents, to assume supervisory positions, to model efficient literacy instruction, to make contributions to the field that have impact beyond their immediate environment.

- EDEL 511 is suggested as the initial course for the California Reading/Language Arts Specialist Credential Program. Candidates come to understand the importance of identifying valid research and its relationship to decision-making. READ 520 follows EDEL 511 as candidates investigate the role technology can play in literacy assessment and instruction. READ 570 guides candidates to consolidate all knowledge gained to develop a school-wide reading program. The Credential Program concludes with READ 581 and READ 585. In READ 581 candidates, in the campus Reading Clinic, work twice a week all through the semester, with a client having significant reading difficulties. In READ 585 candidates master many of the leadership skills essential to the reading/language arts specialist role. The Credential program consists of 11 graduate courses that total 30 semester units.

- In collaboration with representatives from other departments in the Education Unit, the faculty has identified the Literature Review assignment in EDEL 511 as the midpoint writing evaluation, to identify candidates who may need to demonstrate improvement in this area. Candidates whose writing is below expectation on this assignment receive a letter indicating options for developing a plan for improvement, to be approved by Graduate Program Coordinator.

- In READ 585, one of the final courses in the Reading/Language Arts Credential program students complete a Professional Portfolio, including items indicated in the following Table of Contents:
  - Professional Resume
  - Study Plan
  - Log of Professional Supervised Experience
  - Record of Reading Programs Developed and Implemented
  - Record of English Language Arts Curriculum Taught
  - Record of Reading Tests Administered
  - Record of Technology Software Applications and Systems/Equipment
  - Presentations: School or District Presentations; Masters in Reading Program Key Presentations
  - Record of Professional Writing: Applications, Articles, and Grants; Masters in Reading Program Research or Analyses
  - Conferences Attended
Several indicators of program coordination, design, and rationale are evidenced in the common components of the three Reading Department Program options (Certificate, Masters, Credential). These include:

- Course custodians are identified for each course, and their roles have been specified to ensure consistency in Program implementation.

- Students complete “checkpoint portfolios” in READ 516 (exit point for Certificate students; midpoint for Masters and Credential students) and in READ 581 (exit point for Masters and Credential students).

- In their first semester of the Program, candidates complete the Diversity Survey, which is designed to identify candidates who lack experience teaching in settings where students are different from themselves. To ensure that all candidates have experience teaching in diverse settings, candidates in READ 560 complete a Case Study with a student who is different from themselves.

- The Dispositions Inventory is given in READ 507, to gather baseline data, and to heighten student awareness of the dispositions that faculty value and model. The Disposition Inventory is given again to Credential candidates in READ 581.

- The faculty meet each year for an all-day retreat in order to review each course in the sequence and determine if the assignments and content of each course are appropriate and what modifications or alterations may be necessary.

- The faculty has made a special effort to ensure that there is a strong balance between the theoretical underpinnings of the discipline and the pragmatic application of these theories in the classroom. Each course contains an application component that enables the candidates to apply their new learning to the instructional environment in which they teach.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 4: PROGRAM DESIGN AND CURRICULUM STANDARDS

Standard 12
Leadership Skills and Professional Development

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

Response: The Reading/Language Arts Specialist Credential Program to provides candidates with experiences that will enable them to be leaders in their own professional environments. To this end, the course sequence provides opportunities for candidates to work with varying ability groups in varying settings, to undertake schoolwide evaluation and curriculum modification, to provide in-service opportunities, to model effective teaching, and to use technology to enhance teaching and learning.

It is important for Reading/Language Arts Specialists to not only be capable of making a difference in the lives of those literacy learners who are their instructional responsibility but also in the lives of all learners in the school environment in terms of curriculum planning and implementation. While all courses deal with the foundation necessary to make our candidates knowledge leaders, three courses READ 570, Leadership in Reading/Language Arts Programs; READ 581, Remediation of Reading Difficulties; and READ 585, Professional Development in Reading/Language Arts are dedicated to preparing them to be leaders. These courses provide instruction and experiences in:

