

California State University, Chico
California Reading Certificate
and
Reading/Language Arts Specialist Credential

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Program Rationale:

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Program Design

Organizational structure

The literature related to the preparation of teachers makes it clear that one being trained in any field needs to have a balance of theoretical knowledge and the opportunity to apply that knowledge in appropriate contexts where the learner is supervised in his or her application of knowledge. Learners need to practice personal reflection, and receive extensive feedback about their practices in order to become more proficient in making theory to practice connections (Joyce, 1993). As a result of knowing that an individual in a professional preparation program needs the opportunity to balance knowledge with practice, the CSU, Chico graduate reading program is built around the program candidate acquiring new knowledge about the teaching of reading, learning to critically evaluate that new knowledge, and having multiple opportunities to apply the newly acquired knowledge. The candidate needs the opportunity to think deeply about their effect on learner outcomes, write about their experiences in the application of new knowledge, and receive extensive feedback to assist them in becoming highly skilled in the variety of roles a special teacher undertakes.

Once it is determined that background competence has been established and the individual has provided letters of recommendation from appropriate school personnel attesting to his/her ability to profit from advanced study as well as their potential to serve in a leadership role, the potential candidate is accepted into the program. At that time, candidates must first acquire an advanced methods course in the teaching of reading, typically RDGL 664 (See _____, RDGL 664 syllabus, which can be taken on campus or through a web-based mode of instruction. The RDGL 664 course provides the candidate with advanced programmatic knowledge about the teaching of reading. In addition to advanced and extended knowledge about reading practices, the candidate is to provide a clear rationale for why s/he elects to engage in specific practices. However, the candidate has not yet acquired enough of a theoretical background to provide any in-depth rationale to support the selection of specific practices. The next learning experience in the certificate or specialist sequence is probably the most theoretical course in the program. It is intentional that this course comes relatively early in the sequence to enable candidates to develop early in the program a set of cognitive schema for the storage and retrieval of new knowledge they acquire. In addition, the theoretical base provides a framework for candidates to evaluate the efficacy of newly attained knowledge. The text used in the course (See _____, RDGL 660 syllabus) is either *Literacy for All* or *Theoretical Models*. The faculty monitors each candidate's development of a framework for acquiring advanced knowledge about the teaching of reading by monitoring how the candidate relates to new knowledge by supporting that knowledge with one or more specific model(s) related to the teaching of reading.

Once the candidate has acquired a firm grasp of advanced teaching methodology primarily related to working in a classroom context with groups and has a theoretical framework into which new knowledge

can be organized, the candidate learns about principles and practices associated with discovering a learner's abilities and needs (See _____, RDGL 661 syllabus). The candidate learns how to use specific diagnostic tools and analyzes the information obtained, looks for consistencies and inconsistencies among information obtained from different diagnostic tools, knows how the results obtained from specific tasks that purport to measure a reading ability may provide disparate information and why. The candidate learns how to interrelate information obtained from different subtests or different diagnostic tools, and learns to use multiple sources of data. This program element also helps the candidate understand all the possible factors that can influence a child's learning to read and how those factors are interrelated and impact on any specialized instructional practice or on how the classroom teacher designs and delivers effective instruction for that individual child, group of children, or a whole class.

Once a candidate has developed a solid grounding in diagnostic principles and practices, s/he is required to put that new knowledge to practice by working with an assigned client in a clinical practicum (See _____, RDGL 666 & RDGL 667 syllabus). The initial client the candidate is assigned is usually at a grade level where the candidate has the most experience. However, over the course of the program, each candidate is assigned at least three clients for diagnostic study. One of these clients is within the grade levels where initial reading is taught, a second client is within the grade levels where expository text is used extensively in the child's classroom learning processes and a third client is assigned who is at high school level or is an adult either attending a community college or referred by a community agency such as vocational rehabilitation. It is the clear intent of the program that all candidates have a range of experience that will allow them to work effectively P-14.

The diagnostic case study(ies) conducted by each candidate are carefully monitored by faculty at each step in the process. The candidate first uses background data about the client available from referral forms (both parent and school or a self-referral form in the case of an adult), school records, and any other reports available from referring agencies). Those data are analyzed for pertinent information or patterns of performance over time and guide an initial diagnostic plan which is discussed and approved by the faculty member guiding the candidate's work in the practicum experience. The candidate must provide a rationale for the selection of any and all instruments or techniques proposed for diagnostic information gathering. An interview is conducted with the client's parent(s) or guardian(s) or, in the case of an adult, the client himself or herself. The interview provides further insight into the client's abilities and potential needs and, in most cases guides additional recommendations for the application of diagnostic tools. The entire diagnostic process is interactive between the candidate and the faculty so that the candidate is guided through the process in a step-by-step manner from initial decisions about a diagnostic plan to the writing of final recommendations and the conducting of final reports to the school and parents. A comprehensive diagnostic report is written for each client. These reports and all supportive data are maintained in Reading Center files and have been used over time in research conducted by those obtaining a Masters Degree. (At the certificate level, the candidate is required to complete one diagnostic study. The selected client is a child who is in the early stages of learning to read, but is "struggling" to succeed in the process.)

Following the development of the candidates abilities in diagnostic processes, the candidate enrolls in RDGL 665 (See _____) where specialized instructional/intervention knowledge and techniques are addressed for all levels and types of learners ranging from the teaching of phonemic awareness to the abilities to read critically materials at advanced levels. These techniques are directly associated with both the stages of learning to read and reading to learn at all levels. Once the knowledge of a range of techniques and when, under what conditions, and with whom to apply each has been developed, the candidate is again assigned a client(s) and guided in the application of instruction in a clinical setting. The client(s) may well be the same client the candidate worked with during the diagnostic process or a new client. In all cases, the candidate is carefully guided through the intervention processes by faculty and an instructional case study is written and presented to parents and school personnel where appropriate.

Candidates who are "stopping" at the certificate level have successfully completed the following courses:

| Course | Course Title | Unit Value |
|--------|--------------|------------|
|--------|--------------|------------|

| Number | | |
|---------------|--|----|
| BLMC 518 | The Language and Communication Skills of English Learners | 3 |
| RDGL 664 | Seminar in Classroom Reading Diagnosis and Remediation | 3 |
| RDGL 660 | Introduction to Major Issues in the Teaching of Reading | 3 |
| RDGL 661 | Seminar in Individual Diagnosis in Reading | 3 |
| RDGL 666 | Clinical Practice in Reading: Diagnosis | 1 |
| RDGL 665 | Techniques and Materials for Individual Instruction in Reading | 3 |
| RDGL 667 | Clinical Practice in Reading: Instruction | 1 |
| Total Units | | 17 |

For candidates moving to the specialist credential level, the following courses are included in the program:

| Course Number | Course Title | Unit Value |
|------------------------------------|--|-------------------|
| Courses from the certificate level | See Above | 17 |
| RDGL 662 | Advanced Seminar: Curriculum and Research in Reading | 3 |
| SPED 642 or EDAD 611 | Consultation and Staff Development or Supervision | 3 |
| RDGL 666 | Clinical Practice in Reading: Diagnosis | 2 additional |
| RDGL 667 | Clinical Practice in Reading: Instruction | 2 additional |
| RDGL 689 | Internship in Teaching of Reading | 3 |
| Total Units | | 30 |

In order to develop leadership skills, candidates successfully complete either SPED 642 (See course syllabus, _____) or EDAD 611. The two courses have similar content, but in the case of the SPED course, Reading Specialist candidates “team” with those individuals becoming resource specialists to learn the skills of consultation and staff development as they would be cooperatively applied by the two specialists, one in the field of reading and one in special education. This process is a very useful learning experience for the reading candidate since it mirrors the real world of schools where students are often served jointly by specialists from both reading and special education. When EDAD 611 is taken, the reading candidate “teams” with the individual working to become a school administrator. In this case the focus is more on program development and teacher staff development. The program faculty try to guide the candidate into one or the other experiences based on the candidate’s experiential background and identified needs. It would be helpful to require both learning experiences for candidates, but that is not realistic given the constraints of the program.

At the certificate level of the program, candidates engage in a limited amount of clinical work. For those candidates progressing to the specialist level, additional clinical work is required. As noted above, 2 additional units of diagnostic practicum and 2 additional units of instruction practicum is included in the program (See description above of the clinical experience). This provides the candidate with added, guided experience in determining the abilities and needs of clients either referred to the Reading Center or referred at the candidate’s local site level. The specialist candidate is required to work with clients who are in need of specialized assistance and are currently enrolled in school at the middle or high school and/or adult learner level.

