



PROVIDENCE  
COLLEGE

*School of Education and Social Work*

**Graduate Studies in Literacy  
Program Handbook  
2023-2025**



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## ***Part I: Program Overview and Application Process***

### **A. Introduction to the Master's in Literacy Program**

#### **Graduate Studies Mission Statement**

Providence College is a Catholic liberal arts institution of higher learning in the Dominican tradition. All Providence College graduate programs welcome men and women of all religious and ethnic backgrounds and provide opportunities for qualified individuals to pursue advanced studies in business, education, history, mathematics, and religion. Graduate programs at Providence College challenge candidates to think logically and critically while pursuing excellence in their field of study. Through rigorous course work that seeks to develop academic excellence and ethical and aesthetic values, graduate programs at Providence College foster professionalism and leadership.

#### **Graduate Program in Literacy**

The Master's in Education in Literacy Program at Providence College consists of 36 credits of coursework, 300+ hours of field and internship experiences, and a portfolio requirement. The program has been designed so students can complete all of the requirements over the course of three or four academic years, though candidates may take up to 5 years to earn their degree. Courses have been designed around the 2017 International Literacy Association (ILA) Standards for Literacy Professionals and the International Dyslexia Association (IDA) Competencies required for proficiency in the Science of Reading and in accordance with the 2019 RI Right to Read Act. By addressing these standards and competencies through course projects and class discussions, candidates have an opportunity to develop the knowledge, skills and dispositions of a reading specialist/ literacy consultant, with particular focus on Structured Literacy practices. Candidates also develop the leadership skills necessary to organize and support school-wide literacy programs.

To earn a degree, candidates are required to maintain a "B" average in all course work and develop a portfolio that demonstrates mastery of current ILA Standards for Literacy Professionals and IDA Competencies. Since this program qualifies candidates for certification as a literacy specialist in grades PK – 12, candidates are expected to complete field experiences with primary, intermediate, and middle/secondary grade students. Successful completion of the program qualifies candidates for a M.Ed. degree and fulfills all of the requirements of a Reading Specialist/Consultant certificate in Rhode Island. Candidates who have completed the literacy program at Providence College and who have achieved a passing score on the PRAXIS II for Reading Professionals and have three years of teaching experience are eligible to apply to the Rhode Island Department of Education for certification as a PK-12 reading specialist/ literacy consultant.

#### **The 4+1 Program**

The 4+1 Program in Literacy is available to Providence College Elementary/Special Education and Secondary majors. This program provides an opportunity for education majors to earn a graduate degree in one year, thus completing a Bachelor's and Master's degree in 5 years (4+1). This advanced degree in literacy prepares teachers for additional certification as PK-12 reading specialists. Classroom teaching experience (3 years required in R.I.) and a passing score on the PRAXIS II for Reading Professionals or other state certification tests are also required.

With approval from their academic advisor, PC education majors may begin the graduate program in the fall or spring semester of their senior year and are eligible to apply to the 4+1 Program in the November 1 application cycle, also in their senior year. A maximum 12-credit undergraduate course load is allowed during each semester a senior enrolls in a graduate literacy course. After completing a maximum of two graduate courses, continuation in the graduate program requires formal acceptance to the program and completion of the Bachelor's degree in education. The 4+1 timeframe includes 4 years of undergraduate studies and, for the advanced degree, two (2) summers and one (1) academic year (fall and spring).

### **Writing**

As an aspiring school leader, literacy candidates must demonstrate a commitment to literacy in their own lives, while supporting literacy in the lives of learners of all ages and from all socioeconomic and cultural communities. While candidates continuously develop as readers and writers, the literate life they model, particularly in their written work, reflects their professional values. *Literacy candidates must hold themselves to high standards*, as they document and communicate new understandings of teaching and learning in graduate studies. Exemplary personal standards are essential if literacy specialists are to promote high standards for their students.

The task of writing a report, a case study, a lesson taught or a reader response is challenging. To document these projects clearly and effectively, candidates must work beyond a first or second draft and engage in a rigorous process of revision and editing with attention to both *content and grammar*. In the Graduate Literacy Program at Providence College, candidates are expected to exemplify sound communication skills, particularly in writing. The written work submitted in this graduate program will be evaluated according to standards that are reflective of a highly literate professional.

### **Technology Statement**

In recent decades, technology has gradually changed the way we go about our daily lives, both in and out of schools. The potential impact of the digital era on classroom instruction and student engagement is significant and includes opportunities for practices that differ widely from the traditional textbook/ workbook tasks of earlier days. The International Society for Technology in Education (ISTE) suggests that digital activities may engage students in authentic and creative ways, thus providing opportunities for students to become collaborative learners and therefore, critical thinkers. The ISTE standards further suggest that technology provides opportunities for professional growth and also introduces new responsibilities for teachers and school leaders.

As potential leaders, literacy candidates will be responsible for modeling the effective use of technology for classroom instruction and for promoting a school wide “digital culture” (ISTE Standard #4) that is legally and ethically sound. As technology becomes increasingly visible in schools, issues of personal safety and professional responsibility demand our attention. The expectation of the graduate program in literacy is that candidates will understand and fully embrace the ISTE standards, as they become advocates for digital literacy and digital integrity in their schools. The ISTE standards can be viewed at [www.iste.org/standards](http://www.iste.org/standards).

