

Initial Report
 Rejoinder Report
 Special Report

**PROFESSIONAL ASSOCIATION'S RESPONSE TO
INSTITUTIONAL PROGRAM**

NCATE
COMPLIANCE WITH SPECIALTY PROGRAMS

Professional Organization: International Reading Association

Institution Submitting Program: SOUTHERN CONNECTICUT STATE UNIVERSITY, NEW HAVEN, CT
(Include City and State)

Name of Program: Masters in Reading

IRA Role(s):

Role 6: Reading Specialist Role 7: Reading Coordinator Role 8: Teacher Educator

Date of Review: June 2003

ANALYSIS OF EVIDENCE PROVIDED

KNOWLEDGE AND BELIEFS ABOUT READING

1.0 THEORETICAL BASE

Standard 1.1	Met X	Not Met
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Recognize that reading should be taught as a process

Standard 1.2	Met X	Not Met
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Understand, respect, and value cultural, linguistic, and ethnic diversity

Standard 1.3	Met X	Not Met
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Recognize the importance of literacy for personal and social growth

Standard 1.4	Met X	Not Met
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Recognize that literacy can be a means for transmitting moral and cultural values

Standard 1.5	Met X	Not Met
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Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation

Standard 1.6	Met X	Not Met
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Understand the major theories of language development, cognition, and learning

Standard 1.7	Met X	Not Met
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Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition

2.0 KNOWLEDGE BASE

Standard 2.1	Met X	Not Met
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Understand that written language is a symbolic system

Standard 2.2	Met X	Not Met
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Understand the interrelation of language and literacy acquisition

Standard 2.3	Met X	Not Met
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Understand principles of new language acquisition

Standard 2.4	Met X	Not Met
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Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process

Standard 2.5	Met X	Not Met
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Understand the interrelation of reading and writing, and listening and speaking

Standard 2.6	Met X	Not Met
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Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

Standard 2.7	Met X	Not Met
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Understand emergent literacy and the experiences that support it

Standard 2.8	Met X	Not Met
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Understand the role of metacognition in reading and writing, and listening and speaking

Standard 2.9	Met X	Not Met
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Understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)

Standard 2.10	Met X	Not Met
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Know past and present literacy leaders and their contributions to the knowledge base

Standard 2.11	Met X	Not Met
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Know relevant reading research from general education and how it has influenced literacy education

Standard 2.12	Met X	Not Met
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Know classic and contemporary children's and young adults' literature, and easy-reading fiction and non-fiction for adults, at appropriate levels

Standard 2.13	Met X	Not Met
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Recognize the importance of giving learners opportunities in all aspects of literacy (eg., as readers, writers, thinkers, reactors, or responders)

Standard 2.14	Met X	Not Met
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Understands that goals, instruction, and assessment should be aligned

3.0 INDIVIDUAL DIFFERENCES

Standard 3.1	Met X	Not Met
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Recognize how differences among learners influence their literacy development

Standard 3.2	Met X	Not Met
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Understand, respect, and value cultural, linguistic, and ethnic diversity

Standard 3.3	Met X	Not Met
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Understand that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names

Standard 3.4	Met X	Not Met
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Recognize the importance of creating programs to address the strengths and needs of individual learners

Standard 3.5	Met X	Not Met
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Know federal, state, and local programs designed to help students with reading and writing problems

4.0 READING DIFFICULTIES

Standard 4.1	Met X	Not Met
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Understand the nature and multiple causes of reading and writing difficulties

Standard 4.2	Met X	Not Met
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Know principles for diagnosing reading difficulties

Standard 4.3	Met X	Not Met
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Be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels

Standard 4.4	Met X	Not Met
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Know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties

INSTRUCTION AND ASSESSMENT

5.0 CREATING A LITERATE ENVIRONMENT

Standard 5.1	Met X	Not Met
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Create a literate environment that fosters interest and growth in all aspects of literacy

Standard 5.2	Met X	Not Met
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Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth

Standard 5.3	Met X	Not Met
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Model and discuss reading and writing as valuable, lifelong activities

Standard 5.4	Met X	Not Met
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Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes

Standard 5.5	Met X	Not Met
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Provide opportunities for creative and personal responses to literature, including storytelling

Standard 5.6	Met X	Not Met
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Promote the integration of language arts in all content areas

Standard 5.7	Met X	Not Met
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Use instructional and information technologies to support literacy learning

Standard 5.8	Met X	Not Met
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Implement effective strategies to include parents as partners in the literacy development of their children

6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING

Standard 6.1	Met X	Not Met
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Teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations

Standard 6.2	Met X	Not Met
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Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning

Standard 6.3	Met X	Not Met
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Teach students to use context to identify and define unfamiliar words

Standard 6.4	Met X	Not Met
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Guide students to refine their spelling knowledge through reading and writing

Standard 6.5	Met X	Not Met
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Teach students to recognize and use various spelling patterns in the English language as an aid to word identification

Standard 6.6	Met X	Not Met
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Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition

7.0 COMPREHENSION

Standard 7.1	Met X	Not Met
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Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling

Standard 7.2	Met X	Not Met
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Model questioning strategies

Standard 7.3	Met X	Not Met
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Teach students to connect prior knowledge with new information

Standard 7.4	Met X	Not Met
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Teach students strategies for monitoring their own comprehension

Standard 7.5	Met X	Not Met
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Ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links

Standard 7.6	Met X	Not Met
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Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (eg., punctuation or usage)

8.0 STUDY STRATEGIES

Standard 8.1	Met X	Not Met
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Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources

Standard 8.2	Met X	Not Met
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Teach students to vary reading rate according to the purpose(s) and difficulty of the material

Standard 8.3	Met X	Not Met
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Teach students effective time-management strategies

Standard 8.4	Met X	Not Met
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Teach students strategies to organize and remember information

Standard 8.5	Met X	Not Met
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Teach test-taking strategies

9.0 WRITING

Standard 9.1	Met X	Not Met
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Teach students planning strategies most appropriate for particular kinds of writing

Standard 9.2	Met X	Not Met
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Teach students to draft, revise, and edit their writing

Standard 9.3	Met X	Not Met
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Teach students the conventions of standard written English needed to edit their compositions

10.0 ASSESSMENT

Standard 10.1	Met X	Not Met
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Develop and conduct assessments that involve multiple indicators of learner progress

Standard 10.2	Met X	Not Met
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Administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals and other indicators of student progress to inform instruction and learning

ORGANIZING AND ENHANCING A READING PROGRAM

11.0 COMMUNICATION INFORMATION ABOUT READING

Standard 11.1	Met X	Not Met
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Communicate with students about their strengths, areas for improvement, and ways to achieve improvement

Standard 11.2	Met X	Not Met
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Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction

Standard 11.3	Met X	Not Met
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Involve parents in cooperative efforts and programs to support students' reading and writing development

Standard 11.4	Met X	Not Met
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Communicate information about literacy and data to administrators, staff members, school-based members, policymakers, the media, parents, and the community

Standard 11.5	Met X	Not Met
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Interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community

12.0 CURRICULUM DEVELOPMENT

Standard 12.1	Met X	Not Met
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Initiate and participate in ongoing curriculum development and evaluation

Standard 12.2	Met X	Not Met
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Adapt instruction to meet the needs of different learners to accomplish different purposes

Standard 12.3	Met	Not Met X MS Ed.
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Supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing)

There are no direct references to grant writing and budget planning. If students do not actually create a budget or write a grant, they should at least include information in their project about these areas as they pertain to their school. 674 has been eliminated from the program and 672 does not focus on this standard.

Standard 12.4	Met X	Not Met
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Select and evaluate instructional materials for literacy, including those that are technology-based

Standard 12.5	Met X	Not Met
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Use multiple indicators to determine effectiveness of the literacy curriculum

Standard 12.6	Met X	Not Met
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Plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding

Standard 12.7	Met X	Not Met
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Help develop individual educational plans for students with severe learning problems related to literacy

13.0 PROFESSIONAL DEVELOPMENT

Standard 13.1	Met X	Not Met
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Participate in professional development programs

Standard 13.2	Met X	Not Met
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Initiate, implement, and evaluate professional-development programs

Standard 13.3	Met X	Not Met X MS.Ed.
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Provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development
The syllabi do not specifically state these interactions.

Standard 13.4	Met X	Not Met
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Provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources)

Standard 13.5	Met X	Not Met
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Use multiple indicators to judge professional growth

Standard 13.6	Met X	Not Met
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Model ethical professional behavior

14.0 RESEARCH

Standard 14.1	Met X	Not Met
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Apply research for improved literacy

Standard 14.2	Met X	Not Met
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Conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)

Standard 14.3	Met X	Not Met
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Promote and facilitate teacher-and classroom-based research

SUPERVISION OF PARAPROFESSIONALS

Standard 15.1	Met X	Not Met
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Plan lessons for paraprofessional

Standard 15.2	Met X	Not Met
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Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance

Standard 15.3	Met X	Not Met
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Provide professional development and training for paraprofessionals

Standard 15.4	Met X	Not Met
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Provide emotional and academic support for paraprofessional

16.0 PROFESSIONALISM

Standard 16.1	Met X	Not Met
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Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities

Standard 16.2	Met X	Not Met
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Reflect on one's practice to improve instruction and other services to students

Standard 16.3	Met X	Not Met
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Interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers

Standard 16.4	Met X	Not Met
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Support and participate in efforts to improve the reading profession by being an advocate for licensing and certification

Standard 16.5	Met X	Not Met
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Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy

Standard 16.6	Met X	Not Met
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Promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction

Standard 16.7	Met X	Not Met
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Write for publication

Standard 16.8	Met	Not Met X MS.Ed.
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Make presentations at local, state, regional, and national meetings and conferences

There is evidence that students attend a conference or college mini-conference, and in 676 are to prepare and present at a local conference. 662 has some focus on study groups but not presenting at conferences. 672 does not focus on the standard and 674 was eliminated. Students at this level should also work toward accomplishing competency at the state, regional and/or national level/s.

Summary of Program Strengths:

- The unit addressed the initial program review in a comprehensive manner attending to the focus on organization, supervision, and administration of the programs.
- Adding a required course addressed gaps in the original program report.
- Syllabi have been updated and are more thorough.
- Bibliographies have been updated.
- Performance-based assessments are strong and field experience descriptions are clear.
- The supervision of paraprofessional is addressed.
- The knowledge base and philosophy is now strongly presented.

Summary of Program Weaknesses:: N/A

Status of Performance Assessment Transition:

Continued work should be done on the transition plan. There needs to be requirements mentioned, as to their expectations of students during certain times. The terms “current available data” and “collect pilot data” are too nebulous.

Program In Compliance:

Southern Connecticut State University, masters in reading program, role 6, is nationally recognized.

If a second review of the program document is required, how many copies of the rejoinder should be submitted? _____N/A_____