- Evaluating the whole school reading/language arts performance of readers (READ 570)
- Directing the creation and implementation of new curriculum (READ 570)
- Analyzing the effectiveness of new curriculum on reading/language arts growth and modifying curricula based on program evaluation results (READ 570)
- Working with school and community members such as school site administrators, school board members, central school administrators, county office personnel, parents and general community members. (READ 585)
- Provide in-service instruction to their fellow colleagues (READ 585)
- Attend professional seminars, conferences, plenary sessions to establish on-going learning (READ 585)

Read 570 has, as its major assignment, the development of a school-wide, literature-based reading/language arts program. Significant components of the assignment are as follows:

- Create and present and implementation plan for a school literature-based literacy program.
- Develop procedures for evaluating school literacy programs.
• Develop procedures for analyzing the effectiveness of curricula on literacy growth.

In READ 570, candidates must also attend a professional seminar or conference and construct a report on how they might use information gained to enrich the development of a school-wide program.

READ 581 requires candidates to communicate closely with parents, and school, district, and community members.

READ 585 has candidates, as an important focus, develop an understanding of their leadership style and increase strategies for effective interpersonal relationships.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 4: PROGRAM DESIGN AND CURRICULUM STANDARDS

Standard 13
Research and Evaluation Methodology

The program provides knowledge and skills in research design and methodology that enable each candidate to understand emerging findings in the literature related to literacy education. The program provides focused knowledge and skills in local program evaluation methods that enable the candidate to generate reliable information about local program strengths, weaknesses, and effects.

Response:  From the beginning of the Program, candidates are asked to investigate emerging findings in the literature related to literacy education. Authorities and their ideas are explored with the intent that candidates have the knowledge base to be reasoned decision-makers. By the end of the Program, candidates are expected to make decisions for their school environments based on appropriate and current literacy research. Each course in the sequence requires candidates to evaluate the professional literature related to literacy topics under review. Assignments stress the inclusion of research that supports the candidate’s judgments. Research design and methodology is given special attention in EDEL 511, Survey of Educational Research. In EDEL 511 Candidates are required to become familiar with the basic concepts guiding educational research, to analyze and use quantitative and qualitative research, to appropriate research methods, and to identify the characteristics of sound research.

When taking on the task of whole school evaluation, it is especially critical that candidates turn to literacy research for guidance and support of their endeavors to evaluate the performance of all children and the effectiveness of the reading/language arts program in their schools. Since valuable time and learning can be lost if decisions are not soundly made, candidates are given numerous opportunities to review the literature that will help them make sensible, firmly grounded assessments that will lead to productive, effective changes in the school curriculum.

The foundations for acquiring this broader perspective are laid early in the program, when candidates write their Position Paper for READ 508, describing what they believe to be an ideal schoolwide reading program, supported by research findings, and when they conduct and report their Content Area Program Interview in READ 507. Throughout the program, candidates are frequently asked to defend their opinions, statements or choice of materials to both faculty and their own peers. Often class segments require candidates to formally and informally debate an issue with their colleagues in order to provide opportunities to defend their point of view (based on their interpretation of the research related to the topic) and evaluate the effectiveness of the opposing argument.

In READ 570, Leadership in Reading/Language Arts Programs, candidates are guided through the process of evaluating their own school site’s strengths, weaknesses, needs,
limitations, and overall success. This evaluation process culminates in the candidate’s recommendations for program improvement. To defend their choices, candidates must include a literature review that supports their decisions for curriculum, materials, student placement, special reading/language arts help, teacher staff development and any other aspects deemed necessary for a quality evaluation.
READING/LANGUAGE ARTS SPECIALIST CREDENTIALED
CATEGORY 4: PROGRAM DESIGN AND CURRICULUM STANDARDS

Standard 14
Areas of Study Related to Reading and Language Arts: Specialist Level

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

Response: Standard 6 addressed the foundation of this content. Our response to Standard 6 is reviewed here, followed by a discussion of the development of candidates’ advanced professional perspectives in these areas.

Reading is a process of active communication. All factors that add to or take away from a person’s ability to communicate also influence a reader’s ability to make meaning from printed language. Courses in the Reading program address the many factors that influence the developmental reading process. As stated in our Mission, “...In order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability” (italics added).