The process begins in RDGL 661 (Seminar in Individual Diagnosis) where the candidates are carefully led through an already completed case study (referred to here as the group case study) in a step-by step manner (See *Joe’s case study*, Appendix _____). Parallel to the group case study analysis, the candidates identify a “mock client” (referred to here as the individual case study) in their own teaching environment (see *Case Study Assignment*). The first step in both the group and individual case study

processes (which both move in a parallel time frame, with the individual case study process following the group case study process by one week) is to have the candidates meet with their seminar diagnostic team (SDT), usually consisting of three individuals, and examine the “reason for referral” that comes from both the school and parent referral forms (both forms are required for the Reading Center to accept a client).

After discussing the content of the referral and thinking about possible insights they gain from both referral forms, a seminar discussion is held to be sure the candidates are 1) carefully analyzing the information available, 2) being sure to defer judgments until all information is gathered throughout the case study process, and 3) beginning to identify where there is a need for additional information based on all the factors (See *Areas of Reading/Language Arts Diagnosis**) that potentially influence learning to read. This process is repeated with each candidate’s individual case study and shared among members of the SDT. The second step is to consider extant data from school records, etc. in order to gain additional insights. The cycle is continued (see *Case Study Assignment*) with all components of the case study process. A presentation is made to the seminar (See *Seminar Presentation of Case Study*) which demands that candidates refine their thinking about their case and assure that all recommendations for testing and instruction are well reasoned before sharing the information with their colleagues.

During RDGL 661 candidates make tentative recommendations for instruction, but it isn’t until the following (or some subsequent semester) when the candidates are enrolled in RDGL 665 (*Seminar in Individual Instruction in Reading*) that they focus on very specific recommendations. Of course the case study aspect of RDGL 661 is only an aspect of the course focused on building when we refer to as a diagnostic template within the candidate. The diagnostic template suggests that the candidate develops a comprehensive set of ever expanding intellectual compartments in which to store potentially relevant information about a client. These components are based on the *Factors that Potentially Influence Learning to Read* (This is a brainstormed list of factors that is refined and developed as students engage in more reading and as the seminar progresses over the semester). What starts out to be compartmentalized information is integrated over time so candidates see interrelationships between and among the various factors as they impact on the student’s need and translate into effective instructional practices.

Candidates are required to write a professional case study report of their diagnosis of a client complete with a recommended educational reading/language arts program (*Joe’s case study*, Appendix _____) as a model. They tutor their client for 20 hours and present segments of a video of themselves testing and/or tutoring to the seminar and to the instructor in individual meetings. Candidates report on several articles pertinent to their tutee’s domains of need. The clinical work for the certificate level includes completing one comprehensive case study.

The clinical work for the credential level includes doing three case studies. Candidates must diagnose and tutor for 20 hours each, a primary, intermediate and an older student (high school or older). In addition to demonstrating their skill at diagnosis and intervention with different age and ability levels, candidates are expected to show a more complex understanding of diagnosis and intervention. Additional diagnostic and tutoring experience beyond the certificate level deepens understandings and learning which results in a richer background to choose appropriate diagnostic measures and intervention practices. At this level candidates are expected to make connections between different sets of data analyzing interrelationships at a more advanced degree. The case study is an interactive process between the candidate and the faculty. The candidate is guided through the process on a number of occasions from the point of making the initial selection of diagnostic instruments through the determination of specific recommendations.

In order that candidates acquire experience working with beginning readers, the candidates are involved in a group case study and an individual case study with an English learner who is also a beginning reader. (See Table of contents for *Literacy Assessment of Second Language Learners* by Hurley and Tinajero chapter 1, 2 and 9) and *The Cultural, Language, and Academic Development Handbook* by Diaz-Rico and Weed chapter 1, 2 and 7) The clinical work in RDGL 666 & RDGL 667 for the certificate level includes completing one independent case study with a primary age beginning reader, an English learner, or a struggling beginning reader at an older age. The expectations for doing the case study are clearly set

forth by instructor modeling, guest speakers, and a handbook in the two semesters prior to registering for the clinical practicum. The group case study set the level of expectation for this work. (See *Case Study Assignment*).

Documentation of the candidate's experiences with English learners has been added to the Validation Document, a system used to assure that each candidate meets each expectation associated with the program. This document is used on an on-going basis to address both qualitative and quantitative matters related to program objectives.

There are differences between the level and depth of understanding that candidates develop about research theory and practice in reading/language arts. At the certificate level, candidates learn to carefully consider the knowledge base about the teaching of reading/language arts, but generally have only a developing ability to critically consider most aspects of research design and engage in a critical analysis of the literature. At the certificate level the candidates certainly use the literature in writing position papers or writing a literature review, but are, to a degree, dependent upon guidance of faculty in determining the adequacy of sources. Every candidate at the certificate level is responsible for an in-depth examination of an issue related to the teaching of reading/language arts which is carried out in RDGL 660, *Introduction to Major Issues in the Teaching of Reading*. This literature review is presented in written form as well as being presented orally to the RDGL 660 seminar.

As the candidate moves to the credential level of coursework, s/he engages in a much more in-depth study of the knowledge base that influences the teaching of reading/language arts. A clear objective of RDGL 662, *Advanced Seminar: Curriculum and Research in Reading*, is to develop the ability to critically read and interpret the extant literature in the field. Developing the critical interpretation skills is done by using general readings that deal with the qualitative nature of research such as the article published in the research journal of the American Education Research Association entitled *The Quality of Published Education Research*. In addition, often candidates enrolled in RDGL 662 have already taken a basic course in research methods as part of their Masters Degree Program (Introduction to Inquiry in Education). If they have taken this course they have developed an understanding of the qualitative nature of both causal-comparative and correlational studies. In the RDGL 662 course, this knowledge is reviewed for those having already taken the course and for the few students who have not, a review of the key ideas related to what constitutes well constructed and conducted comparative or correlational studies is discussed generally using appropriate sections from the textbook: *Educational Research: Competencies for Analysis and Applications* by Airasian and Gay. Since qualitative studies are not usually considered in any depth in the *Introduction to Inquiry in Education* course, the RDGL 662 course provides for an overview of qualitative research design including the design of single-subject research models often using the text *Single-Subject Experimental Research: Applications for Literacy* by Neuman and McCormick.

Once basic understanding of research paradigms are established, the RDGL 662 seminar shifts to systematically examining multiple examples of literature where interpretations must be cautiously made because of the author bias, flaw(s) in the selection of subject, questionable interpretations of data presented, overall design flaws, etc. as detailed in *Guidelines for Evaluating Research* (attached). Once the basic critical skills of reading and interpreting research are developed, the seminar focus shifts to a systematic, critical examination of the literature that has recently contributed to directions in the teaching of reading/language arts in California. Weekly reading assignments for seminar discussion are provided which form a basis for candidates becoming familiar with how to critically read and interpret the knowledge about the teaching of reading/language arts. The end result of the semester's work is for the candidates to have developed a personal understanding of how to proceed with practice based on what they have learned from their understanding of research, to develop the habit of using the literature to inform professional practice, and to encourage others to make decisions based on a careful, considered interpretation of what we know professionally from engaging in the habit of inquiry.

At the same time the candidates are developing in-depth understanding of the extant literature, they are also engaged in the design and conducting of a "mini" research study in the context of their current assignment. The development of the research study is discussed with the RDGL 662 seminar group at a number of stages from the initial development of the research question, through the design of the study,

the collection of data, the interpretation of data, and the conclusions that can be drawn from the study. This process of engaging the entire seminar in the discussion of each individual's research project, contributes greatly to each candidate's understanding of what constitutes well designed and conducted research. All the early discussions of quality research design tend to enter into the conversations about each candidate's research project.

In order to develop understandings about working with English Learner (EL) students, the candidates at both the certificate and credential levels are required to take a course entitled English as a Second Language/Bilingual: *The Language and Communication Skills of English Learners* (BLMC 518). Candidates are assessed on their abilities to work with EL populations through the use of the Validation Document, a system used to assure that each candidate meets each expectation associated with the program. This document is used on an on-going basis to address both qualitative and quantitative matters related to program objectives.

The candidate at the specialist level develops added skills in program development (RDGL 689, See course syllabus, _____) and the leadership skills necessary to implement program change at a systematic level (SPED 642---See course syllabus, _____)as well as a greater indepth knowledge of research related to the teaching of reading (RDGL 662, See course syllabus, _____).

In the internship course, each candidate develops an individual plan of program development and implementation (See contract example, Tab 23) and are guided in their development and implementation by a university faculty member. Frequently a district or county administrator who serves in the role of curriculum leader for reading/language arts is also a member of the team who works with the candidate in order that the implementation of programmatic directions are consistent with those of the district or county office. Each candidate then implements the plan(s), reflects on its implementation and develops a portfolio related to the internship experience. The internship experience varies depending on need, but is designed to develop competence in relation to Standard 9 and 12.