## **B. Application Process**

The application form for the Graduate Literacy Program at Providence College is online at <https://apply.providence.edu/apply/>. All PK-12 certified teachers are welcome to apply for admission to Graduate Literacy studies. Applications to the program will be reviewed according

to the following cycles: March 1st, July 1st, and November 1st. Materials required for admission to the program provide evidence of a candidate's potential for success as a reading specialist / literacy consultant, as specified in the 2017 ILA Standards for Literacy Professionals. While no single piece of evidence is considered an absolute indicator of success, all materials offer insight into a candidate's knowledge, skills and dispositions as a teaching professional. *Applicants may take up to two classes while applying to the program; however, an applicant will not be accepted with more than one course grade of incomplete.*

### **Admission Criteria**

An admission team will seek candidates who demonstrate commitment to and potential for further development in the following areas:

- positive dispositions related to sound theoretical and research-based perspectives
- commitment to student-centered practices and standards-based instruction (RICS)
- positive dispositions related to student diversity (cultural, linguistic, developmental, economic)
- commitment to creating a literate classroom environment
- commitment to professional learning and leadership
- evidence of technology skill for instructional and assessment purposes

The required level of performance in the above criteria for applicants is 'emerging' with evidence of potential for further development. Candidates will be expected to demonstrate improvement in all areas and to achieve proficiency or distinction in all criteria upon program completion.

### **Application Materials**

All applicants to graduate studies in literacy must submit the following materials on the digital application site:

- Completed online application (<https://apply.providence.edu/apply/>)
- Application fee of \$65.00
- Official undergraduate and graduate transcripts
- Contact information for two reference. One reference must be a principal, supervising administrator, or cooperating teacher. Instructions will automatically be sent to recommenders.
- Professional Statement (approximately 1,000 words)

### **Guidelines for Professional Statement**

Applicants should refer to the following questions when developing their professional statement:

- What experiences have motivated you to pursue a career as a reading specialist?
- What competencies do you bring to the position of reading specialist? Describe 3-5 competencies and provide specific examples of how they will benefit you in your anticipated role or position. In your response, consider the following:
  1. the core values and beliefs you bring to the position
  2. the experiences that have shaped your thinking
  3. your observations of other professionals in this position
  4. the impact you hope to have on a school community

## C. Course Sequence

The 2017 ILA Standards for Literacy Professionals and 4 International Dyslexia Association (IDA) Competencies are essential components of the Graduate Literacy Program at Providence College. In this program, candidates develop the knowledge, skills, and dispositions that are integral to the role of the 21<sup>st</sup> century reading professional through a carefully designed sequence of courses and course strands. Except for the pre-requisites noted, candidates may take courses *within* strands in any order, while adhering to the sequence of strands. The following list identifies the courses and highlights the developmental focus of each strand:

### ***Strand I: Developing Foundational Knowledge***

EDU765: Models and Processes of Literacy

EDU763: Research in Literacy

### ***Strand II: Applying Foundational Knowledge to K-12 Learners***

EDU767: Fostering Cultural Awareness and Development: Diverse Literatures K-12

\*EDU830: Evidence-Based Practices in Primary Grade Literacy Instruction

\*EDU832: Evidence-Based Practices Middle/Secondary Grade Literacy Instruction

EDU840: Evidence-Based Practices in Intermediate Grade Literacy Instruction

EDU835: Understanding Learning Differences and Responsive Pedagogy

EDU851: Teaching Writing K-12

### ***Strand III: Developing Leadership through Internship***

EDU842: The Literacy Coach

EDU837: Organization and Supervision

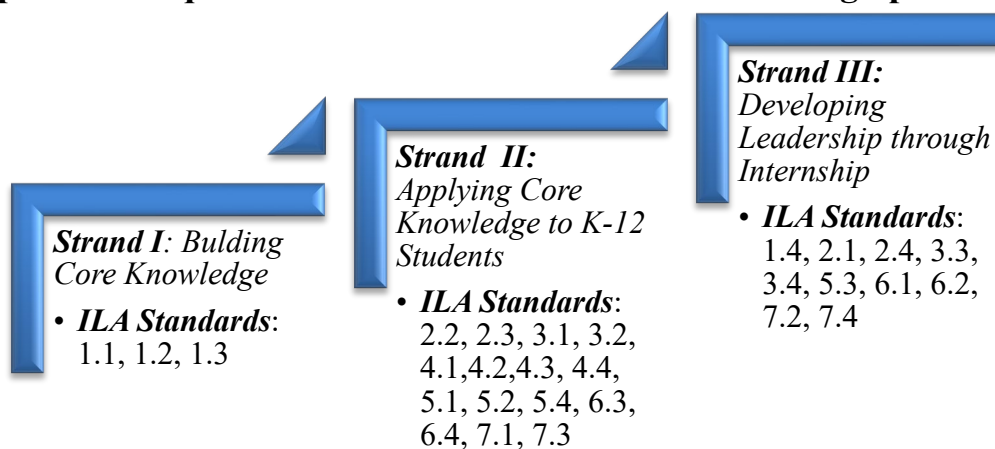
EDU852: Primary Literacy Clinic

EDU853: Secondary Literacy Clinic

\*EDU830 is a pre-requisite for EDU852

EDU832 is a pre-requisite for EDU853

## Developmental Sequence of 2017 ILA Standards for Reading Specialists



**Figure I** represents the three strands of the literacy program and the developmental sequence of standards addressed throughout the strands. In Strand I, candidates develop a theoretical and evidence-based foundation for their work as literacy specialists. In Strand II, candidates build on this foundation, applying core knowledge to PK-12 learners. In Strand III, candidates develop leadership through field and internship experiences.

