

X 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

Name of Program: Reading and Language Arts, Masters, Role 6

IRA Role(s):

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

Date of Review: July 2002

ANALYSIS OF EVIDENCE PROVIDED

KNOWLEDGE AND BELIEFS ABOUT READING

1.0 THEORETICAL BASE

Standard 1.1	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Recognize that reading should be taught as a process

Standard 1.2	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Understand, respect, and value cultural, linguistic, and ethnic diversity

Standard 1.3	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Recognize the importance of literacy for personal and social growth

Standard 1.4	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Recognize that literacy can be a means for transmitting moral and cultural values

Standard 1.5	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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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 <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Understand the major theories of language development, cognition, and learning

Standard 1.7	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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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 6th yr.	Not Met X MS Ed.
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Communicate information about literacy and data to administrators, staff members, school-based members, policymakers, the media, parents, and the community

Rdg. 568 addresses only parents. Rdg. 662 and 672 are strong, but those are courses for the 6th yr. Program.

Standard 11.5	Met X 6th yr.	Not Met X MS Ed.
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Interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community

Rdg. 566 and 568 do not address the communication aspect. Rdg. 662 and 672 are strong but those courses are for the 6th yr. program.

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 X 6th yr.	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)

-Strong for the 6th yr. Program—not included in the MS Ed. program.

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 6th yr.	Not Met X MS Ed.
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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

-Strong in the 6th yr. Rdg. 565 does not focus on program development and is the only MS. Ed. course listed to address this standard.

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 6th yr.	Not Met X MS Ed.
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Participate in professional development programs

Not addressed in MS Ed.

Standard 13.2	Met X 6h yr.	Not Met X MS Ed.
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Initiate, implement, and evaluate professional-development programs
Not addressed in MS Ed.

Standard 13.3	Met X 6th yr.	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
Not addressed in MS Ed.

Standard 13.4	Met X 6th yr.	Not Met X MS Ed.
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Provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources)

Not addressed in MS Ed.

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 6th yr.	Not Met MS Ed.
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Plan lessons for paraprofessional

Rdg. 566 and 570 do not focus on planning for paraprofessionals. Rdg. 676 for the 6th yr. program strongly addresses this standard.

Standard 15.2	Met X 6th yr.	Not Met X MS Ed.
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Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance

Rdg. 570 does not focus on the standard. This is the only MS Ed. course listed. While no 6th yr. Courses are listed, this appears to be an inadvertent omission because Rdg. 662 and 676 address the standard.

Standard 15.3	Met X 6 th yr.	Not Met X MS Ed.
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Provide professional development and training for paraprofessionals
This is the only MS Ed. course listed.

Standard 15.4	Met X 6 th yr.	Not Met X MS Ed.
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Provide emotional and academic support for paraprofessional
Reading 566 and 570 do not focus on the standard. These are the only MS Ed. Courses.

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 6 th yr.	Not Met X MS Ed.
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Interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers
Rdg. 591 is the only MS Ed. Course listed and it does not address the standard. Sixth year courses (Rdg. 662 and 676) are strong.

Standard 16.4	Met X 6 th yr.	Not Met X MS. Ed.
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Support and participate in efforts to improve the reading profession by being an advocate for licensing and certification
The standard is not addressed at the MS. Ed. Level.

Standard 16.5	Met X 6 th yr.	Not Met X MS Ed.
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Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy
The standard is not addressed at the MS Ed. level.

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 6 th yr.	Not Met X MS Ed.
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Write for publication
The standard is not addressed at the MS Ed. Level.

Standard 16.8	Met X 6 th yr.	Not Met X MS Ed.
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Make presentations at local, state, regional, and national meetings and conferences
The standard is not addressed at the MS Ed. Level.

Summary of Program Strengths:

- The programs have a strong practicum and clinical component as well as a clear description of field experiences.
- The syllabi indicate the use of a variety of teaching and learning procedures, multiple assessments, and a well-organized sequence of development.
- The professional standards are addressed in numerous courses.
- The 6th year program has a strong leadership focus with authentic application in the school setting.
- Solid “gates” are being implemented for the various transition points.

Summary of Program Weaknesses:

- There is an absence of focus regarding the organization, supervision, and administration of reading programs at the MS Ed. Level.
- The supervision of paraprofessionals is not addressed at the MS Ed. Level. The report acknowledges this departure from the IRA standard. (p. 9)
- While the course of study indicates a solid knowledge base and philosophy, this is not strongly presented. There are a few general statements and references to reports from the National Reading Panel (2000) but no details are provided that illustrate a strong philosophical base.
- The bibliographies in syllabi # 566, 568, 662, and 676 need to be updated--#676 and 662 are the same. Some of the syllabi referenced in the matrix did not contain the number of the standard.