The advanced research course (RDGL 662) is designed to assist the candidate to:

- develop critical/analytical skills in relation to issues and curricular practices
- become knowledgeable about current research in the teaching of reading
- communicate knowledge to colleagues in appropriate ways
- become capable of identifying needed research studies at the site level
- interpret data from those studies and
- communicate findings to school personnel.

During the past few years the structure of the RDGL 662 course has been to examine the forces that have driven reforms in the teaching of reading in California and examine critically the point / counterpoint of the various issues with an intent of seeking the "truth" about the most effective ways to proceed in designing and delivering reading programs as well as specific issues related to teaching groups and individual children. _____ provides examples of the articles or papers that have been read and discussed in detail by candidates in this course.

Another major aspect of this course is having the candidates design and carry out research projects based on the needs of their teaching context. These research projects have ranged from an examination of the degree to which specific programs provide a "balanced" approach to the teaching of reading to an examination of the effect on learners of teachers with varied amounts of teaching skill and training in the teaching of reading. These research projects give candidates the opportunity to make research a regular part of their practice and to have what they do informed by both published research as well as research they conduct themselves at the site level.

When a candidate completes the sequence of learning experiences associated with either the certificate or specialist levels, h/she has developed advanced knowledge of diagnostic and instructional techniques, a knowledge about the issues related to the teaching of reading, understandings of and means to meet the needs of linguistically diverse learners, how to judge and apply the knowledge-base about the teaching of reading, and has had a guided opportunity to apply this range of knowledge with clients. The

specialist level candidate also has more in-depth understandings of these matters and has developed the leadership abilities to guide the development of reading/language arts programs at the school, district, and/or county office levels.

It was very intentional to select courses for the reading/language arts credential program that provide the opportunity for reading/language arts candidates to be trained alongside other professionals with whom they would be working in the schools. For example, the reading specialist very often works in a coordinated fashion with special education personnel in the delivery of services to children. Therefore, to have the reading candidate develop skills of consultation and staff development with education specialists, provides the opportunity to learn to coordinate service in the same way they will be expected to provide service in school settings. The faculty who teach the special education consultation and staff development course serve in the same department as the reading/language arts faculty and frequently meet to discuss general aspects of coordinated training, but also meet on a semester by semester basis to discuss the types of learning experiences individual candidates are engaged in and how they are progressing in their learning of content knowledge as well as the application of their learning to projects in the schools. Frequently the SPED 642 class is made up of about one-half education specialist candidates and one-half reading credential candidates. The education specialist and reading candidates are generally paired in projects they work on during the consultation and staff development class.

Program Coordination

Graduate Programs in the Teaching of Reading at California State University, Chico are associated with the Department of Professional Studies in Education and are provided appropriate resources as described in Common Standard 2. The overall coordination of the programs is the responsibility of Jim Richmond who also chairs the department and teaches in the program. The clinical aspects of the program are coordinated by Julie Roth, a faculty member who has been involved with the program for twelve years and manages the details of the daily operation of the Reading Center, a facility that houses faculty office space, a seminar room, shared clinical resources with Speech Pathology, and a library of instructional materials, as well as historical and current reference materials. Resources allocation, including staffing and schedule of reading courses is planned and carried out jointly by Richmond and Roth.

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.

Rationale

An understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels is essential to leaders in the field of reading and language arts.

Rationale:

An understanding of the relationship between reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels is essential to leaders in the field of reading and language arts.

Developing knowledge, skills, and strategies

RDGL 664 and RDGL 665 specifically provide instruction in the following elements:

- 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
- role of extensive practice with appropriate materials such as decodable texts
- skills and strategies that contribute to independent reading.

These five elements are addressed in RDGL 664 in lecture, discussion, text readings, and assignments. Written text reflections on chapter 3 in the Tompkins text provide students the opportunity to synthesize what they have learned and to express their understanding in writing. Instructors provide weekly feedback on these reflections. The Reading Program Report assignment requires students orally and in writing, to present knowledge of phonemic awareness, spelling, word attack strategies, independent reading and the role of practice.

RDGL 665 addresses these elements in lecture, discussion, text readings and assignments. Students work individually or in teams to become an expert in one of the domains of reading and present a workshop to the seminar. These five elements are examples of domains they can select as their topic. Those who are in the active audience benefit from the workshops and presentations as well as those who have prepared the learning experience. Students also are required to present orally a material or strategy involving one of these elements. Discussion on chapter 4 in the Tierney and Readance text provides students with a knowledge base of decoding/word attack strategies.

Standard 3

Comprehension and Study Strategies

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 high quality books.

Rationale

A thorough understanding of the importance of the development of comprehension skills and of instructional methods for increasing comprehension ability in students is essential for leaders in the field of reading and language arts. These leaders must be able to aid in the application of comprehension skills to the development of effective study strategies.

Developing knowledge, skills and strategies

Students in RDGL 660 choose an issue (comprehension is always chosen) to become an expert in over the course of the semester. They are responsible to write a comprehensive research paper and present their findings orally to the seminar. (See Student Work for examples of Issue Papers) The audience benefits from the knowledge provided by the researcher and presenter and the discussion that follows. The students making the presentation acquire a greater depth of understanding of the issue, but all of the students gain necessary information and understanding that leads to competence in comprehension. Students in RDGL 665 prepare a chapter of a handbook for a class project that always includes the topics of comprehension and vocabulary development. (See student work – 665 Handbook) In RDGL 660 students read about academic language, background knowledge and concept formation in the Osborn and Farr text.

The coursework in RDGL 664 and RDGL 665 include an overview of comprehension instruction. Candidates are taught the value of encouraging wide independent reading of actual text in the classroom and at home in order to develop background knowledge and vocabulary. Research has consistently revealed a strong reciprocal relationship between prior knowledge and reading comprehension ability. The more one already knows, the more one comprehends; and the more one comprehends, the more one learns new knowledge to enable comprehension of an even greater and broader array of topics and texts. Actual text reading plays a prominent role in building prior knowledge.

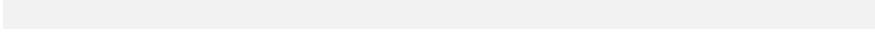
Candidates are taught through coursework readings, lecture, discussion and video demonstrations, the value of explicit instruction in teaching comprehension strategies. Teacher modeling and explanation of the strategies are discussed. Reflective journals will demonstrate the candidates' interactions with the course readings and videos.

Such strategies as summarizing, questioning, clarifying and predicting (Reciprocal Teaching) and making inferences are explicitly taught through text readings, lecture, exemplary classroom videos, discussion and journal articles. Additional comprehension monitoring strategies such as DRTA, SQ3R, mapping, webbing and KWL are addressed.

Coursework includes structure of narrative text: plot, characters, setting, point of view, and theme as well as the organizational patterns of expository text: description, sequence, comparison, cause and effect, and problem and solution. Text structure will be taught through course readings, lecture, discussion and video demonstrations.

Students in 664 prepare a videotaped lesson in comprehension for evaluation. Comprehension strategies must also be addressed in the Reading Program Assignments. (See student work for examples of Reading Program Reports)

Readings which candidates are required to read in support of vocabulary development are found in Tierney chapter 10. Yopp, chapters 2, 3 and 4, Tompkins, chapter 4 and Tierney, chapters 1 and 9 address skills and strategies for teaching comprehension strategies such as narrative text structure analysis. Tompkins, chapter 6 addresses expository text structure analysis.



Standard 4

Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of 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.

Rationale

Assessment is a link between the students and the instructional program. Thus, the delivery of a reading and writing curriculum for students who are proficient, students who are English language learners, and students with reading difficulties must have as its basis effective assessment and evaluation.

Selection, administration, interpretation, and implementation of initial assessment(s)

Candidates in the program are provided opportunities to experience ongoing assessment and evaluation of students' reading and writing in the course RDGL 661, and in the clinical courses RDGL 666 and RDGL 667. The current textbook used in RDGL 661 is *Diagnostic Teachers: An Instructional Approach* by Barr, Blackowicz and Wogman-Sadow. This text focuses on the "assess-evaluate-instruct" cycle, which is a main theme throughout RDGL 661 and the clinical coursework.

The case study process at the certificate level begins in RDGL 661 (Seminar in Individual Diagnosis) where the candidates are carefully led through an already completed case study (referred to here as the group case study) in a step-by step manner (See Joe's case study). Parallel to the group case study analysis, the candidates identify a "mock client" (referred to here as the individual case study) in their own teaching environment (See Case Study Assignment attached). The first step in both the group and individual case study processes (which both move in a parallel time frame, with the individual case study process following the group case study process by one week) is to have the candidates meet with their seminar diagnostic team (SDT), usually consisting of three individuals, and examine the "reason for referral" that comes from both the school and parent referral forms (both forms are required for the Reading Center to accept a client).

