

**SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)  
Summary Report on Program Review Decision  
(For Use with 1998 Standards)**

\_\_\_\_\_ Initial Review  
\_\_\_\_\_ First Rejoinder  
XX \_\_\_\_\_ Second Rejoinder  
\_\_\_\_\_ Other

**Professional Organization:** International Reading Association

**Institution Submitting Program/City/State:** Loyola College in Maryland, Baltimore, MD

**Date of Review:** January 2004

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<b>Program(s) Covered by this Review</b>	<b>Program Type</b>	<b>Award or Degree Level</b>
	_____ [Initial teacher licensure in field]	_____ [Baccalaureate]
	XX _____ [Advanced teaching degree]	_____ [Post baccalaureate]
	_____ [Other educational personnel]	XX _____ [Master's]
	_____ [Other (specify)]	_____ [Specialist]
		_____ [Doctorate]
		_____ [Endorsement Certificate or License (specify)]

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**Graduate Level that Aligns with IRA Standards**

**IRA Role(s):** Role 6: Reading Specialist XX Role 7: Reading Coordinator \_\_\_\_\_ Role 8: Teacher Educator \_\_\_\_\_

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**SPA Decision on Program(s):**

*(See "Definition of the SPA Decision" in this report for specific details)*

- XX \_\_\_\_\_ Nationally Recognized
- \_\_\_\_\_ Nationally Recognized with conditions
- \_\_\_\_\_ Decision Deferred - additional information required
- \_\_\_\_\_ Rejoinder Recommended
- \_\_\_\_\_ Not recognized - see comments section

**Summary of Strengths:**

1. There appears to have been a thorough examination of Loyola's program for reading specialists/literacy coach (Role 6) with subsequent changes made to the program.
2. The introduction on page 12 of the Special Report, which includes a Table of Changes and Rationales, was especially clear.
3. Your presentation in this last report was well organized and easy for the reviewers to navigate.
4. The syllabi are well formatted, easy to follow, and contain rubrics for performance assessments.
5. The matrices in the report clearly show alignment with course syllabi, performance assessments, and rubrics.
6. Faculty changes have resulted in three full-time reading faculty and one full-time curriculum instruction faculty member who teaches in the reading program.
7. Comprehensive (C level) understanding of standards 2.10, 2.11, 14,1 when basic (B level) understanding is the expected competency level of the SPA.

**Summary of Areas for Improvement:**

1. Teaching children's literature, young adults' literature and easy-reading fiction and non-fiction for adults needs to be taught in more than one course to develop teacher candidate competency in this area. (Standard 2.12.
2. Some of the courses have very similar formats and activities that might become boring to students.
3. There needs to be continued development of performance assessments.

**Status of Transition to Performance Assessment:**

The transition plan is acceptable and is quite specific. It meets all of the requirements of IRA and NCATE.

**Additional Comments:**

The reviewers would like to complement those who have worked so hard to build this program and to put together the report representing the program for their clear, concise, and comprehensive work.

## ANALYSIS OF EVIDENCE PROVIDED

**NOTE: Only those standards marked as not met during the last report are considered here.**

### KNOWLEDGE AND BELIEFS ABOUT READING

#### 1.0 THEORETICAL BASE

<b>Standard 1.1</b>	✓ Met	Not Met
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*Recognize that reading should be taught as a process*

<b>Standard 1.2</b>	✓ Met	Not Met
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*Understand, respect, and value cultural, linguistic, and ethnic diversity*

<b>Standard 1.3</b>	✓ Met	Not Met
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*Recognize the importance of literacy for personal and social growth*

<b>Standard 1.4</b>	✓ Met	Not Met
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*Recognize that literacy can be a means for transmitting moral and cultural values*

<b>Standard 1.5</b>	✓ Met	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*

<b>Standard 1.6</b>	✓ Met	Not Met
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*Understand the major theories of language development, cognition, and learning*

#### 2.0 KNOWLEDGE BASE

<b>Standard 2.1</b>	✓ Met	Not Met
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*Understand that written language is a symbolic system*

<b>Standard 2.2</b>	✓ Met	Not Met
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*Understand the interrelation of language and literacy acquisition*

<b>Standard 2.3</b>	✓ Met	Not Met
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*Understand principles of new language acquisition*

<b>Standard 2.4</b>	✓ Met	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*

<b>Standard 2.5</b>	✓ Met	Not Met
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*Understand the interrelation of reading and writing, and listening and speaking*

<b>Standard 2.6</b>	✓ Met	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*

<b>Standard 2.7</b>	✓ Met	Not Met
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*Understand emergent literacy and the experiences that support it*