Status of Performance Assessment Transition:

Solid “gates” are being implemented for transition points. There is no information or timeline provided for a fully implemented assessment system that indicates the development of rubrics for evaluating performances at course and program levels or the collection, aggregation, analysis, summarization, and use of data regarding candidate performances for program improvement.

All programs must provide a Transition Plan timeline.

By 2005 all institutions must have fully functioning assessment systems that produce data. Three documents (Transition Plan Checklist, Transition Timeline, Transition Plan Example) are attached to this report to support the development of this plan. In addition, the Dec./Jan. issue of Reading Today has an explanation of the move to performance-based standards. This article is available on the IRA website at www.reading.org and can be found by using the shortcut section of the homepage and searching for “standards.” Also, see NCATE’s website www.ncate.org for document entitled : “Assessment systems: An explanation of the NCATE transition plan.”

Program in Compliance: N/A

Program Not in Compliance:

The Southern Connecticut State University’s Reading and Language Arts Masters program is not in compliance. There are many strong points in the Southern Connecticut State University program. The absence of meeting standards at the MS Ed. Level regarding organizing and supervising reading programs, and supervising and evaluating paraprofessionals need to be addressed. Also, include information about the transition to performance assessment as mentioned above.

One possible way for SCSU to address this is to require MS Ed. Candidates to take Rdg. 662, Organization, Supervision, and Administration of Reading Programs (which is currently only required

for the sixth year program.) Since candidates currently have the option to choose one elective course making Rdg. 552 a required course would not add credits to the program. Another possibility is for SCSU to embed these standards within the existing courses.

If a second review of the program document is required, how many copies of the rejoinder should be submitted? _____ 5 _____

11/01

International Reading Association

Transition Plan Checklist For Graduate Programs in Reading for NCATE Accreditation

Show how your program is moving toward performance assessment by including a transition plan in your program review. The plan should contain the following components:

- _____ Identifies transition points at the unit and/or program level. Points must be upon entry into the program, prior to beginning clinical practice, prior to exiting clinical practice, and upon program completion. Additional transition points can also be included.
- _____ Identifies the major assessments that will be used at the identified transition points (tests, case studies, portfolios, reflections, lesson plans).
- _____ Identifies a timeline for the development and implementation of each major assessment.
- _____ Identifies the design for the collection, analysis, summarization, and use of the data.
- _____ Identifies the aspects of the system or plan that address the unit operation (advising, employer surveys, admission)
- _____ Identifies how information technology will be used to maintain the assessment system.

COVER SHEET
Advanced Reading Education
International Reading Association

Please include one copy of this cover sheet with each program report submitted

SUBMITTED BY: _____
(Name of Institution)

(Address)

DATE: _____

CHIEF COMPILER: _____ PHONE: _____

DATE OF ON-SITE VISIT: _____

Name of program offered for review in this document: _____

Classification:

- _____ Administration
- _____ Pre-School/Pre-K
- _____ K-12 Education
- _____ Kindergarten
- _____ Early Childhood
- _____ Elementary Education
- _____ Middle School Education
- _____ Secondary Education
- _____ Combined (specify) _____
- _____ Support Services
- _____ Other (specify) _____

Level offered for review in this document:

- _____ Masters, Initial Program
- _____ Advanced Masters
- _____ Specialist
- _____ Doctorate
- _____ Other (specify): _____

Graduate level that aligns with IRA standards:

- _____ Role 6, Reading Specialist, Masters
- _____ Role 7, Reading Coordinator, Advanced Masters
- _____ Role 8, Teacher Educator, Doctorate

Checklist of materials to be enclosed with this program review document:

_____ "Program Information Sheet" (complete the next page)

_____ Overview and scope, including the following:

- _____ (1) Explanation of the knowledge base, philosophy for preparation, and goals and objectives of the program.
- _____ (2) Candidate course of studies with all required courses clearly marked.
- _____ (3) Descriptions of field experiences and internships. Include the amount of time and the type of supervision.
- _____ (4) Explanation of how the program may deviate from the program standards.
- _____ (5) Description of where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.
- _____ (6) List of faculty with primary assignments in the graduate reading program. Provide rank, responsibilities, and tenure status. Indicate area of preparation. **(Do not send vitae).**
- _____ (7) Number of graduates from the program at different levels over the past three years.
- _____ (8) Criteria used at admission to post-baccalaureate programs to determine if the candidate has adequate academic background in the subject to be taught.

_____ **Matrix for each graduate reading education program that includes:**

- _____ (1) **Evidence of candidate performance**
- _____ (2) **Evaluation of candidate performance**
- _____ (3) **Aggregation of assessment data**
- _____ (4) **Synthesis of findings**
- _____ (5) **Summary of program changes**

_____ **Assessment Plan with Timeline**

_____ Reading and reading-related course descriptions and syllabi. For example, if a course is used to meet a competency, please include a syllabus for that course *with attention to performance-based assignments or activities*.