After discussing the content of the referral and thinking about possible insights they gain from both referral forms, a seminar discussion is held to be sure the candidates are 1) carefully analyzing the information available, 2) being sure to defer judgments until all information is gathered throughout the case study process, and 3) begin to identify where there is a need for additional information based on all the factors that potentially influence learning to read. This process is repeated with each candidate's individual case study and shared among members of the SDT. The second step is to consider extant data from school records, etc. in order to gain additional insights. The cycle is continued (see Case Study Assignment) with all components of the case study process. A presentation is made to the seminar (See Seminar Presentation of Case Study) which demands that candidates refine their thinking about their case and assure that all recommendations for testing and instruction are well reasoned before sharing the information with their colleagues.

During RDGL 661 candidates make tentative recommendations for instruction, but it isn't until the following (or some subsequent semester) when the candidates are enrolled in RDGL 665 (Seminar in Individual Instruction in Reading) that they focus on very specific recommendations. Of course the case study aspect of RDGL 661 is only an aspect of the course focused on building when we refer to as a diagnostic template within the candidate. The diagnostic template suggests that the candidate develops a comprehensive set of ever expanding intellectual compartments in which to store potentially relevant

information about a client. These components are based on the Factors that Potentially Influence Learning to Read. What starts out to be compartmentalized information is integrated over time so candidates see interrelationships between and among the various factors as they impact on the student's need and translate into effective instructional practices.

Beginning in RDGL 664 students are expected to administer running records and commercial reading inventories. Text readings, assignments (Tab 18) videos and lectures on the topic of informal assessment provide an elementary background of assessment.

RDGL 661, *Seminar in Individual and Group Diagnosis of Reading* is an advanced seminar in reading diagnosis that prepares students enrolled in the Graduate Reading/Language Arts Program to develop skills in individual diagnosis and work with individuals, their families, and various school personnel related to the diagnosis of reading and reading related needs. In addition to developing specific diagnostic skills related to determining students' learning needs it is intended that the graduate students develop an ongoing awareness of the instructional needs of their students. Although the course focuses on the preparation of specialists, this coursework is also appropriate for students who are interested in learning how to diagnose learner reading/language arts needs in the regular classroom, special education classroom, or resource programs in grades K-14.

Students develop understandings of:

1. the range of factors that potentially influence learning to read and learning in general and how these factors may be interrelated for individual learners;
2. selected standardized tools used to obtain diagnostic information about a learner;
3. selected informal tools/techniques used to obtain diagnostic information about a learner;
4. the specific performance tasks associated with each aspect of each diagnostic tool/technique;
5. selecting appropriate diagnostic tools for both thoroughness and efficiency;
6. both generic and specific techniques for the administration of tests;
7. the interpretation of test result data for specific tasks as well as global information about learner's needs (including the identification of patterns of ability and need);
8. how patterns of information about learner needs influence decisions concerning instruction;
9. presenting diagnostic information to those concerned about the learner (including school personnel, parents, non-school service providers, etc.).

Candidates are exposed to a variety of formal and informal reading/language arts measures (See Standard 11 for specific test titles). Each candidate is responsible for the evaluation of a specific measure in depth, to practice administering and interpreting results and to relate a description and findings to the seminar. These presentations prompt thoughtful discussions regarding diagnosis.

The coursework in BLMC 518, *The Language and Communication Skills of English Learners* addresses ongoing assessment and evaluation of English Learning students' reading and writing. The following readings, among others, support this element:

Peregoy, Suzanne and Owen F. Boyle. (1999) *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. Second edition, Ca. Addison Wesley Longman (Tab PC.17.B)

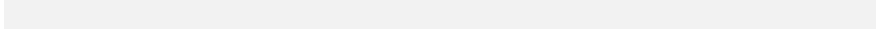
Minami, Masahiko and Bruce P. Kennedy, (1997) *Language Issues in Literacy and Bilingual/Multicultural Education*. Harvard Educational Review (Reprint Series 22).

California State Department of Education, *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*.

National Research Council, (1997) *Improving Schooling for Language-Minority Children: Research Agenda*. National Academy Press. Washington, D.C.

There is a strong connection emphasized between assessment and evaluation of students' reading and writing and the planning and delivery of appropriate reading and writing instruction in the clinical

coursework. Candidates select a student with significant reading difficulty or an EL student to diagnose and tutor. Through written case reports, selected research, individual conferences with the instructor, lesson plans, and parent and teacher conferences, candidates are led to a comprehensive understanding of the connection between assessment and instruction. Candidates interpret the results of their assessments and design a recommended program of instruction. This assessment guides the instruction on an ongoing basis throughout the tutorial program. Please refer to Standard response #7 and #11 for further description of activities included in the clinical coursework, RDGL 666 *Clinical Practice in Reading Diagnosis* and RDGL 667, *Clinical Practice in Individual Instruction in Reading*.



Standard 5

Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

Rationale

Successful intervention is the key to helping struggling readers build the reading and writing skills necessary for school success. A thorough understanding of the appropriate use of intervention models and strategies both in and outside of the classroom is essential for leaders in the field of reading and language arts.

Delivery of instruction based on on-going assessment

The coursework in 664 and 665 emphasize delivery of instruction based on ongoing assessment for reading intervention. Activities that reinforce this standard include discussions, collaborative learning, videos (examples: CSU Best Practices in Teaching Literacy and IRA Reading Instruction Series) and guest speakers such as Jack Krause, a Reading Recovery teacher trainer and Samia Yaqub, a community college reading teacher.

Early reading levels are addressed in the Tompkins text, chapter 10 and Tierney text chapters 3 and 4. The intermediate reading levels are addressed in Tompkins, chapter 11 and Tierney, chapter 3 and 11.

Students in 664 must synthesize reading assignments from the 664 packet involving characteristics of exemplary intervention reading programs, lectures and Tompkins text readings and incorporate their knowledge in their Reading Program Reports. They also plan from assessments and videotape themselves teaching a specific reading lesson to an individual and to a small group of students. Their lesson must involve phonemic awareness, phonics or comprehension strategies. These lessons are evaluated and must be aligned with ongoing assessment results.

Students in 665 demonstrate their knowledge and skills in this area in their Domain Chapter assignments as well as their Material/Strategy Reports. The text, *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment* by Barbara Walker is an excellent supplementary guide in reading clinic experiences. A key theme throughout the text is that diagnostic teaching is the process of using assessment and instruction at the same time to identify the instructional modifications that enable struggling readers to become independent readers.

The clinical practicum coursework (RDGL 666 & RDGL 667) offers comprehensive practice in the application of instructional intervention aligned with ongoing assessment results at the early and intermediate reading levels. These courses are specifically designed to prepare candidates with the knowledge and skills to align individual instruction with assessment findings, and to provide appropriate intervention. Candidates receive individual and group instruction in this area and are observed teaching both individuals and small groups. The comprehensive case studies that each student must complete address the needs of a struggling reader by utilizing the cycle of assessing, instructing and assessing. The candidates are supervised throughout this experience.

Standard 6

Areas of Study Related to Reading/Language Arts: Certificate Level

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; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading Certificate holder must develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.

Research based instruction How students learn to read

Candidates in RDGL 660 are exposed to original research regarding literacy development by reading, discussing, and writing reflections on the following articles:

Development of the Ability to Read Words: Update by Linnea Carlson Ehri

Toward an Interactive Reading Instructional Model: Explanation of Activation of Linguistic Awareness and Metalinguistic Ability in Learning To Read by Hallie Kay Yopp and Harry Singer

Becoming Literate Through Authentic Tasks: Evidence and Adaptations by Elfrida H. Hiebert

In addition to these readings there are a number of articles in our current text, *Literacy for All* edited by Jean Osborn and Fran Lehr (Tab 19) that address literacy development. Candidates are responsible for leading discussions as well as writing reflections on these articles. Quality of verbal and written responses as well as the depth of response to an essay question on the final exam dealing with literacy development are ways to assure that our candidates understand this critical element.

Structure of the English language including phonology, morphology, and orthography

As part of the Basic Credential Program Engl 221 and Engl 232 (Tab; Background Coursework 1 and 2) address this element in the curriculum. If candidates have not acquired this knowledge we assign readings and make sure that this element is taught.

Second language acquisition

BLMC 518, *The Language and Communication Skills of English Learners*, course focuses on pedagogy for English language Development and instruction in schools. The course considers the theoretical foundations of first and second language acquisition theories and models that provide a framework for the schooling of English Language Learner through the use of methods of specially designed academic instruction in English (SDAIE). Students examine models of second language acquisition that have implications for reading instruction, language and culture in the classroom with an emphasis for delivering the core curriculum to English Language Learners.

Relationships among language, spelling, reading and writing

The relationships between these language arts permeates the coursework in RDGL 660, RDGL 661, RDGL 665, and the clinical practicum.