In each of the courses, candidates are expected to examine the research bases for the major concepts addressed. For example, in READ 508, candidates construct their understanding of the reading process by examining the definitions of reading provided by many authorities over the decades, including Gray, Goodman, Rumelhart, and Stanovich. Also in READ 508, when candidates explore the role of phonemic awareness in reading acquisition, they examine the research of Juel, Torgesen, Kammenui, and Yopp. When they consider issues in comprehension and vocabulary, they discuss the works of Pearson, Johnson, and Nagy.

In READ 507, when candidates consider issues in content area reading, they examine the works of early authorities such as Herber to more recent authorities such as Bean, and Tierney. In READ 516, candidates examine the work in the Snow, Burns and Griffin volume, Preventing Reading Difficulties in Young Children.

In READ 514 and READ 560, candidates explore research and theory related to second language acquisition, examining the works of Au, Bernhardt, Collier, Cummins, Fillmore, and Krashen.

In READ 514, candidates study the relationship among language, spelling, reading and writing and consider the work of Bear, Ehri, Goodman, Invernizzi, Read, Smith, and Templeton.
The psychological and socio-linguistic aspects of reading and writing also are addressed in READ 514. Candidates discuss the research and theories of Bruner, Chomsky, Heath, Piaget, Skinner, Snow, and Vygotsky.

Assignments in each class include sections where candidates must defend their reasons by citing authorities in the field. Activities such as debates, group question answering, and lesson plans include sections where candidates are asked to verify their opinions and choices of positions by citing the literature that offers credence to their thinking.

**Advanced Perspectives**
Candidates’ knowledge of these topics is achieved at an advanced level through further study in the courses described below. Candidates are given opportunities to apply their knowledge not just at the student or classroom level but in situations where they are asked to look at literacy from a school, district, community, or state level.

**READ 581: Remediation of Reading Difficulties**
Each candidate has the opportunity to work in clinic setting with an individual who has significant reading difficulties. This experience supports the candidates’ advanced understanding of the nature of learning to read; the roles of phonology morphology, and orthography in the reading process; the interrelated of listening, speaking, reading, writing, and spelling; and the psychological and socio-linguistic aspects of reading development. Candidates conduct an in-depth Case Report, and develop and implement plans for intervention and remediation. Depending on the needs of the reader, instructional plans may include basic skills of reading fluency as well as writing, spelling, oral language, memory, concept development, and study skills. In addition, candidates are expected to communicate their observations, assessment and instructional conclusions to both the literacy learner’s classroom teacher and the parent, if age appropriate.

Working in small groups, candidates provide insight and advice to their colleagues as well as share materials, resources, concerns and observations.

**READ 570: Leadership in Reading/Language Arts Programs**
Candidates are required to develop a school-wide balanced literacy program in this course. Crucial here is an advanced understanding of how students learn to read; the structure of the English language, relationships between language, spelling, reading, and writing, and the psychological and socio-linguistic aspects of reading and writing.

Elements of the assignment are a description of the student body being served by the literacy program (thus acknowledging and considering the psychological and sociolinguistic aspects of literacy), a process for guiding school faculty to develop a definition of reading and the goals of reading instruction (requiring a solid knowledge base of how students learn to read), as well as effective instructional and assessment procedures.
READ 585: Professional Development in Reading/Language Arts
A portion of the instruction and experience in READ 585: Professional Development in Reading/Language Arts, deals with methods and techniques for developing consultative and interpersonal skills so that candidates can function effectively as leaders in any situation present in their own professional environments. As the case in the rest of the program, candidates are asked to provide support for their ideas based on the literature related to the topic of concern. Candidates are expected to be able to defend their own positions, based on their review of related literature, even when faced with opposing views. Candidates are expected to evaluate all literature related to the topic under discussion so they can reconcile the variation in opinion with research in order to determine the quality and appropriateness of that research in light of their understanding of reading/language arts.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL  
CATEGORY 4: PROGRAM DESIGN AND CURRICULUM STANDARDS 

<table>
<thead>
<tr>
<th>Standard 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for Meeting the Reading and Writing Needs of All Students</td>
</tr>
</tbody>
</table>

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

**Response:** The fulfillment of this standard assumes that candidates have already mastered standards 2, 3, 4, 5, 6, 10 and 11. The completion of this standard extends the understanding of optimum instructional skills to their application with specific cultural, ability and/or language groups.