I verify that the information provided in this program review document is accurate and true:

Signature

Name (please print)

Position

Telephone

Address

International Reading Association

Transition Plan Example

Institutions with graduate programs in reading should use this transition plan example to show performance-based procedures. All institutions seeking NCATE accreditation must have fully functioning assessment systems by 2005.

Checkpoints, Assessments, and Courses of Action	2001-2002	2002-2003	2003-2004	2004-2005
<p>1. Upon entrance to the program- written essay by candidate and interview. This will be assessed via two rubrics that will be evaluated by a committee comprised of three faculty members. Candidates who do not attain target or exemplary status on the rubrics will be required to meet with an advisor prior to taking any courses.</p>	<p>Develop rubrics for the written essay and interviews.</p> <p>Collect pilot data in spring semester.</p>	<p>Refine rubrics based on pilot data.</p> <p>Collect additional pilot data.</p>	<p>Aggregate data for both rubrics.</p> <p>Analyze information and make recommendations.</p> <p>Collect additional data.</p>	<p>Continue to collect, aggregate, and analyze data.</p> <p>A committee of faculty makes changes in checkpoint one based on analyses and recommendations as well as collaboration with graduate admissions.</p> <p>Design and pilot a faculty survey regarding admission and checkpoint one criteria.</p>
<p>2. Prior to clinical practice- Candidates will complete a reading comprehension project (linked to IRA Standards 7.1- 7.6). This will be assessed via a rubric and documentation of the P-12 students' work. Candidates who do not attain target or exemplary status on the rubric will be required to resubmit the project.</p>	<p>Develop rubric.</p> <p>Collect pilot data and refine rubric.</p>	<p>Collect additional pilot data and aggregate.</p> <p>Analyze documentation of P-12 student work.</p>	<p>Analyze data, make recommendations, and revise project, project directions, or course instruction based on analysis.</p>	<p>Continue to collect, aggregate, and analyze new data based on changes in the revised (2003) IRA standards and program changes gleaned from data analysis.</p>

Checkpoints, Assessments, and Courses of Action	2001-2002	2002-2003	2003-2004	2004-2005
3. Prior to exiting the clinical practicum- Candidates will complete two case studies on students that they assessed and instructed (Linked to IRA Standards 10.1 and 10.2). This will be assessed via a case study rubric. Candidates who do not attain target or exemplary status on the rubric will be referred to a faculty committee.	Develop rubric. Collect pilot data and refine rubric.	Collect additional pilot data. Aggregate all existing data. Begin to analyze data for program revision.	Continue to collect data. A committee of faculty makes recommendations for program change based on data analysis.	Make changes to checkpoint/case study requirements based on analysis. Continue to collect, aggregate, and analyze data. Align with revised IRA (2003) standards.
4. At completion of program- Candidates will complete a research thesis and an exit interview. The thesis will be assessed via a rubric that is evaluated by a faculty committee. The exit interview will be assessed by a rubric used by a committee of faculty members. Candidates who do not attain a target or exemplary score on the thesis rubric will be referred to a faculty committee.	Develop rubrics for research thesis and exit interview. Collect pilot data.	Refine rubrics based on the pilot data. Collect additional data and aggregate results. Analyze the data and make recommendations for program modifications/ changes.	A faculty committee makes changes in checkpoint four based on the analysis and recommendations. Based on data analysis of the exit interview and other findings, design and pilot an employer survey.	Collect, aggregate, and analyze data. Align with revised (2003) IRA standards. Design and pilot a recent graduate survey. Analyze pilot data from employer survey.

Graduate faculty members will be responsible for developing, implementing, and revising the assessment plan and program changes as well as for seeking department approval. Quarterly reports will be shared with other faculty in the department, the School of Education, and the university's assessment office. The computerized data will be stored in the office of the Graduate Program Director.

Transition Timeline to Performance-based Program Review

NCATE has established a timeline for transition to the new performance-based accreditation procedures. This is intended to provide a four-year period allowing institutions to plan, develop, pilot, and fully implement assessment systems that generate candidate proficiency information.

- academic year 2001-2002 — plan, currently available data (Note: “currently available data” refers to candidate proficiency information that may be contained in sources such as state licensure tests; admissions assessments; evaluations from field-based experiences; information from candidate portfolios if the outline of contents is the same for all candidates in a program; evaluations from employers or surveys from employers; and surveys of graduates. There should always be data from more than a single source for NCATE purposes.)
 - academic year 2002-2003 — plan, pilot data, currently available data
 - academic year 2003-2004 — plan, more pilot data, currently available data
 - academic year 2004-2005 — institutions are to have fully functioning assessment systems that produce data on candidate proficiencies

Institutions with graduate programs in reading should use the [transition plan example](#) and [transition plan checklist](#).