Candidates in RDGL 660 read, and respond in writing and orally to the following article, *Research on the Reading-Writing Relationship: Interactions, Transactions, and Outcomes* by Robert J. Tierney and Timothy Shanahan.

Our current RDGL 660 textbook, *Literacy For All*, edited by Fran Osborn and Fran Lehr has a number of relevant articles that provoke rich discussions regarding the interaction between language, spelling, reading and writing. The following articles which students prepare to lead discussions, respond to in writing and orally are especially relevant to this discussion:

Understanding Beginning Reading A Journey through Teaching and Research by Isabel Beck

Growing Successful Readers: Homes, Communities, and Schools by Victoria Purcell-Gates

The Prevention of Reading Failure: Teach Reading, and Writing by James S. Gaffney

Some Things We Know about Learning to Write by Sarah Freedman

Candidates in RDGL 665 must choose a reading/language arts domain to research and submit a written chapter of a class project (Tab 21,). Candidates are required to address how their domain of interest is part of a balanced reading/language arts program. Candidates who read and listen to other candidates' work benefit from the rich discussion following the presentation. The quality of verbal participation and depth of writing on a final exam are ways to know that our students understand the relationships between language, spelling, reading and writing.

Psychological and sociolinguistic aspects of reading and writing

Candidates in 661 are exposed to a variety of factors responsible for learning to read and write including a rich lecture/discussion of psychological and sociolinguistic aspects of reading and writing. Students are led to understand the complexity of factors that may be involved in a student's learning. The first three weeks of the course concentrate on these factors through lecture, group brainstorming, graphic organizers and oral reports to the seminar.

Chapter 4 in the textbook, *Multiple Paths to Literacy* by Joan Gipe is an excellent overview of reading-related factors. Psychological, social and linguistic factors are stressed in discussion and group work.

Category 2: Field Experience Standard

Standard 7

Application and Reinforcement Through Field Experiences

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 collaborate in program design and implementation.

Rationale

Individualized field experiences enable each candidate to demonstrate proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Integration of theory and practice through field experience

The clinical practicum component of our certificate and credential program is a long-standing extension of coursework, which integrates theory and practice. Candidates are responsible for performing a comprehensive diagnosis study, and, designing and implementing a tutorial program for a beginning reader, an ELL student and/or students with reading difficulties at the intermediate, secondary or adult level.

Certificate candidates are responsible for taking 2 units (comprehensive reading diagnosis and instruction for one learner) of clinical coursework and Credential candidates must take 6 units (comprehensive diagnosis and instruction for 3 students of varying abilities and age levels). There is a summer seminar attached to the field study where candidates and instructors regularly gather to discuss assignments, diagnosis and their teaching practice. After discussion in seminar in planning for clinical work, 20 hours of direct diagnostic teaching with a learner, is scheduled. During the teaching period, consultation with the supervisor and seminar participants takes place. A detailed description of the planned sequence of activities that candidates will be accountable for in their clinical practicum can be found in the red *Diagnostic Handbook for Clinical Practice in Reading*. This handbook ensures that candidates are well oriented to expectations and evaluation procedures. (See Student Work)

Candidates may choose to work with a client referred to the CSU, Chico Reading Center Clinic or with a learner from a local school. Candidates are not encouraged to work with a learner from their own classroom. This is done in order for the candidate to gain experience with more than one grade level. Candidates who are not now teaching may be teamed up with previous reading specialists from the credential program who aid them in finding learners with whom to work or they choose clients from the Reading Center Clinic pool of referrals.

The parents and school must agree that the learner is struggling in reading to be a candidate for diagnosis and specialized instruction. CSU, Chico Reading Center clients range in reading levels from

kindergarten/first grade to adult. There is a wide range of age, abilities, and linguistic diversity among the clients. They are referred to the clinic by parents, teachers or other agencies, but a referral from a school or agency must be accompanied by a parent referral except for adult clients.

Ongoing work in specific reading diagnosis, parent interviewing, and tutoring is evaluated through conferences with the instructor, video-taped sessions of testing and tutoring, and through written case reports and tutorial reports. (See student work – Case Reports) Candidates are expected to demonstrate a professional attitude and knowledge while practicing research based skills and strategies for developing fluent reading, reading comprehension and appropriate reading and writing instruction based on the assessed needs of the students. (See student work – Case Study)

Each candidate assesses his/her own performance in the program, in consultation with program faculty, by responding to the standards found in the Validation Document. This ensures that candidates understand what is expected in the program and documents that they receive the necessary breadth and depth of practice in the elements of the curriculum standards. This document becomes the basis for interaction between the candidate and the faculty. Discussion of competence, as evidenced from diagnostic case reports and instructional reports form the content of the discussion. Faculty provide both formative and summative feedback as the candidate reflects on his/her work with clients.

Category 3: Standards of Candidate Competence and Performance

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.

Rationale

Reading Certificate level professionals must be able to identify, apply, and communicate the research and theory on which their instructional practices are based.

Communicating instructional decisions

In RDGL 666 & RDGL 667 (clinical practicum) candidates practice communicating instructional decisions to parents, administrators and to other teachers. They meet with these groups of individuals to articulate the interpretations of the diagnostic work they have done with a particular student. They justify a reading/language arts program designed especially for the student they are diagnosing and tutoring on the basis of the data they have gathered. Each reading/language domain, which will be addressed in instruction, is explained in detail as to why it is important and what specifically will be done. A comprehensive written case study, which demonstrates the candidates' understanding of the research basis and theoretical foundations for instruction in reading and language arts is submitted to the school, parents and to the University Reading Center. Throughout the clinical practicum, ongoing communication with the college instructor and sharing information in seminars is required. (See Case Study in Student Work)

Communicating an understanding of research and theory pertaining to language, assessment and evaluation

In RDGL 689 candidates are also expected to communicate an understanding of research pertaining to language development and diagnosis/ overall assessment in classrooms to parents, teachers and administrators. They are responsible for providing inservice for these groups. Each reading specialist intern submits a detailed binder (portfolio) which details internship experiences. (Tab 27)

Standard 9

Curriculum and Instructional Practices

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.

Rationale

Reading Certificate professionals should practice reading and language arts and intervention strategies that are solidly based on research and theoretical foundations.

Curriculum and Instructional Practices

Students in BLMC 518, *The Language and Communication Skills of English Learners*, have multiple opportunities to examine a variety of initial reading approaches that support literacy instruction for the English Learner. Approaches to oral language development, strategies for extending language in low affective teaching environments, helping readers to become effective strategic readers through phonic instruction supported by comprehension of text are demonstrated throughout the course. Through readings, instructional videos, assignments, in-class instruction and discussion, students learn to create a language-rich environment that supports language and culture for the English Learner.

Relationships among listening, speaking, reading and writing are examined through a variety of classroom practices for English learning instruction which include:

- the organization and planning for sheltered instruction or Specially Designed Academic Instruction in English (SDAIE),
- the functional language and literacy uses in thematic Instruction,
- scaffolding strategies through instructional conversations,
- teacher/student questioning,
- modeling and feedback, support and contextualize the academic content language for the English learner.

Student competencies of graduate level course objectives are assessed through on-going in-class presentations, discussions and assessment. Major work for BLMC 518 requires those students:

- develop quality level research specific to area(s) of concentration/interest(s),
- reflect on all reading and research reading as per schedule,
- become actively involved in class discussion and activities,
- attend seminars regularly and punctually,
- complete all assignments, midterm and final as per schedule.

(Tab 17 Course Syllabus details field activities, in-class instruction and assessment)

Standard 10

Crosscultural Practices

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.

Rationale

The Reading Certificate level professional must be able to establish and maintain relationships with all students. In addition, these professionals must be able to assist other teachers, administrators, and personnel in understanding the reading and language arts needs of a diverse population.

BLMC 518, *The Language and Communication Skills of English Learners*, course focuses on pedagogy for English language development and instruction in schools. The course considers the theoretical foundations of first and second language acquisition theories and models that provide a framework for the schooling of English Learners through the use of methods of specially designed academic instruction in English (SDAIE). Students examine models of second language acquisition that have implications for reading instruction, language and culture in the classroom with an emphasis for delivering the core curriculum to English Learners (EL).

Cross Cultural Awareness and Practice

In order to engage teachers who are culturally and linguistically different from the English Learners that they teach, BLMC 518, *The Language and Communication Skills of English Learners*, students participate in individual and group ethnographic cultural content research of the school and community (please refer to Cultural Content Questions provided in course syllabus). For the purposes of understanding the English Learner including the impact of culture and language on learning, students in BLMC 518 examine the following questions: 1. Who are English Learners? 2. How can I get to know my English learners when their language and culture are new to me? 3. How do cultural differences affect the way my students respond to me and to my efforts to teach them? 4. How can I ease newcomers into the routines of my class when they understand very little English? 5. What kinds of programs exist to meet the needs of English Learners? (Peregoy and Boyle, 1997). After collecting data, students in BLMC 218, work in collaborative groups to combine information into dynamic class presentations based on data, research read, and teacher reflection relative to their own teaching. Candidates learn that understanding family and community encourages parent participation at their school sites.