## D. Program & College Policies

- ***Exceptions to Course Sequence***

Exceptions to the course sequence must be approved by the program director. Two exceptions are generally approved:

1. Students beginning the program in the spring semester may take EDU767: Fostering Cultural Awareness and Development: Diverse Literatures K-12, a Strand II course, before taking EDU763: Research in the next semester (Summer II).
2. Candidates beginning the program in the summer and taking two courses may take EDU851: Teaching Writing K-12 along with EDU763: Research before completing Strand I in the next semester (Fall).

- ***Course Status of Incomplete (Starting Fall 2023)***

Candidates should work diligently to complete all work in a timely manner. Candidates who are unable to complete all course requirements by the end of the semester in which the course is taken may request a grade of incomplete. An Incomplete may be granted by the course instructor for serious illness or for other extenuating circumstances. An Incomplete may not be granted to a student who has been excessively absent or who has not completed at least 60% of the coursework.

Students who are granted a grade of incomplete must submit coursework to the instructor according to the following schedule:

- Summer Incompletes by the following Fall mid-semester date;
- Fall and Winter Incompletes by the following Spring mid-semester date;
- Spring Incompletes by the end of the following Summer Session II

Mid-semester dates are listed on the graduate academic calendar each year. Course instructors will submit grade changes to the School Dean's Office within 7 business days of receiving submitted work. Candidates should refer to the Providence College Graduate Catalog for the complete policy.

- ***Course Projects***

Course projects are designed to address the 2017 ILA standards for reading professionals and the 4 Dyslexia Endorsement Competencies for demonstrating proficiency in structured literacy practices. The ILA Standards and Dyslexia Endorsement Competencies are embedded significantly in every course. The specific alignment of ILA Standards to course projects is included in the 2017 ILA Standards/Course Projects Alignment Chart (See Part 3 Appendix C). The Dyslexia Endorsement Competencies addressed in each course are listed on the course syllabi and described in Part III of the Literacy Handbook. All projects submitted to the portfolio must have earned a grade of B or better.

- ***Revision of Course Projects for Portfolio Submission***

A course project that receives less than a 'B' must be revised before submission to the portfolio (see Part III: Portfolio Assessment System). Course instructors will offer

guidance for revision. Candidates will be allowed to submit **one revision only** and this revision must be submitted to the course instructor **within 6 weeks of course completion**. The grade for a revised course project may not exceed a 'B' and does not change the overall course grade.

- **Class Attendance/Participation**

Literacy candidates are expected to attend all classes. In the event that a candidate must miss a class, the candidate should notify the course instructor in advance and arrange to obtain materials and information from another candidate or meet with the course instructor. Candidates who cannot attend class in person should plan to attend class through Zoom or other digital platform when possible. Missed classes may negatively affect the candidates' grade if candidates do not seek out information and materials presented during the missed class.

Class participation and course readings support the development of background knowledge and for candidates' achievement of the course objectives. To achieve proficiency in all program requirements, candidates are expected to attend all classes, participate thoughtfully in class discussions, and complete course projects in a timely manner. Candidates who are absent from class because of unavoidable circumstances should inform the instructor in advance and seek out new information presented in class.

- ***Orientation and Strand Level Forums***

An orientation to the program and the portfolio system will be held for all new students. A forum will prepare candidates for the portfolio review requirement related to the Strand they are completing.

- **CANVAS**

CANVAS is a digital platform where students can access their courses using their PC email address. Candidates upload their course assignments and receive grades and feedback on CANVAS.

- **Transfer Credits**

Approval of the program director is needed for students requesting to transfer course credits. Up to 6 graduate credits from an approved four year college or university may be considered for transfer if the credits have not been applied to another degree. The content of a transferred course must also demonstrate at least 50% consistency with the replaced course and must be listed on the student's transcript with a grade of B or higher. Courses considered for transfer must have been taken within 5 years of the student's application to the literacy program. The program director must review the syllabus for any course that is being considered for transfer.

- **State Assessment for PK-12 Reading Specialist Certification**

Literacy candidates applying for certification in Rhode Island are required to take the PRAXIS II for Reading Professionals in their last semester. Candidates should check the RI Department of Education website for the exam number before registering on the Educational Testing Service (ETS) website. Candidates who apply for reading specialist certification in a state other than Rhode Island may take the test that is required in that state in place of the PRAXIS. A candidate who applies for certification in a state that



does not require a test is required to take the Rhode Island test, the PRAXIS II for Reading Professionals. All candidates should request that their score report be sent to Providence College.

- **Email Address**

All candidates are expected to use their PC email address to communicate with instructors and staff. Candidates should check their PC email account regularly (even during semesters in which they are not enrolled), as they are responsible for information communicated through this account.

- **Application for Graduation**

Degrees are conferred in December and May of each year. Candidates must apply for graduation in order to receive their degree, whether or not they participate in the graduation ceremony. Candidates who are eligible to graduate, but have not completed all program requirements, will graduate with a degree hold until all program requirements have been completed.