Because Orange County schools are, in general, culturally and linguistically diverse, it is critical that candidates be versed in the all aspects of working with diverse student populations. From the beginning of the Program candidates are instructed and given experience in working with literacy learners whose cultural, socio-economic environments create special needs, be it lack of adequate English language mastery to life experiences significantly different from those reflected in the literature being used for classroom instruction. Candidates are given numerous opportunities to explore the individual differences of all students and then create instructional programs that will meet students’ special needs, academically, emotionally, physically and socially. The theories and practices of working with English language learners are explored so that candidates are cognizant of effective transfer strategies that guide learners to understand English text. In addition, reading and writing strategies to enhance communication development, intervention strategies to provide additional aid to poor readers, and communication skills to help get parents knowledgeable and involved in the reading/language arts progress of their children are explored.

Experiences for working with special populations are provided in READ 581, Remediation of Reading Difficulties, where candidates are expected to merge together all previous learning in order to effectively remediate a reader who has severe reading difficulties. Because the clients in the Reading Clinic (READ 581) are a diverse group, and because the candidates not only remediate their own client but work in cooperative groups, they experience the learning needs and intervention strategies of a wide variety of readers. Seminar sessions, provided once a week, are designed to discuss topics related to the special needs of such readers so that candidates have the benefit of their instructor’s insight and wisdom, as well as that of authorities in the field and their colleagues.

Both the seminar and instructional sessions are supervised at all times by university personnel in order to maximize learning for the candidates.
In READ 570, as candidates develop a school-wide program, one of their considerations is the population they serve. In the Orange County schools a rich diversity of learners is experienced. Candidates are required to consider the needs of all learners in their schools and must address issues of cultural and linguistic diversity.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL  
CATEGORY 5: FIELD EXPERIENCE STANDARDS

<table>
<thead>
<tr>
<th>Standard 16</th>
<th>Advanced Clinical Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each candidate in the program completes advanced clinical experiences that relate to the candidate’s professional goals, enable the candidate to integrate theory and practice, and provide opportunities for the candidate to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. At the Reading and Language Arts Specialist level, clinical activities include intensive work with beginning readers and in-depth experience with students who have severe reading difficulties. The program places candidates where the clinical approaches and methods are consistent with a balanced, comprehensive program of literacy and language education. Institutional faculty and clinical faculty collaborate in program design and implementation.</td>
<td></td>
</tr>
</tbody>
</table>

**Response:** READ 581, Remediation of Reading Difficulties, serves as a culminating course in the Program sequence related to the evaluation and instruction of readers. It is designed to have candidates work with individual clients who have severe reading difficulties and who demonstrate emotional, social and familial difficulties because of those difficulties. Candidates are assigned clients whose demographic profile, grade and reading difficulties fit the candidate’s instructional goals and needs. Candidates work closely with the client’s home and school to evaluate and design a remedial program that is in concert with the reader’s specific needs. Individualized instructional sessions occur for two one-hour sessions each week. Candidates work closely with their peers and the clinic supervisor to explore appropriate materials, resources and techniques for the client. As candidates make instructional decisions they must reflect on their tutorial experiences with a beginning reader in READ 508. What experiences did their client have, or not have, as a beginning reader that may have contributed to his or her current reading performance?

The work of each candidate is closely monitored. A daily log includes the instructional objectives for each activity, the justification for the activity and finally, an evaluation of the success or difficulties of each instructional session. The logs are a source of communication between the candidate and the clinic supervisor. The logs are read by the clinic director after each session and appropriate written or verbal responses are made.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 6: STANDARDS OF CANDIDATE COMPETENCE
AND PERFORMANCE

Standard 17
Professional Leadership

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

Response: The mastery of this standard assumes that candidates have mastered the Reading Certificate Standards 2-11. Candidates enrolled in the Reading/Language Arts Specialist Credential Program are provided with experiences that can be transferred to their own professional sites. In READ 570, Leadership in Reading/Language Arts Programs, a large unit is devoted to the evaluation of whole school reading performance including both formal and informal measures. Candidates examine school test data and student personnel profiles in order to determine the strengths and weaknesses of whole school programs. Candidates then create an intervention plan that will increase instructional effectiveness.