Student competencies of graduate level course objectives are assessed in the manner detailed under Standard 9.

*See also BLMC 518 syllabus

As a supplement to BLMC 518 pairs of students will be responsible to read and lead discussions on the following texts. See table of contents for *Literacy Assessment of Second Language Learners* by Hurley and Tinajero chapter 1, 2 and 9 and *The Cultural, Language, and Academic Development Handbook* by Diaz-Rico and Weed chapter 1, 2 and 7.

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.

Rationale

Appropriate instruction for each student should be based on accurate information about the student's needs, abilities and achievement level. The Reading Certificate level professional must possess the skills and ability to accurately assess and evaluate each students' reading and language arts skills and to provide appropriate and meaningful instruction based on the knowledge gained from the assessment.

Using ongoing multiple measures

Aligning instruction

Communicating results

Two courses in the California Reading/Language Arts Certificate Program require that candidates, diagnose and then design an instructional plan based on the assessments. After being exposed to a wide variety of formal and informal assessment measures, candidates are to select, and administer the ones most appropriate for their student's needs. Candidates are expected to choose appropriate instructional methods and materials for their student, based on these measures.

In RDGL 666, *Clinical Practice in Reading Diagnosis*, candidates conduct parent interviews to collect pertinent data involving their student, administer a battery of reading/language arts tests, and evaluate the results. After analyzing the emerging patterns during testing, candidates write up an in -depth case report documenting findings, interpreting the data and reporting their instructional plan for their student. (See Student Work – Case Study)

After an extensive parent interview, candidates generally begin their diagnosis with a visual and hearing screening. (i.e. Keystone Visual Survey Test, Spache Binocular Reading Test and the Wepman Auditory Discrimination Test) Depending on the diagnostic questions the candidates have, several standardized reading tests are administered. (i.e. GORT-4, GORT-D, Diagnostic Reading Scales, Durrell Test of Reading Difficulty. As a confirmation and practice with additional measures, candidates may also use an Informal Reading Inventory (i.e. Bader, Ekwall-Shanker, John's Basic Reading Inventory, Steigleitz, Silvaroli). A battery of tests also includes writing samples and writing tests (i.e. Test of Written Language 3rd. edition Hammill and Larsen), spelling tests (i.e. Words Their Way, Test of Written Spelling TWS 4th. Edition by Hammill, Larsen, and Moats), comprehension tests (i.e., Test of Reading Comprehension (TORC), & Diagnostic Seminar Instrument), phonemic awareness tests (i.e. Test of Phonemic Awareness by Torgensen and Bryan).

Each candidate is responsible for preparing a video of themselves during testing, a binder with assessment record forms, case report, and article critiques involving topics applicable to the assessment of his/her student. The instructor monitors the progress of the diagnosis during conferences and assists with questions and necessary revisions. The evaluation of case reports, videos and individual conferences determine candidates' competence in this course.

In RDGL 667, *Clinical Practice in Reading Instruction*, candidates implement the instructional plan they designed in RDGL 666. They are expected to prepare a video of themselves teaching a reading/language arts lesson, write lesson plans, instruct a student for 20 hours, write critiques on two journal articles applicable to their student's assessed needs, and prepare a written tutorial report. (See

student work – Final Report) The evaluation of the video, tutorial report, and lesson plans determine the candidate's competence in this course. The instructor is available on an ongoing basis for assistance with the implementation and with the revisions necessary for the written work.

Part B

Standards Quality and Effectiveness for the 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 of all candidates.

Rationale

The role of the Reading/Language Arts Specialist encompasses teaching, resource, and leadership responsibilities. Candidates completing the program must be prepared to work with students and their families, teachers, administrators, allied professionals, district/county office personnel, school board members, and community members.

Leadership skills in curriculum, instruction and assessment

Candidates completing the Reading/Language Arts Specialist Credential Program are prepared to work with students and their families, teachers, administrators, allied professionals, district/county office personnel, school board members and community members. The Reading/Language Arts Specialist Credential Program is designed to provide advanced specialization and preparation for candidates who have completed the Reading/Language Arts Certificate Program. Candidates are equipped with the knowledge and skills to work as reading/language arts specialists at the school, district, county or state level. Since a high percentage of our credential candidates are currently enrolled in the Masters program our program is scholarly as well as field based.

Candidates enrolled in RDGL 689 are reading specialist interns. This course provides supervised internship in selected aspects of reading development, including diagnostic practices, administration, supervision, and design of reading curriculum in schools; evaluation, in-service leadership, and prevention and treatment of reading difficulties. Faculty and student meet to draw up a written contract of student responsibilities and grading criteria. This written contract must be on file with the department office before the end of the third week of class. (Tab 27)

Professional development

Throughout the program, candidates are provided knowledge and consistently encouraged to remain current with methodologically sound research and its application to classroom practice. The Reading Center subscribes to the International Reading Association Book Club so candidates have access to the following journals, The Reading Teacher, Adolescent and Adult Journal of Reading, Reading Research Quarterly as well as current IRA books. The program encourages candidates to participate in professional activities and organizations relating to ongoing professional development. All candidates are provided with membership forms and information throughout the program, and are encouraged to participate at the local, state and international reading associations. Recently, we invited the president of our local reading council to come as a guest to one of our seminars to talk about participation. The guest was a recent graduate from our program so it was especially gratifying to involve her as a recruiter and to report how the program had "opened professional doors" for her.

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.

Rationale

An understanding of research methodology is an essential component of leadership skills. The ability to analyze existing programs, implement change on the basis of that analysis and to critically examine the research and program recommendations of others in the field is an invaluable aid in the decision-making and leadership process.

Research and Evaluation Methodology and Applications

In this response to standards, Standard 13 and Standard 18 have been combined since it is very difficult to learn about research and program evaluation without the context of application.

Learning about research in the teaching of reading/language arts and its application is clearly a strength of the California State University, Chico program. A good deal of time is spent in all program courses being sure that candidates always have a rationale for any decisions or their overall thinking of working with students that is well grounded in the knowledge-base of psychology, language development, and both the theoretical and programmatic domains of reading/language arts. Any candidate who draws any implications from their readings, makes decisions about any diagnostic practice applied to an individual or group, or makes, or decides about instructional recommendations is expected to be able to respond to questions about the support found in the knowledge-base for those decisions or recommendations.

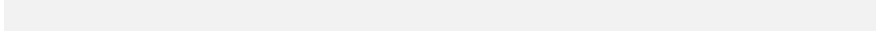
In the course RDGL 660, candidates are exposed to a wide range of issues related to the teaching of reading and have both text material and journal articles that supports their developing knowledge. In this seminar, candidates develop the initial abilities to critique the literature and see interrelations (or lack thereof) between various sources of information. This use of the professional literature is evidenced throughout the program, but particular attention is given to research and evaluation in RDGL 662.

In RDGL 662, candidates develop a range of critical skills related to the knowledge-base in the teaching of reading. The candidates are provided with a series of reading weekly for the first 10 weeks of the semester. They are expected to read as critically as possible (raising questions, pointing out flaws in logic or reasoning or conclusions, etc.) from the beginning of the course. As readings are discussed on a weekly basis, candidates become increasingly more sophisticated in their abilities to read critically even to the point where, toward the end of the semester they are questioning if there is anything they can believe from the literature! However, that is one of the goals of the seminar. As the semester progresses, candidates identify the issues (a rather complex form for recording issues, and related information), find agreements and/or conflicts among authors, and attempt to seek "the truth" related to both theoretical and pragmatic issues. Candidates learn to examine the design issues of studies, analyze the outcomes of studies, interpret the results and learn to report research findings in ways that are appropriate for a variety of audiences.

Another aspect of RDGL 662 is the requirement that candidates identify a significant "problem" or issue that needs to be studied (problem in the research sense) within their school, district, and/or county office context. Once the "problem" is identified, it is presented to the seminar and a determination is made as to whether it is significant and "doable." If the problem is determined to be appropriate for study, the candidate proceeds to design a research study to address the problem, collect and analyze data, interpret

the findings and report the results to seminar members for discussion and critique. This process has resulted in candidates becoming familiar with a range of potential strategies to study/research questions that can have a measurable impact on teaching and learning.