- **COVID-19 Policies**

The graduate programs follow the Providence College policies for COVID. Please refer to the following link for updated information about COVID-19 policies:  
<https://www.providence.edu/coronavirus/>

- **American Psychological Association**

Candidates are responsible for adhering to APA format for citations in all written work. APA format may be found [on line](#) or in the most recent edition of the APA format manual: American Psychological Association. (2019). *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition*.

- **Grading**

A letter grade of C- is the lowest passing grade for graduate courses. The following letter /numerical grade conversion chart will be applied to the above projects:

A	A-	B+	B	B-	C+	C	C-
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73

All projects will be carefully reviewed according to a rubric, which will be provided and discussed in class. Projects will be graded with both a letter and numerical grade and returned to candidates with comments. The numerical grades of all projects will be weighted as indicated above and averaged. The final course grade will be posted on Cyberfriar in accordance with the Providence College grading timeline. Candidates whose projects are not submitted according to the suggested due date and who do not make prior arrangements for additional time with the course instructor will receive an incomplete until all work is submitted and reviewed. No penalty will be imposed for candidates who request additional time.

- **Academic Support Services**

The Office of Academic Services (OAS) offers all Providence College students a variety of support services, including individual and group tutoring in writing and academic

skills. For information about academic support services, contact OAS at 401-865-2494 or <https://academic-services.providence.edu/>.

- **Disability Accommodations**

Providence College offers equal educational and employment opportunities to all members of the College community according to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with a documented disability should arrange for accommodations with the Office of Academic Services at <https://academic-services.providence.edu/services/rights-responsibilities>.

- **Classroom Safety Policy**

In the event that building fire alarms are activated, all occupants must exit from the building. Students who require assistance during an emergency evacuation should make arrangements with the course instructor in advance. All students should become familiar with emergency exits.

- **Class Cancellation**

In the event that class is cancelled because of College closings or the inability of the instructor to meet with the class, students will be informed via PC email and/or Sakai as quickly as possible. A cancelled class may be made up during exam week or at a time that is negotiated with the class.

- **Inclusivity Statement**

Providence College is committed to welcoming and retaining a diverse faculty and student body. Literacy candidates should know that diversity, equity and inclusivity are major factors in every decision made at the college.

- **Digital Devices/ PC Email**

Cell phones, I-pads and personal computers may be used for instructional purposes; however, all candidates should refrain from personal use of digital devices during class time. Literacy candidates are responsible for keeping their PC email account active and for checking this email regularly. All college and class communication will take place through PC email.

- **Commitment to Learning**

Federal guidelines around credit hours indicate that candidates engage in 1 hour of class time and 2 hours of study/work time outside of class for each credit hour. Accordingly, a 3-credit course assumes that candidates will spend 3 hrs. of class time and 6 hours of study/work time for 15 weeks. Candidates should consider these guidelines when planning each semester of graduate studies.

- **Disclaimer**

The course syllabus and class schedule may change at the discretion of the course instructor. All changes will be communicated to graduate candidates in class and by PC email.

- **Academic Integrity**

In the Providence College Graduate Catalog, the following statement reflects the college position on academic integrity and the actions that are considered to be in violation of that position:

“We recognize that violations of integrity are harmful not only to our own pursuit of truth but are detrimental to the entire learning community of our College in that they dishonor our efforts and compromise our dedication to a spirited pursuit of learning. The principal violations of academic integrity include, but are not limited to plagiarism, cheating, forgery, lying, and collusion.”

All graduate students are expected to understand and avoid violations of academic integrity and to adhere to highest standards of integrity in all academic work. Further information about the Providence College Copyright Policy and Guidelines can be found at the following website: <https://catalog.providence.edu/index.php?catoid=29>. All violations will be reported to Fr. Mark Nowel, Assistant to the Provost.

The use of AI-embedded tools (i.e., ChatGPT) is not acceptable in graduate literacy projects or in any other program work, including first drafts and final reports. As potential leaders in the nation’s schools, literacy candidates are expected to communicate as highly literate professionals when completing written work, to think independently or in collaboration with colleagues and to provide an insightful analysis of their work without the assistance of current or future AI tools. Use of AI in literacy will constitute a violation of the program’s academic integrity policy. Candidates will be held accountable for any violations.

## ***E. Course Descriptions***

### ***Strand I: Developing Core Knowledge***

ILA Standards: 1.1, 1.2, 1.3

#### **EDU763: Research in Literacy**

Research related to the 2019 Rhode Island Right to Read legislation is the focus of this course. Candidates will understand the concepts, tools and practices that exemplify sound educational research and the essential role of research in reading instruction. In addition to exploring research around structured literacy practices and the term Science of Reading, candidates will understand basic research practices and principles related to purpose, design and data analysis.

#### **EDU765: Models and Processes**

Understanding educational models and theories and the function of the human brain in reading development, particularly in relation to students with language-based learning differences, are critical components of effective teaching. Through course projects, professional readings and class discussions, candidates develop a solid understanding of the educational models and theories that inform classroom practice and their impact on students’ reading, writing and oral language development. Candidates also understand the function of the human brain in the development of these literacy domains.

Tracey, D.H. & Mandel Morrow, L. (2017). *Lenses on reading: An introduction to theories and models*. New York, NY: The Guilford Press.

Gentry, J. R. & Ouellette, G. P. (2019). *Brain Words: How the science of reading informs teaching*. Portsmouth, NH: Stenhouse.