While candidates are given opportunities to formally share knowledge with their colleagues in all courses, READ 585, Professional Development in Reading/Language Arts, deals with specific responsibilities of the reading specialist. One of the major assignments is to present an in-service for colleagues in order to both experience the various aspects of staff presentation and have opportunities to appraise and respond to the effectiveness of presentations completed by others. Candidates work through the process from a survey of needs to the final evaluation task resulting in reflective assessment of the success of the presentation.

Many candidates for the Specialist Credential also complete the Master of Science in Education (Reading) degree. (Coursework comparisons for the two programs can be seen in Figure 1 on page 6.) Candidates completing the master’s degree take either the Comprehensive Exam (READ 595), the Master’s Project (READ 597), or the Master’s Thesis (READ 598). Each of these culminating experiences requires the candidate to integrate the knowledge, skills, and dispositions they have acquired across their coursework to develop a thorough, thoughtful, and professionally mature product. For the Comprehensive Exam, candidates complete both a take-home and an in-class essay in response to prompts. Prompts vary each semester, and require the candidate to respond from a leadership perspective to address curriculum design, implementation, and/or assessment and evaluation. For the Master’s Project and Master’s Thesis, candidates are expected to pursue applications and investigations reflective of leadership perspectives on literacy. Candidates pursuing these options follow a formal procedure for a faculty committee review and approval of the proposal and final product.
It is the goal of the Graduate Reading Program to prepare humane, informed decision-makers for diverse educational environments. We are committed to a philosophy of preparing educational leaders and decisions makers through a course of study that bases practice upon knowledge of current research. We develop students as life-long learners, reflective practitioners and change agents prepared to influence decision making in schools and communities. Candidates are provided with numerous opportunities to attend professional conferences and be involved in professional activities such as participating in presentations, acting as graduate supervisor of the clinic, collaborating in professional research experiences, etc. Upon graduation, each candidate is given a one-year free membership in the Reading Educators Guild, the Department alumni association. This organization sponsors three major professional experiences each year, supply three newsletters per year, and act as a network group for graduates. A grant for instructional materials is awarded annually to a member of the Reading Educators Guild. Alumni often act as mentors, opening their classrooms to current candidates to demonstrate reading techniques and provide differing ethnic/age/grade level experiences.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 6: STANDARDS OF CANDIDATE COMPETENCE
AND PERFORMANCE

Standard 18
Analysis and Application of Research and Evaluation

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

Response: The completion of this standard assumes master of standards 2-11. A sound knowledge of all facets of reading/language arts instruction is essential to the evaluation of the research and professional literature related to reading/language arts topics.

As previously stated, it is the intent of every course in the sequence to provide candidates with opportunities to review the literature related to the areas of study included in both the Certificate and Credential Programs. As candidates gain more experience, they are expected to become more sophisticated in their use and critique of reading/language arts related research.

The following presents how a sample of courses specific to the specialist credential focus on the effective use of research as a basis for programmatic decision-making.

EDEL 511: Candidates become familiar with the basic concepts guiding educational research, have an opportunity to analyze and use both quantitative and qualitative education research, learn how to select an appropriate research method, and learn to identify the characteristics of sound research.

READ 520: Candidates are required to evaluate software and educational websites. They must base their evaluations on literacy research and professional experiences.

READ 570: The major assignment in READ 570 is the development of a school-wide literacy program. Candidates are expected to support each component of their Program with current literacy research support. For example, when deciding on essential decoding skills the candidate must evaluate the research of individuals as diverse as Kenneth Goodman and Keith Stanovich as they seek support for their decisions.

READ 585: There are a variety of assignment choices in READ 585. For example, as candidates develop a grant proposal focusing on literacy, prepare an inservice presentation, or construct an article to submit to a professional journal they must use research to guide and support the process.

