California Reading Certificate Program

<table>
<thead>
<tr>
<th>Professional Dispositions Expected of Candidates</th>
<th>Program Assessments and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate their increasing ability to:</td>
<td>(Standards of the International Reading Association and the California Commission on Teacher Credentialing) The Ed Unit Dispositions are modeled and encouraged across all courses in the Program. In addition, each is a strong focus in one of the key Program Assessments:</td>
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1. **Promote diversity** Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation. | **READ 560 Literature Project** IRA 4 (Classroom Level): Creating a Literate Environment  
CTC 9: Curriculum and Instructional Practices  
CTC 10: Cross-Cultural Practices |

2. **Engage in collaborative endeavors** Candidates demonstrate the appropriate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation. | **READ 516 Case Report** IRA 3 (Classroom Level): Assessment, Diagnosis, and Eval.  
CTC 4: Planning & Delivery of Rdg.Inst. Based on Assessment  
CTC 5: Intervention Strategies at Early & Intermediate Reading Levels  
CTC 11: Assessment, Evaluation, and Instruction |

3. **Think Critically** Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement. | **READ 514 Research Paper** IRA 1 (Classroom Level): Foundational Knowledge  
CTC 2: Developing Fluent Reading  
CTC 3: Comprehension and Study Strategies  
CTC 6: Areas of Study Related to Reading and L.A. |

4. **Maintain professional and ethical standards** Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals. | **READ 508 Position Paper and Tutoring Log** IRA 5 (Classroom Level): Professional Development  
CTC 8: Application of Research-Based Theoretical Foundations |

5. **Value life-long learning** Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being. | **READ 516 Tutoring Log & Theory-to-Practice Cards** IRA 2 (Classroom Level): Instructional Practices and Curriculum Material  
CTC 7: Application and Reinforcement through Field Experiences |
Professional Dispositions Expected of Candidates Cross-Indexed with Program Assessments and Standards
Department of Reading Education

California Reading/Language Arts Credential Program and Reading Masters Degree Program

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

   - READ 560 Case Report (Diversity Assignment)
   - IRA 4 (Masters Level): Creating a Literate Environment
   - CTC 15: Preparation for Meeting the Reading and Writing Needs of All Students
   - CTC 20: Meeting the Reading and Writing Needs of All Students

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

   - READ 581 Case Report: Assessment & Interpretations
   - IRA 3 (Masters Level): Assessment, Diagnosis, and Evaluation
   - CTC 16: Advanced Clinical Experiences
   - CTC 18: Analysis and Appreciation of Research and Evaluation

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

   - READ 581 Content Exam;
   - READ 516 Midpoint Portfolio & READ 581 Exit Portfolio
   - IRA 1 (Masters Level): Foundational Knowledge
   - CTC 14: Areas of Study Related to Reading and L.A.
   - CTC 19: Advanced Professional Perspective

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

   - EDEL 511 Literature Review
   - IRA 5 (Masters Level): Professional Development
   - CTC 13: Research and Evaluation Methodology
   - CTC 17: Professional Leadership

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

   - READ 581 Case Report: Instructional Plan & Tutoring Log
   - IRA 2 (Masters Level): Instructional Practices and Curriculum Material
   - CTC 12: Leadership Skills and Professional Development