## ***Strand II: Applying Core Knowledge to K-12 Learners***

ILA Standards: 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 6.3, 6.4, 7.1, 7.3

### **EDU767: Fostering Cultural Awareness and Development: Diverse Literature K-12**

Featuring authentic literature by authors of diverse cultures, this course fosters critical thinking around literature, developing awareness of social issues, a deep appreciation of diversity, and an understanding of historical events and their impact on humanity. Exploring children's and adolescent literature, candidates apply structured literacy practices to reading comprehension, using Hennessy's (2021) ABC comprehension model in the text, *The Reading Comprehension Blueprint*. A field experience with urban high school students using a graphic novel offers reading specialist candidates an opportunity to support critical thinking with secondary students and apply structured literacy practices to their comprehension development.

Smolen, L.A. & Oswald, R.A., Eds. (2011). *Multicultural literature and response: Affirming diverse voices*. California: Libraries Unlimited.

Hennessy, N. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Baltimore: Paul H. Brookes Publishing Company.

Children's and adolescent literature will be presented in class.

### **EDU851: Teaching Writing K-12**

In a two-part field component completed before beginning this course, candidates record the details of a writing unit or lesson series (i.e., purpose, teacher's expectations, instructional support) they provided for their students. Candidates also record details of their observations and interviews with two ELA colleagues around writing instruction.

In this course, reading specialist candidates learn to support structured literacy writing practices in PK-12 schools. Guided by *The Writing Revolution* by Hochman and Wexler (2017), candidates respond to instruction in their own writing (i.e., sentence expansion, the use of conjunctions and multiple sentence types, single paragraph outlines), as they develop an exemplar for the topic and writing type/genre they selected for their field experience. Based on an analysis of their students' writing, candidates also develop a toolbox of skill lessons that they can use in their practice.

Hochman, J. & Wexler, N. (2017). *The Writing Revolution: A guide to advanced thinking through writing in all subjects and grades*. Jossey-Bass.

Additional resources (articles and You-Tube videos) may be required reading or viewing.

### **EDU830: Evidence-Based Practices in Primary Grade Literacy Instruction**

Based on International Literacy Association (ILA) standards and International Dyslexia Association (IDA) competencies required for reading professionals, this course develops practical knowledge about early reading, writing and language development. Through coursework and clinical experiences, candidates explore early literacy development with

emphasis on the science of reading and structured literacy. Candidates use evidence-based practices to support student growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers* (3rd ed.). Brookes Publishing Company. [Hereafter referred to as Moats.]

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language Exercises for teachers* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing. [Hereafter referred to as Workbook.]

### **EDU840: Evidence-Based Practices in Intermediate Grade Literacy Instruction**

With an emphasis on intermediate grade students, candidates develop proficiency in applying structured literacy practices to all of the reading components, with particular emphasis on vocabulary, fluency and comprehension. Four types of assessment (screening, diagnosis, progress monitoring and outcomes) and analysis of their benefits and limitations in identifying the strengths and needs of individual students and in planning instruction will be highlighted. Candidates will complete a case study of a struggling intermediate grade student and demonstrate proficiency in structured literacy practices through a thoughtful and well-written report.

Fleischman, P. (1997). *Seedfolks*. New York: Harper Collins.

Leslie, L. & Caldwell, J. (2020). *Qualitative reading inventory-7*. Boston: Pearson Education.

Hennessy, N. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Baltimore, MD: Brookes Publishing.

Spear-Sperling, L. (Ed.) (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. New York: Guilford Press.

### **EDU832: Evidence-Based Practices in Middle/Secondary Grade Literacy Instruction**

Using structured literacy practices that support the development of background knowledge, vocabulary and reading comprehension, this course prepares candidates to work with struggling readers at the middle and secondary levels. Candidates discuss the various theoretical models of reading in relation to secondary learners, consider the neurobiological differences and executive functioning that field placement students present and address the literacy needs of students using evidence-based practices, differentiation, various scaffolds, and appropriate accommodations based on student need and assessment profiles. MTSS models at the secondary level are explored and considered throughout the course. Assessment, particularly for the purpose of diagnosis and progress monitoring, and instructional practices that address word and comprehension level issues will be emphasized. A case study of a middle or secondary grade struggling reader is required.

Hougan, M. (2015). *Fundamentals of Literacy Instruction and Assessment, 6-12*. Brookes Publishing, Baltimore, MD.

Leslie, L. & Caldwell, J. (2021). *Qualitative reading inventory-7*. Boston: Pearson Education.

### **EDU835: Understanding Learning Differences and Responsive Pedagogy**

This course addresses the cognitive and non-cognitive issues that challenge students with language-based learning differences (i.e., dyslexia and autism), students who are multilingual learners (MLLs), and students living with the effects of poverty on literacy development. Experienced practitioners who work with students with autism, dyslexia and MLLs will share their knowledge in two-week seminars that include the learning issues they have identified and the instructional scaffolds that support literacy development for these students. In addition, reading specialist candidates will reflect on their own identities (i.e., culture, gender, economic, linguistic), their interactions with others, and the impact of their identity on their work with diverse students. Candidates complete a 3-part socio-cultural autobiography that is supported by course readings. The socio-cultural autobiography is a required portfolio submission in the literacy program.

Budge, K., M. & Parrett, W. H. (2018). *Disrupting poverty*. New York: Alexandria, VA: ASCD

Stambaugh, J. (2017). *What's right with me? Hope for the dyslexic*. Wichita, Kansas: ISPB Publishers. (This book can be purchased on Amazon.com.)