READ 595/597/598: In the culminating program options for the Masters degree, candidates apply their ability to use research as a basis for making professional
recommendations related to specific literacy issues: in thorough written essay form, in a practical product developed for use in an educational setting, or in pursuit of original research inquiry.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 6: STANDARDS OF CANDIDATE COMPETENCE
AND PERFORMANCE

| Standard 19
<table>
<thead>
<tr>
<th>Advanced Professional Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each candidate demonstrates advanced understanding and application of effective reading and language arts instruction, intervention, curriculum and program planning. Each candidate acquires an in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts including, but not limited to, the structure of the English language and the socio-linguistic and psycholinguistic foundations of professional practice.</td>
</tr>
</tbody>
</table>

**Response:** The completion of standard 19 assumes the mastery of the learnings cited in Standards 2-11, especially those contained in standards 2, 4, 6, and 10.

In order to be effective leaders in their professional communities, candidates must have experienced both a study of the theoretical aspects of socio-linguistic and psycholinguistic characteristics of readers, and had opportunities to provide pragmatic instruction to them. Experiences that include multiple aspects of being a reading professional are most effective. These experiences include the study of the literature and research related to their learning needs, the assessment and instruction of readers, the communication of needs, programs and progress, as well the overall consideration of these aspects in whole school evaluation. Each course in the sequence for both the Certificate and the Credential includes some aspect or phase so that candidates add to their knowledge and experience as they move through the sequence (see the Curriculum Guide for Conceptual Framework Outcomes, Professional Standards, and Program Assessments for sequence; see course syllabi in the Program Files for specifics). It is the intent of the Program to provide accumulated knowledge and experience that will make the consideration of socio-linguistic aspects of reading/language arts automatic in decisions that may be made in classroom, school or district. However, two courses, READ 581 and READ 585 provide special focus in these areas.

READ 581 involves candidates demonstrating, as they work with students experiencing significant literacy difficulty, an advanced and in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts. In relationship to the structure of the English language and the socio-linguistic and psycholinguistic foundations of professional practice candidates are expected to use knowledge gained in READ 514 (Linguistics in Reading) and READ 560 (The Sociocultural Context of Literacy and Learning) to guide their instructional decisions.

READ 585 entails intensive study into the roles and activities in which reading educators will be involved. Projects are designed to provide candidates with experiences in articulation of philosophy, writing for publication, staff development, writing grant proposals, conducting classroom research and conducting literature searches as well as achieving personal goals.
READING/LANGUAGE ARTS SPECIALIST CREDENTIAL
CATEGORY 6: STANDARDS OF CANDIDATE COMPETENCE AND PERFORMANCE

Standard 20
Meeting the Reading and Writing Needs of All Students

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

Response: The Graduate Reading Program faculty feel that in order to instruct effectively candidates must have a thorough knowledge of the theoretical underpinnings of reading and learning and opportunities to apply and reflect on practical applications of these understandings. Teaching involves making informed choices of materials and approaches based on analysis and evaluation of student needs. Course assignments are designed to provide candidates with a variety of experiences with students who represent the entire gamut of readers found in the public school settings including remedial readers and readers of varying ethnic/cultural backgrounds. The emphasis of the Program is to look at each reader as an individual with specific needs, abilities and background that must be addressed in instructional planning. The sequence of courses in the California Reading/Language Arts Specialist Credential Program allows candidates to work with readers at a range of developmental levels. The emphasis is to enable candidates to become informed decision-makers, with knowledge and skill in use of a variety of techniques, methods and materials.

The faculty of the Graduate Reading Program make every effort to demonstrate the need for consideration of individual needs in the courses they teach. Assignments, activities, and topics for discussion and research provide opportunities for candidates to meet their own personal needs whether that is to move from one grade level to another, from one position to another, or from the classroom to the central office. It is expected that by faculty demonstrating and modeling meeting individual needs through course assignment alternatives, candidates will see first hand the how and why of meeting individual needs.

It is the expectation of the Reading Faculty that our candidates become specialists and literacy leaders in their professional roles. We have a rich tradition of preparing candidates for just such roles and we look forward to continuing to prepare the literacy specialists of the future.
Department of Reading Education

Program Response to Standards

Appendix:

Advanced Programs Curriculum Guide

Course Syllabi