As an example of engaging in research, last semester a candidate indicated that, as a result of her informal observations, she felt certain teachers had a more positive impact on students learning to read than other teachers. She sensed this varying impact might well be related to teacher knowledge of reading related issues and skill in using pedagogy. After much discussion, the decision was made to use the RICA domains and the score scales associated with the video assessment to gather information about teacher skill and then examine that level of skill in relation to student performance. There were a number of intervening steps, but the outcome of the study was a strong set of relationships between level of teacher performance in teaching reading and student learning. This relationship held for both new and experienced teachers. The study resulted, again through a number of steps, in the district funding additional staff development in an attempt to provide those teachers with a lesser level of performance with the skills to do a better job in teaching reading. It appears this study and a follow-up study to be conducted after the teacher training, may well result in a masters thesis. This is one example of candidates using research to impact teaching and learning. Each member of the RDGL 662 seminar conducted a research study in his/her own teaching context. The value of this assigned task is that candidates become familiar with approaches to research, but maybe more importantly, learn to appreciate the value of systematic investigation in educational setting. A number of candidates focused on some aspect of program evaluation and, therefore, all seminar participants had an opportunity to learn how program evaluation is designed and conducted, and experience ways in which evaluation positively impacts programs and learning for children.



Standard 14

Areas of Study Related to Reading/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 sociolinguistic aspects of reading and writing.

Rationale

An effective Reading/Language Arts Specialist must develop an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Perspective on learning to read

Candidates in RDGL 660 are exposed to original research regarding literacy development by reading, discussing, and writing reflections on the following articles:

Development of the Ability to Read Words: Update by Linnea Carlson Ehri
Toward an Interactive Reading Instructional Model: Explanation of Activation of Linguistic Awareness and Metalinguistic Ability in Learning To Read by Hallie Kay Yopp and Harry Singer
Becoming Literate Through Authentic Tasks: Evidence and Adaptations by Elfrida H. Hiebert

In addition to these readings there are a number of articles in our current text, *Literacy for All* edited by Jean Osborn and Fran Lehr (Tab 19) that address literacy development. Candidates are responsible for leading discussions as well as writing reflections on these articles. Quality of verbal and written responses as well as the depth of response to an essay question on the final exam dealing with literacy development are ways to assure that our candidates understand this critical element.

Structure of the English language including phonology, morphology, and orthography

As part of the Basic Credential Program Engl 221, Engl 232, (Tab; Background Coursework 1 and 2) address this element in the curriculum. If candidates have not acquired this knowledge we assign readings and make sure that this element is taught.

Second language acquisition

BLMC 518, *The Language and Communication Skills of English Learners*, course focuses on pedagogy for English language development and instruction in schools. The course considers the theoretical foundations of first and second language acquisition theories and models that provide a framework for the schooling of English Learners through the use of methods of specially designed academic instruction in English (SDAIE). Students examine models of second language acquisition that have implications for reading instruction, language and culture in the classroom with an emphasis for delivering the core curriculum to English Learners.

Relationships among language, spelling, reading and writing

The relationships between these language arts permeates the coursework in RDGL 660, RDGL 661, RDGL 665, and the clinical practicum.

Candidates in RDGL 660 read, and respond in writing and orally to the following article, *Research on the Reading-Writing Relationship: Interactions, Transactions, and Outcomes* by Robert J. Tierney and Timothy Shanahan.

Our current RDGL 660 textbook, *Literacy for All*, edited by Fran Osborn and Fran Lehr has a number of relevant articles that provoke rich discussions regarding the interaction between language, spelling, reading and writing. The following articles which students prepare to lead discussions, respond to in writing and orally are especially relevant to this discussion:

Understanding Beginning Reading: A Journey through Teaching and Research by Isabel Beck
Growing Successful Readers: Homes, Communities, and Schools by Victoria Purcell-Gates
The Prevention of Reading Failure: Teach Reading, and Writing by James S. Gaffney
Some Things We Know about Learning to Write by Sarah Freedman

Candidates in RDGL 665 must choose a reading/language arts domain to research and submit a written chapter of a class project (Tab 21,). Candidates are required to address how their domain of interest is part of a balanced reading/language arts program. Candidates who read and listen to other candidates' work benefit from the rich discussion following the presentation. The quality of verbal participation and depth of writing on a final exam are ways to know that our students understand the relationships between language, spelling, reading and writing.

Psychological and sociolinguistic aspects of reading and writing

Candidates in 661 are exposed to a variety of factors responsible for learning to read and write including a rich lecture/discussion of psychological and sociolinguistic aspects of reading and writing. Students are led to understand the complexity of factors that may be involved in a student's learning. The first three weeks of the course concentrate on these factors through lecture, group brainstorming, graphic organizers and oral reports to the seminar.

Chapter 4 in the textbook, *Multiple Paths to Literacy* by Joan Gipe is an excellent overview of reading-related factors. Psychological, social and linguistic factors are stressed in discussion and group work.

*Please note that the aforementioned text is taken from Standard #6. The elements of this standard are evident in the Reading Specialist curriculum and there is a spiraling effect of complexity as the courses progress through the credential program.

Standard 15

Preparation for Meeting the Reading and Writing Needs of All Students

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.

Rationale

Effective leaders in the area of reading and language arts instruction must be prepared to adapt and apply programs, curriculum, assessment, and instructional approaches to meet the needs of all students.

Skills and knowledge related to individual differences in reading acquisition

The elements in this standard are woven through all of the courses in the Reading/Language Arts Specialist Credential Program.

See cross cultural awareness and practice in Standard 10 for additional detail related to candidate practice with diversity in reading acquisition.

Student competencies of graduate level course objectives are assessed through on-going in-class presentations, discussions and assessment. Major work for BLMC 518 requires those students: 1. Develop quality level research specific to area(s) of concentration/interest(s). 2. Reflect on all reading and research reading as per schedule 3. Become actively involved in class discussion and activities 4. Attend seminars regularly and punctually. 5. Complete all assignments, midterm and final as per schedule. Specific information related to cultural considerations for teaching and learning is presented through the reading of research that includes: Peregoy, S and Owen F. B. (1999) *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*; National Research Council, (1999) *Improving Schooling for Language-Minority Children: Research Agenda*; and National Research Council (1998) *Preventing Reading Difficulties in Young Children*.

Category 5: Field Experience Standard

Standard 16

Advanced Clinical Experiences

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/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.

Rationale

Individualized clinical experiences enable each candidate to demonstrate an advanced level of proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Candidates are required to write a professional case study report of their diagnosis complete with a recommended educational reading/language arts program (See Joe's case study as a model). They tutor their tutees for 20 hours and present segments of a video of themselves testing and/or tutoring to the seminar and to the instructor in individual meetings. Candidates report on several articles pertinent to their tutee's domains of need. The clinical work for the certificate level includes completing one comprehensive case study.

The clinical work for the credential level includes doing three case studies. Candidates must diagnose and tutor for 20 hours each, a primary, intermediate and an older student (high school or older). In addition to demonstrating their skill at diagnosis and intervention with different age and ability levels, candidates are expected to show a more complex understanding of diagnosis and intervention. Please refer to Standard 1 regarding the overview of clinical work at this level. Additional diagnostic and tutoring experience deepens understandings and learning which results in a richer background to choose appropriate diagnostic measures and intervention practices. At this level candidates are expected to make connections between different sets of data analyzing interrelationships at a more advanced degree. The case study is an interactive process between the candidate and the faculty. The candidate is guided through the process on a number of occasions from the point of making the initial selection of diagnostic instruments through the determination of specific recommendations.

Analysis and evaluation/application of theories Program goals

Please refer to the response to Standard 7 for a description of clinical activities where candidates work intensively with beginning readers and students who have severe reading difficulties. The coursework in RDGL 666 and RDGL 667 assures that candidates integrate theory and practice as well as demonstrate knowledge and skills embedded in the curriculum standards. The field experience expectations at the credential level are advanced of the certificate levels in several ways. Credential candidates are expected to have greater insights and higher levels of sophistication when selecting diagnostic instruments appropriate for a clients suspected needs. Candidates at the credential level learn to use diagnostic tools in addition to those they have learned to use at the certificate level. They use these diagnostic tools to gather more in depth information than they would be expected to obtain at the certificate level and make more sophisticated interpretations of data by interrelating information obtained from different diagnostic

tools. Credential students are assigned more challenging clients for their diagnostic studies and are expected to make more sophisticated interpretation of diagnostic data than students at the certificate level. The evidence of the level of skill expected of credential candidates is evidenced in case studies (See Sample Case Study in Student Work Samples in binder).

In addition, candidates are expected to communicate their findings to others and guide teachers in schools as they act in a leadership role. When the certificate candidate completes his or her case study they report the process to parents and teachers. The faculty member supervising the clinical process experience before and after the reporting. A candidate is expected to take the lead role in the conferencing processes with parents and teachers. The university faculty member serves as a backup to the reporting process. This ability to take a lead role is based on their experience candidates obtain from watching the conduct of conferences during the early clinical experience and the discussions with faculty that follow final parent and teacher conferences. Candidates develop a breadth of knowledge as they expand the age levels of students that they diagnose and tutor.

