

\_\_\_\_ 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:** LOYOLA COLLEGE IN MARYLAND, BALTIMORE, MD  
(Include City and State)

**Name of Program:** M.Ed. in Reading, Reading Specialist: Masters

**IRA Role(s):**

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

**Date of Review:** January 2002

**ANALYSIS OF EVIDENCE PROVIDED**

**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*

<b>Standard 1.7</b>	Met	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

<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*

<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*

## 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*

<b>Standard 7.5</b>	Met	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 inter-textual links*

<b>Standard 7.6</b>	Met	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

<b>Standard 8.1</b>	Met	Not Met
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*Provide opportunities to locate and use a variety of print, non-print, 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*

## **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*

<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)*

<b>Standard 12.4</b>	Met	Not Met ✓
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*Select and evaluate instructional materials for literacy, including those that are technology-based*

<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*

### Summary of Program Weaknesses:

The following is in response to the Guidelines/Competencies NOT MET on pages 7 and 8 of the September 2001 rejoinder.

#### 1. RS720 Human Growth and Development

- Syllabus for RS720 has been included.
- Bibliography is not as up-to-date as it might be.
- Textbooks are not included.
- How are the objectives met? The assignments and objectives don't match.

#### 2. In response to the competencies that have been added to the original matrix. Comments are in ( ).

- RS 510: III B C p. 34 (pg. 34 is the bibliography)
- RS 720: objective 12 (How is the objective met?)
- RS 723: X I p. 42
- RS 731: V p. 51 (p. 51 is for RS 737)
- RS 738: II p. 59 (3.1 not found on p. 59)
- RS 744: VII, VIII, p. 81 (found on p. 82 – only content outline, can't find where assignments are linked to objectives)
- RS 758: objective 30, p. 83 (found on p. 87. How is objective met?)

The same problem exists with the competencies added to the original matrix: 3.4, 4.1, 4.4, 10.2, 12.2, 14.1, 16.3. These are all considered NOT MET. (Upon spot checking the following competencies were deemed NOT MET for the same reasons: 1.1, 1.2, 1.4, 2.1, 2.6, 3.5, 5.6, 10.1, 12.1, 12.2, 12.3, 12.4, 12.6, 13.1, 13.2, 13.5, 13.6, 14.2, 14.3, 15.1, 15.2, 15.4, 16.1, 16.3, 16.5)

Each competency (1.1-16.8) must be reviewed.

#### 3. Bibliographies

Quite often bibliographies do not reflect the most current editions.

It seems that a basic text would be a more appropriate requirement for a foundations course.

#### 4. Please resubmit changed narrative regarding the Reading Department.

5/6. As of September 2001 the Reading Practicum is six credit hours. (The program was originally 36 credit hours, which included a 3-hour practicum. How does this change impact the overall program?)

- Is it now a 39-hour program?
- If it is still a 36-hour program, what has been eliminated?
- Has the addition of three hours or the elimination of a three-hour course been through the approval process?
- A new Program of Study needs to be submitted.
  - Regarding Practicum:
    - Where is it conducted?
    - Who attends?
    - How is the practicum conducted?
    - How is the practicum conducted for the 5-10% who are not full-time teachers?
    - How many hours of tutoring?
    - Reports?

### Reaction to Perceived Program Weaknesses:

**Faculty:**

- The number of adjuncts continues to be a problem. A search is underway.
- The person responsible for this report is an adjunct professor.

**Syllabi:**

- RS 510: Foundations of Reading Instruction
  - Required texts appear weak. It seems that a foundations course would need a basic text.
  - Bibliography is outdated.
  - Only a course outline is provided. The link between assignments and objectives cannot be found.
- The same can be said of RS 723.

General Comments:

Because so many objectives were not met at the C level in the first critique, the reviewers did not thoroughly review the evidence, such as performance data, experiences, courses for each competency. During the current review, we reviewed your rejoinder as well as the original program report. We have found both documents difficult to follow. The referred information is often not found on the pages listed in the Program Standards and Matrix included in your original program report. The reviewers comments are in ( ). For example:

## Competency 1.1

- RS 510: II C p. 34 (This is the bibliography.)
- RS 731: I C p. 49 (This is the first page for 737, 837, 838.)
- RS 738: I p. 59 (p. 57 is part of the outline)
- RS 744: I B p. 79 (p. 80 – outline)
- RS 758: Objective 3 p. 82 (758 starts on p. 86)

**EVERY objective (1.1-16.8 ) needs to be reviewed.**

The syllabi have detailed outlines but assignments to meet the objectives are difficult to identify. That is, it is often difficult to be certain that an outcome, as it is stated, actually matches the standard. Therefore, it is necessary that you make sure each is aligned with a specific measurable outcome or complete description of the activity to meet the standard. Assignments must be linked to objectives.

Your program must demonstrate that it meets each competency by documenting where it is specifically addressed in the program. You must be sure that there is a match between the matrix and the program syllabi.

Course assignments should be clearly indicated and should reflect IRA standards/competencies.

Assignments and evaluations need to be performance based.

Allen Berger's **Handbook for Preparing for International Reading Association (IRA)/National Council for Accreditation of Teacher Education (NCATE) Program Review in Reading**, 1998, IRA might be helpful.

If you are going to ask to submit a **Special Report**, please tab the sections to make for easier handling of the document

**Status of Performance Assessment Transition:** Not Included.

All programs being reviewed must provide a Transition Plan Timeline.

- By 2005 all institutions must have fully functioning assessment systems that produce data.  
If you are going to request a special review, in addition to what has already been identified, you will need to identify what you are currently doing in terms of performance assessment.
- **Please refer to the three documents attached to this report:**
  - Revised Cover Sheet
  - Transition Plan Checklist
  - Transition Timeline

In addition, the Dec./Jan. issue of *Reading Today* has an explanation of the move toward performance-based standards. This article is available on the IRA website at [www.reading.org](http://www.reading.org) and can be found by using the shortcuts section of the homepage and searching for "standards."

**Name of Program Nationally Recognized:** N/A

**Name of Program Not Nationally Recognized:**

Loyola College in Maryland, M. Ed. Reading Specialist, IRA's Role 6, is NOT nationally recognized.  
Denial is not based solely on the lack of a plan for Performance Assessment Transition.

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

**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. **(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

\_\_\_\_\_

## Transition Plan Checklist For Graduate Programs in Reading for NCATE Accreditation

Show how your program is moving toward performance assessment by including the following information with your program document:

### Evidence of Candidate Performance

- \_\_\_\_\_ Assessments specifically address content of the standards
- \_\_\_\_\_ Evidence of multiple assessments aligned with content, cognitive expectations, and level of difficulty appropriate for addressed standards
- \_\_\_\_\_ Information provided on learning by K-12 students with whom candidates have worked
- \_\_\_\_\_ Efforts are made to ensure accuracy, consistency, fairness, and avoidance of bias in the assessments

### Evaluation of Candidate Performance

- \_\_\_\_\_ Rubrics or criteria describe the level of performance expected of candidate

Aggregation of Assessment Data \_\_\_\_\_

Synthesis of Findings \_\_\_\_\_

Summary of Program Changes \_\_\_\_\_

Timeline for Implementation \_\_\_\_\_

## 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