Terrell, R., Terrell, E., Lindsey, R., Lindsey, D. (2018). *Culturally proficient leadership: The personal journey begins within, 2<sup>nd</sup> Ed*. California: Corwin.

Adolescent Novels (Select One)

Additional readings may be required for seminar topics.

### ***Strand III: Developing Leadership through Internship***

ILA Standards: 1.4, 2.1, 2.4, 3.3, 3.4, 5.3, 6.1, 6.2, 7.2, 7.4

#### **EDU842: The Literacy Coach**

In this 48-hour internship course, candidates prepare for the role of the literacy specialist as consultant/coach. Through a developmentally appropriate series of field experiences, candidates understand the ways in which literacy specialists can be a resource for ELA and content area teachers and administrators, thus supporting the implementation of structured literacy practices in their school. Candidates work with the course instructor and school-based clinical educators to identify a significant coaching situation and to develop a plan of action. Through this work, candidates understand the significance of the consultant role in students' literacy development.

Cheliostes & Reilly. (2018). *Coaching conversations* (2nd ed.). Corwin Publishing.

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Corwin Publishing.

#### **EDU 837: Organization and Supervision**

In this 52-hour internship course, the literacy specialist candidate will develop an understanding of the 2019 RI legislation around high quality instructional materials (HQIM) in ELA/literacy. Through analysis of a literacy program currently used in schools and through teacher interviews and classroom observations, candidates will become proficient in their understanding of the evaluation criteria for HQIM, the ways in which materials qualify as high quality, and the instructional support needed for successful implementation. To demonstrate proficiency,

candidates will report the findings of their analysis and make recommendations for program improvement, particularly when the materials being analyzed have not been fully approved. Candidates will include their findings and recommendations for program improvement, according to HQIM criteria, and also their recommendations for instructional support in a well-written and thoughtfully developed document.

### **EDU852: Primary Literacy Clinic**

This internship course offers candidates an opportunity to work with primary grade students. In a 75-hour clinical experience, candidates apply structured literacy practices to the development of foundational skills in reading and writing. Candidates use assessment data to design and implement daily lessons and also to teach a whole group lesson using evidence-based literacy practices. Emphasis is on phonological awareness, phonics, and vocabulary development.

Burkins, J. M., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*.

Stenhouse Publishers.

Candidates will review the text used in EDU830: Best Practice Primary Grade, a pre-requisite for this course:

Moats, L. C. (2020). *Speech to print: Language essentials for teachers (3<sup>rd</sup> ed.)*. Baltimore, MD: Paul H. Brookes Publishing.

### **EDU853: Secondary Literacy Clinic**

This internship course offers candidates an opportunity to refine their understanding of marginalized secondary students and effective pedagogy with a focus on direct and systematic instruction and disciplinary literacy. Candidates discuss the various theoretical models of reading in relation to secondary learners, consider the neurobiological differences and executive functioning that field placement students present and address the literacy needs of such students using evidence-based practices, differentiation, various scaffolds and appropriate accommodations based on student need and assessment profiles. In a 75-hour clinical experience, candidates administer and analyze various types of assessments to understand their students' development in reading comprehension, vocabulary, spelling, word identification, fluency, and writing. Based on this analysis, candidates provide instruction in their students' areas of need, using structured literacy practices to support students' reading and writing development through the completion of a capstone project. A resource guide, completed by the reading specialist candidate, will include a detailed record of skills and strategies used to support successful completion of this project, as well as a family friendly summary of assessment findings that will inform student metacognition and self-advocacy. This guide will serve as a reference for students, as they become increasingly independent in each of the literacy domains. Collaboration with families is highlighted.

Sedita, J. (2023) *The writing rope: A framework for explicit writing instruction in all subjects*. Baltimore: Paul H. Brooks Publishing Company.

Hennessy, N. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Baltimore: Paul H. Brookes Publishing Company.

## F) Plans of Study

Courses for the Master's program in literacy are offered each semester: Fall, Spring, Summer I and Summer II. Reading specialist candidates may begin the program in the fall, spring or Summer II.

Sample plans of study are listed below. Candidates may contact the literacy office for additional information and personal guidance.

### **Plan of Study #1: 4 Years, Beginning in Fall**

	Fall	Spring	Summer I	Summer II
<b>Year 1</b>	EDU 765: Models and Processes	EDU 767: Diverse Literature K-12		EDU 763: Research
<b>Year 2</b>	EDU 840: Evidence Based Practices Intermediate	EDU 832: Evidence Based Practices Mid/Secondary		EDU 851: Writing K-12
<b>Year 3</b>	EDU 830: Evidence Based Practices Primary	EDU 835: Learning Differences	EDU 853: Secondary Clinic	EDU852: Primary Clinic
<b>Year 4</b>	EDU837: Org/Supervision	EDU 842: The Literacy Coach		

### **Plan of Study #2: 4 Years, Beginning in Summer II**

	Summer I	Summer II	Fall	Spring
<b>Year 1</b>		EDU 763: Literacy Research	EDU 765: Models and Processes	EDU 767: Diverse Literature K-12
<b>Year 2</b>		EDU 851: Writing K-12	EDU 840: Intermediate Grades	EDU 832: Evidence Based Practices Mid/Secondary
<b>Year 3</b>			EDU 830: Evidence Based Practices Primary	EDU 835: Learning Differences
<b>Year 4</b>	EDU 853: Secondary Clinic	EDU 852: Primary Clinic	EDU 837: Org/Supervision	EDU 842: The Literacy Coach