The program assures that candidates experience appropriate reading approaches and methods that are consistent with a balanced comprehensive program of reading/language arts. Through individual conferences the instructor and candidate discuss each step of the diagnostic and tutoring process. Following a parent interview and administering a battery of formal and informal assessments the instructor and candidate interpret results by analyzing test record forms for emerging patterns of reading ability. A comprehensive case report is turned in at certain intervals for feedback from the instructor. After a recommended program has been determined, the candidate reports the findings to the parent and those who will be instructing the student. Candidates receive specific guidance and assistance about their instruction including planning for lessons and ongoing instruction.

There is no distinction between institutional and clinical faculty. Faculty work in both contexts to assure the absolute connection between theory and practice. Faculty members who teach both institutional and clinical courses are experienced in working with clients over extended periods of time.

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.

Rationale

Reading/Language Arts Specialists should be prepared to provide site-level and district-level leadership in both programmatic and staff development areas to assure cohesive and effective reading and language arts instruction.

Professional leadership and inservice/staff development

| Courses | Competence & Performance Factors | |
|--|--|---------------------|
| RDGL 667 RDGL 689 | Designs, implements and evaluates reading and language arts programs. | Tab: 24, 23 |
| RDGL 689 | Modifies curriculum based on program evaluation. | Tab: 23 |
| RDGL 666 RDGL 689 | Effectively communicates the rationale for program and instructional decisions to students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members. | Tab: 24, 23 |
| RDGL 689 | Provides professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers. | Tab: 23 |
| BLMC 518 RDGL 665 SPED 642 RDGL 667 RDGL 689 | Demonstrates skill and knowledge in modeling effective teaching strategies for teachers and colleagues. | Tab: 17, 21, 25, 24 |
| All courses | Demonstrates a commitment to ongoing personal professional development and to remaining current with research and its application to classroom practices. | Tab: 17-25 |
| RDGL 689 | Demonstrates knowledge about and the ability to access appropriate resources, including computer and video technologies. | Tab: 23 |

Curriculum and Instructional Practices

| Courses | Competence & Performance Factors | |
|--|--|---------------------|
| RDGL 667 RDGL 689 | Demonstrates the ability to provide quality instruction in varied settings which may include a reading resource room, tutoring, and a regular classroom working with a total class, a small group, or an individual student. | Tab: 24, 23 |
| BLMC 518 RDGL 689 RDGL 667 | Demonstrates knowledge and ability to establish productive learning environments where all students are respected. | Tab: 17, 23, 24 |
| RDGL 664 RDGL 667 | Demonstrates the ability to implement instructional strategies that foster language acquisition. | Tab: 18, 24 |
| BLMC 518 RDGL 667 RDGL 689 RDGL 665 | Makes appropriate selections and uses of instructional resources. | Tab: 17, 24, 23, 21 |
| All courses except SPED 642 | Utilizes teaching strategies that provide equal access for all students to an excellent reading and language arts curriculum. | Tab: 17-24 |
| RDGL 665 RDGL 667 | Demonstrates extensive knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including broad knowledge of programs and materials. | Tab: 21, 24 |
| RDGL 666 RDGL 689 | Fulfills school-site-level leadership roles in the area of reading and language arts. | Tab: 24, 23 |

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.

Rationale

Reading/Language Arts Specialists are responsible for program and curriculum decisions at school-site and district levels and should have the ability to base their decisions upon the critical analysis and practical application of research.

Analysis and application of research

As described in the response to Standard 13, candidates learn to be informed consumers of research from almost the beginning of the program. Even in the advanced methodology class (RDGL 664), candidates develop understandings that practice is not based on opinion, but rather on a clear understanding of what the knowledge base about the teaching of reading/language arts indicates is best practice. Candidates examine suggested practices about the teaching of reading by using criteria developed from the California student academic content standards, and the *California Reading/Language Arts Framework* (See Tab __, Bellin 1999). This provides an opportunity for judging the efficacy of any approach to the teaching of reading against a clear set of guidelines that are aligned to current state documents.

As the candidates move to the issues course (RDGL 660), they acquire additional understandings of the values of the knowledge base and engage in the development of a formal paper and presentation that interprets the research in the teaching of reading (samples are included in student work samples) and its implications for practice.

The specialist candidate develops further abilities to critically evaluate the research related to the teaching of reading while enrolled in RDGL 662. The content and process of that course is fully described in the response to Standard 13. This learning experience includes the development of critical/analytical skills in relation to the research, learning to use the knowledge base in decision making, and the development of original research for program evaluation as described in Standard 13. Based on evaluative feedback from current candidates and program completers, there is a strong sense that individuals who complete the program feel rather confident about their skills in using extant research and in knowing how to design research at the site, district, or county office level to answer critical questions that provide insight to the effectiveness of current practices, the specific needs of learners, the professional development needs of classroom teachers, and overall program effectiveness.

Standard 19

Advanced Professional Perspective

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 sociolinguistic and psycholinguistic foundations of professional practice.

Rationale

An effective Reading/Language Arts Specialist must have an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Examination of research for instructional applications

Consultation and interpersonal communication skills

The role of consultation and staff development is certainly one of the critical functions of the reading specialist in the variety of settings in which they have responsibility. For that reason an entire course component is devoted to consultation and staff development within the Reading/Language Arts Credential sequence. The program has elected to use SPED 642 entitled *Consultation and Staff Development* as the learning experience for specialist credential candidates. This course provides the opportunities for both resource specialist in special education preparation and reading folk to be prepared to work together, a parallel to what they experience in the real world of schooling. Many of the program decisions and decisions about individual learners involve the specialized skills of both the reading person and the education specialist. When these two specialists learn to work together in the preparation process, they are much more likely to work together in the applied context of schooling. Frequently about one-half the candidates in the SPED 642 class are from the reading program and the other half from the education specialist program. This allows them to work in paired teams during training. The course objectives and activities are detailed in the course syllabus for this course. Objectives for SPED 642 make it clear that decisions and recommendations for either program development or instructional recommendations for individuals are, in all cases, based on using the knowledge base related to the specific needs of the school or learner.

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.

Rationale

Effective leaders in the area of reading and language arts instruction must be able to adapt and apply programs, curriculum, and instructional approaches to meet the needs of all students.

Skills and knowledge related to individual differences in reading acquisition

The clinical practicum coursework (RDGL 666 & RDGL 667) offers comprehensive practice in the application of instructional intervention for students with a variety of socio-cultural and linguistic backgrounds, specific needs of EL, students with reading difficulties and proficient readers and writers at the early and intermediate reading levels. These courses are specifically designed to prepare candidates with the knowledge and skills to align individual instruction with assessment findings, and to provide appropriate intervention. Candidates receive individual and group instruction in this area and are observed teaching both individuals and small groups. The comprehensive case studies that each student must complete address the needs of a struggling reader by utilizing the cycle of assessing, instructing and assessing. (Tab C, 28) The candidates are supervised throughout this experience.

Candidates in RDGL 665 must choose a reading/language arts domain to research and submit a written chapter of a class project (Tab 21,D). Candidates are required to address how their domain of interest is part of a comprehensive balanced reading/language arts program. Candidates who read and listen to other candidates' work benefit from the rich discussion following the presentation. The quality of verbal participation and depth of writing on a final exam are ways to know that our students understand the relationships between language, spelling, reading and writing.

Second language acquisition

BLMC 518, *The Language and Communication Skills of English Learners*, course focuses on pedagogy for English language development and instruction in schools. The course considers the theoretical foundations of first and second language acquisition theories and models that provide a framework for the schooling of English Learners through the use of methods of specially designed academic instruction in English (SDAIE). Students examine models of second language acquisition that have implications for reading instruction, language and culture in the classroom with an emphasis for delivering the core curriculum to English Learners.

Psychological and sociolinguistic aspects in language acquisition

Candidates in 661 are exposed to a variety of factors responsible for learning to read and write including a rich lecture/discussion of psychological and sociolinguistic aspects of reading and writing. Students are led to understand the complexity of factors that may be involved in a student's learning. The first three weeks of the course concentrate on these factors through lecture, group brainstorming, graphic organizers and oral reports to the seminar.

Chapter 4 in the textbook, *Multiple Paths to Literacy* by Joan Gipe is an excellent overview of reading-related factors. Psychological, social and linguistic factors are stressed in discussion and group work.

*Please note that a portion of the aforementioned text is taken from Standard 6. The elements of this standard are evident in the Reading Specialist curriculum and there is a spiraling effect of complexity as the courses progress through the credential program.