<b>Standard 2.8</b>	✓ Met	Not Met
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*Understand the role of metacognition in reading and writing, and listening and speaking*

<b>Standard 2.9</b>	✓ Met	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)*

<b>Standard 2.10</b>	✓ Met	Not Met
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*Know past and present literacy leaders and their contributions to the knowledge base*

<b>Standard 2.11</b>	✓ Met	Not Met
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*Know relevant reading research from general education and how it has influenced literacy education*

<b>Standard 2.12</b>	Met	✓ 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*

It was an excellent decision to make RS 722 a required course. The genre study task and rubric are excellent and offer one opportunity for teacher candidates to demonstrate this standard at a "B" level. It is recommended that you might wish to consider the inclusion of standard 2.12 in other courses to develop teacher candidate competency at a "C" level.

<b>Standard 2.13</b>	✓ Met	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)*

<b>Standard 2.14</b>	✓ Met	Not Met
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*Understands that goals, instruction, and assessment should be aligned*

### 3.0 INDIVIDUAL DIFFERENCES

<b>Standard 3.1</b>	✓ Met	Not Met
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*Recognize how differences among learners influence their literacy development*

<b>Standard 3.2</b>	✓ Met	Not Met
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*Understand, respect, and value cultural, linguistic, and ethnic diversity*

<b>Standard 3.3</b>	✓ Met	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*

<b>Standard 3.4</b>	✓ Met	Not Met
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*Recognize the importance of creating programs to address the strengths and needs of individual learners*

<b>Standard 3.5</b>	✓ Met	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

<b>Standard 4.1</b>	✓ Met	Not Met
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*Understand the nature and multiple causes of reading and writing difficulties*

<b>Standard 4.2</b>	✓ Met	Not Met
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*Know principles for diagnosing reading difficulties*

<b>Standard 4.3</b>	✓ Met	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*

<b>Standard 4.4</b>	Met	✓ 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*

There does not appear to be sufficient attention to the instructional implications for students beyond those that might be diagnosed through an informal reading inventory and similar informal instruments.

### INSTRUCTION AND ASSESSMENT

#### 5.0 CREATING A LITERATE ENVIRONMENT

<b>Standard 5.1</b>	✓ Met	Not Met
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*Create a literate environment that fosters interest and growth in all aspects of literacy*

<b>Standard 5.2</b>	✓ Met	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

<b>Standard 5.3</b>	✓ Met	Not Met
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*Model and discuss reading and writing as valuable, lifelong activities*

<b>Standard 5.4</b>	✓ Met	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*

<b>Standard 5.5</b>	✓ Met	Not Met
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*Provide opportunities for creative and personal responses to literature, including storytelling*

<b>Standard 5.6</b>	✓ Met	Not Met
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*Promote the integration of language arts in all content areas*

<b>Standard 5.7</b>	✓ Met	Not Met
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*Use instructional and information technologies to support literacy learning*

<b>Standard 5.8</b>	✓ Met	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

<b>Standard 6.1</b>	✓ Met	Not Met
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*Teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations*

<b>Standard 6.2</b>	✓ Met	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*

<b>Standard 6.3</b>	✓ Met	Not Met
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*Teach students to use context to identify and define unfamiliar words*

<b>Standard 6.4</b>	✓ Met	Not Met
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*Guide students to refine their spelling knowledge through reading and writing*

<b>Standard 6.5</b>	✓ Met	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*

<b>Standard 6.6</b>	✓ Met	Not Met
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*Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition*

#### 7.0 COMPREHENSION

<b>Standard 7.1</b>	✓ Met	Not Met
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*Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling*

<b>Standard 7.2</b>	✓ Met	Not Met
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*Model questioning strategies*

<b>Standard 7.3</b>	✓ Met	Not Met
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*Teach students to connect prior knowledge with new information*

<b>Standard 7.4</b>	✓ Met	Not Met
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*Teach students strategies for monitoring their own comprehension*

#### 8.0 STUDY STRATEGIES

<b>Standard 8.1</b>	✓ Met	Not Met
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*Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources*

<b>Standard 8.2</b>	✓ Met	Not Met
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*Teach students to vary reading rate according to the purpose(s) and difficulty of the material*

<b>Standard 8.3</b>	✓ Met	Not Met
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*Teach students effective time-management strategies*

<b>Standard 8.4</b>	✓ Met	Not Met
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*Teach students strategies to organize and remember information*

<b>Standard 8.5</b>	✓ Met	Not Met
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*Teach test-taking strategies*