**Plan of Study #3: 3 Years**

	Summer I	Summer II	Fall	Spring
<b>Year 1</b>		EDU 763: Literacy Research	EDU 765: Models and Processes	EDU 767: Diverse Literature K-12
			EDU 840: Intermediate Grades	
<b>Year 2</b>		EDU 851: Writing K-12	EDU 830: Evidence Based Practices Primary	EDU 832: Evidence Based Practices Mid/Secondary
				EDU 835: Learning Differences
<b>Year 3</b>	EDU 853: Secondary Clinic	EDU 852: Primary Clinic	EDU 837: Org/Supervision	EDU 842: The Literacy Coach

**Plan of Study #4: 2 Years (PACT/Literacy Students)**

	Summer I	Summer II	Fall	Spring
<b>Year 1</b>		EDU 763: Literacy Research	EDU 765: Models and Processes	EDU 832: Evidence Based Practices Mid/Secondary
		EDU 851: Writing K-12	EDU 830: Evidence Based Practices Primary	EDU 767: Diverse Literature K-12
<b>Year 2</b>	EDU 853: Secondary Clinic	EDU 852: Primary Clinic	EDU 840: Intermediate Grades	EDU 835: Learning Differences
			EDU 837: Org. and Supervision	EDU 842: The Literacy Coach

**Plan of Study #6: 4+1 Program (for PC Education Majors Starting Graduate Studies in their Senior Year)**

The 4+1 plan of study is for Providence College education majors who may wish to begin their graduate studies in their undergraduate senior year. Completing two courses in the senior year will reduce the course load from 12 to 9 credits in the fall and spring semesters of graduate studies. Students who do not begin in the senior year will take 12 credits in each semester of the academic year in which they enroll. Education majors from other colleges and universities may also follow the 4+1 plan of study, taking 12 credits in the fall and spring semesters. The chart below illustrates a 4+1 plan of study that includes courses in the senior year.

**Senior Year**

Fall	Spring				
EDU 765: Models and Processes	EDU 767: Diverse Literature K-12				
		Summer I	Summer II	Fall	Spring
<b>Year 1</b>			EDU 763: Literacy Research	EDU 840: Evidence Based Practices Intermediate	EDU 832: Evidence Based Practices Mid/Secondary
			EDU 851: Writing K-12	EDU 830: Evidence-Based Practices Primary Grades	EDU 835: Learning Differences
				EDU 837: Org/Supervision	EDU 842: The Literacy Coach
<b>Year 2 (Summer I, II)</b>	EDU 853: Secondary Clinic	EDU 852: Primary Clinic			

## **G. State and National Initiatives**

The graduate literacy program at Providence College is committed to providing candidates with an understanding of state literacy initiatives, policies and law. The initiatives below are formally presented in course projects throughout the program with multiple opportunities for understanding and application.

### **Rhode Island Right to Read Act /July 2019**

In July 2019, Rhode Island legislators passed a law that requires educators to demonstrate proficiency or awareness of Science of Reading and Structured Literacy practices. A structured literacy approach to reading instruction is systematic and explicit and focused on phonics, phonemic awareness and language development. For PK-12 reading specialists and educators in other certification areas directly responsible for the teaching of reading, a level of *proficiency* in structured literacy practices will be required by 2023. Administrators and educators in certification areas not directly responsible for the teaching of reading will demonstrate a level of *awareness* of these practices. Local Education Agencies (LEAs) and Educator Preparation Programs (EPPs) are required to support teacher development in structured literacy practices through school-based professional learning opportunities and the education program's course of study.

### **HQIM Initiative / 2017**

In 2017, Rhode Island legislators passed a law that requires access to high quality instructional materials (HQIM) for all K-12 students. Since then, the Rhode Island Department of Education (RIDE) has partnered with Ed Reports, a nationally recognized organization that evaluates ELA/literacy programs across established criteria, to identify a list of programs that have been approved as high quality. All RI schools are required to adopt a highly qualified program by the 2023-2024 school year.

### **Ed Reports / 2015**

Ed Reports is a national organization that reviews instructional materials in math, science and ELA/literacy across a number of established criteria for high quality instructional materials (HQIM). The Rhode Island Department of Education (RIDE) has partnered with this organization to develop a list of high quality materials that will be adopted by K-12 schools. Literacy candidates are expected to analyze the information provided in Ed Reports in order to understand the evaluation criteria for high quality materials.

### **Rhode Island Core Standards (RICS)/ Updated 2022**

The RI Core Standards set requirements for K-12 students, identifying the knowledge and skills that are necessary for college and career readiness. Based on a vision of literacy in the 21<sup>st</sup> century workplace, these standards establish expectations for learner outcomes in reading, writing, speaking and listening at all grade levels and in all content areas. Literacy candidates are expected to integrate the RI Core Standards in Strand II and III course projects.

### **International Literacy Association (ILA) Standards / 2017**

The International Literacy Association is a professional organization that promotes effective and equitable literacy instructional across the world. This organization has developed professional learning standards for both classroom teachers and literacy professionals. For literacy specialist candidates, these standards include foundational knowledge, assessment and evaluation, and professional learning and leadership. Literacy candidates are expected to demonstrate

proficiency or be distinguished in all ILA Standards, as demonstrated through course work throughout the program.

