

# NATIONAL RECOGNITION REPORT

## Preparation of Reading Education Professionals (2010 Standards)

National recognition of this program is dependent on the review of the program by representatives of the International Reading Association (IRA).

### COVER PAGE

Name of Institution

Clarion University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Reading Specialist

Grade Level<sup>(1)</sup>

P-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

## PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

100% pass rate on Reading Specialist Praxis 5301.

Summary of Strengths:

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## PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

- 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Met



Met with Conditions



Not Met



Comment:

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

- 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Met



Met with Conditions



Not Met



Comment:

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

- 3.1: Understand types of assessments and their purposes, strengths, and limitations.
- 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- 3.3: Use assessment information to plan and evaluate instruction.
- 3.4: Communicate assessment results and implications to a variety of audiences.

Met



Met with Conditions



Not Met



Comment:

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

- 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3: Develop and implement strategies to advocate for equity.

Met



Met with Conditions



Not Met



Comment:

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Met



Met with Conditions



Not Met



Comment:

Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

Met



Met with Conditions



Not Met



Comment:

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

Data from Assessment #1 (Reading Specialist Praxis for 2013 through 2016), Assessment #2 (Assessment of Content Knowledge in Reading Education) and Assessment #7 (Synthesis of Research Studies) provide sufficient evidence of candidates' content knowledge.

### C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Data from Assessment #3 (Content In-Service Program and Content In-Service Presentation), and Assessment #4 (Case Study) provide primary evidence of the candidates' professional and pedagogical knowledge and skills.

### C.3. Candidate effects on P-12 student learning

Data from Assessment #5 (Portfolio) and Assessment #6 (Study Group Leadership) provide sufficient evidence of effects on student learning.

## **PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has provided examples of the use of data to inform program change and improvement, and demonstrates that assessment data are systematically and comprehensively reviewed by faculty.

## **PART E - AREAS FOR CONSIDERATION**

Areas for consideration

## **PART F - ADDITIONAL COMMENTS**

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:



## PART G -DECISIONS

Please select final decision:

- National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP accreditation. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.