## 9.0 WRITING

<b>Standard 9.1</b>	✓ Met	Not Met
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*Teach students planning strategies most appropriate for particular kinds of writing*

<b>Standard 9.2</b>	✓ Met	Not Met
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*Teach students to draft, revise, and edit their writing*

<b>Standard 9.3</b>	✓ Met	Not Met
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*Teach students the conventions of standard written English needed to edit their compositions*

## 10.0 ASSESSMENT

<b>Standard 10.1</b>	✓ Met	Not Met
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*Develop and conduct assessments that involve multiple indicators of learner progress*

<b>Standard 10.2</b>	Met	✓ 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*

There are no references made to the use of norm-referenced tests during the program. Though there is a strong emphasis in the field for more informal authentic assessment, teachers have to deal with norm-referenced tests on a rather regular bases in the public schools and need more than just a passing knowledge about them.

## ORGANIZING AND ENHANCING A READING PROGRAM

### 11.0 COMMUNICATION INFORMATION ABOUT READING

<b>Standard 11.1</b>	✓ Met	Not Met
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*Communicate with students about their strengths, areas for improvement, and ways to achieve improvement*

<b>Standard 11.2</b>	✓ Met	Not Met
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*Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction*

<b>Standard 11.3</b>	✓ Met	Not Met
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*Involve parents in cooperative efforts and programs to support students' reading and writing development*

<b>Standard 11.4</b>	✓ Met	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*

<b>Standard 11.5</b>	✓ Met	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

<b>Standard 12.1</b>	Met	✓ Not Met
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*Initiate and participate in ongoing curriculum development and evaluation*

There is sufficient attention to promotions of curriculum development (materials, lessons, resources, etc.), but there seems to be no overall project that involves the initiation and participation in the complete development and evaluation of curriculum.

<b>Standard 12.2</b>	✓ Met	Not Met
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*Adapt instruction to meet the needs of different learners to accomplish different purposes*

<b>Standard 12.3</b>	✓ Met	✓ Not Met
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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)*

See explanation with standard 12.1

<b>Standard 12.5</b>	✓ Met	Not Met
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*Use multiple indicators to determine effectiveness of the literacy curriculum*

<b>Standard 12.6</b>	✓ Met	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*

<b>Standard 12.7</b>	✓ Met	Not Met
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*Help develop individual educational plans for students with severe learning problems related to literacy*

### 13.0 PROFESSIONAL DEVELOPMENT

<b>Standard 13.1</b>	✓ Met	Not Met
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*Participate in professional development programs*

<b>Standard 13.2</b>	✓ Met	Not Met
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*Initiate, implement, and evaluate professional-development programs*

<b>Standard 13.3</b>	✓ Met	Not Met
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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*

<b>Standard 13.4</b>	✓ Met	Not Met
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*Provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources)*

<b>Standard 13.5</b>	✓ Met	Not Met
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*Use multiple indicators to judge professional growth*

<b>Standard 13.6</b>	✓ Met	Not Met
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*Model ethical professional behavior*

### 14.0 RESEARCH

<b>Standard 14.1</b>	✓ Met	Not Met
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*Apply research for improved literacy*

<b>Standard 14.2</b>	✓ Met	Not Met
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*Conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)*

<b>Standard 14.3</b>	✓ Met	Not Met
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*Promote and facilitate teacher-and classroom-based research*

### SUPERVISION OF PARAPROFESSIONALS

<b>Standard 15.1</b>	✓ Met	Not Met
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*Plan lessons for paraprofessional*

<b>Standard 15.2</b>	✓ Met	Not Met
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*Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance*

<b>Standard 15.3</b>	✓ Met	Not Met
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*Provide professional development and training for paraprofessionals*

<b>Standard 15.4</b>	✓ Met	Not Met
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*Provide emotional and academic support for paraprofessional*

## 16.0 PROFESSIONALISM

<b>Standard 16.1</b>	✓ Met	Not Met
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*Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities*

<b>Standard 16.2</b>	✓ Met	Not Met
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*Reflect on one's practice to improve instruction and other services to students*

<b>Standard 16.3</b>	✓ Met	Not Met
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*Interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers*

<b>Standard 16.4</b>	✓ Met	Not Met
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*Support and participate in efforts to improve the reading profession by being an advocate for licensing and certification*

<b>Standard 16.5</b>	✓ Met	Not Met
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*Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy*

<b>Standard 16.6</b>	✓ Met	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*

<b>Standard 16.7</b>	✓ Met	Not Met
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*Write for publication*

<b>Standard 16.8</b>	✓ Met	Not Met
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*Make presentations at local, state, regional, and national meetings and conferences*