### **International Dyslexia Association (IDA) Competencies / 2018**

The Dyslexia Endorsement Competencies identify the skills and practices that literacy specialist candidates must know and be able to teach in order to demonstrate proficiency in structured literacy practices. These competencies align with the Literacy/Dyslexia Endorsement required by the Rhode Island Department of Education for Education Preparation Programs and is aligned with the 2019 RI Right to Read Act.

### **Standards for Middle and High School Literacy Coaches /2006**

Published by the International Literacy Association in collaboration with the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Teachers Association, and the National Council for the Social Studies, this document provides a synthesis of current research on the skills and knowledge that are essential to the role of the literacy coach in middle and secondary schools. This document identifies leadership and content area literacy as key elements in this role.

### **Rhode Island Department of Elementary and Secondary Education Comprehensive Literacy Guidelines / 2017**

RIDE is deeply committed to ensuring literacy proficiency for ALL students and has demonstrated this commitment by adopting the 2010 *Common Core State Standards*, revising Rhode Island's *Basic Education Program Regulation (2009)*, and developing the Rhode Island Department of Education's *Transforming Education in Rhode Island: Strategic Plan, 2010-2015*. These initiatives are grounded in an understanding of literacy through research and practice.

The **Comprehensive Literacy Guidelines (2017)** serves to expand and revise the Rhode Island PreK-12 Literacy Policy (2005), the K-3 Rhode Island Reading Policy (2000), and the Rhode Island Literacy and Dropout Prevention Act of 1987 (Title 16, Chapter 16-67-1). Institutions of higher education involved in teacher preparation, including Providence College, are expected to use The Comprehensive Literacy Guidance to inform course and program decisions at both the undergraduate and graduate levels. This document has been adopted as a foundational text.

### **RI General Laws Chapter 16 (Literacy and Dropout Prevention Act) /2020**

The Rhode Island Literacy and Dropout Prevention Act is found under RIGL 16-67-1-7. The Act states the policy stance of the State of Rhode Island regarding literacy programming and services for all students in grades K-12 as well as outlining restricted funding sources for implementing these requirements. Awareness and knowledge of the Act is a necessary element of EDU837 since the Act is the foundation of literacy funding and programming in Rhode Island.

### **The International Society for Technology in Education (ISTE) /2022**

These standards have been adopted as outcome expectations for literacy candidates. In various courses in the program, literacy candidates will demonstrate proficiency in the use of technology for instructional and assessment purposes. Course syllabi indicate specific assignments that develop proficiency in these standards.

### **CASEL Competencies**

Known as CASEL, the Collaborative for Academic, Social, and Emotional Learning Competencies provide a framework for high quality instruction in social and emotional learning (SEL). Developed from research, these standards identify various competencies across grade

levels. Literacy candidates are expected to understand and incorporate the CASEL competencies into coursework as appropriate.

#### **Personal Literacy Plan Guidelines /2014**

The K-12 *Guidelines for the Development of Personal Literacy Plans* (PLPs) have been written by a team of educators who believe that while students may learn to read in different ways and in different time frames, all students can learn to read given appropriate instruction and support. RIDE strongly suggests that all school districts use the PLP Guidelines to guide the development of their PLP system and refinement of their PLPs, reading interventions, and reporting forms.

#### **PARCC Model Content Frameworks for English Language Arts & Literacy /2012**

The Partnership for the Assessment of Readiness for College and Careers (PARCC) is a standardized assessment currently used in Rhode Island schools to assess the achievement of Common Core State Standards in English and Math in grades 3 – 11.

#### **Every Student Succeeds Act /2015**

The Every Student Succeeds Act reauthorizes the Elementary and Secondary Education Act and replaces No Child Left Behind. This law aims to help ensure success for students and schools and includes the following federal programs within it: Title 1, Part A.

#### **Comprehensive Assessment System / 2022**

The Comprehensive Assessment System initiative is a coordinated plan for monitoring the academic achievement of students from PK-12. Initiatives embedded with this system include interim assessments, formative assessments, performance assessments and professional development for data analysis.

#### **WIDA English Language Development Standards /2020**

The World-Class Instructional Design and Assessment (WIDA) English Language Development standards outline the latest developments in both English language development research and states' content standards for college and career readiness. The standards identify the components that language learners must acquire and negotiate to participate successfully in school.

#### **Multi-Tiered System of Support including RTI /2022**

Response to Intervention (RTI) is a general education framework designed to support an increase in student achievement and in social and emotional competencies through prevention and intervention.

#### **Rhode Island Report Card / Annually**

The Rhode Island Report Card is a statewide system for reporting student performance on a variety of measures, including ELA and math test scores, graduation rates by school and district, and school demographics related to ethnicity and socio-economic status. The RI Report Card can be viewed district by district and by academic year with data available consistently in all districts and across all of the identified measures.

## H. The Providence College Literacy Fellowship Program

Graduates of the Providence College Literacy Program who are practicing literacy specialists are eligible to apply for a Providence College literacy fellowship. Accepted fellows will work alongside program faculty in one of the two core courses in the program: EDU852: Primary Literacy Clinic or EDU853: Secondary Literacy Clinic. Fellows will be offered a stipend and tuition waiver for their work. Tuition waivers may be applied to courses that further one's development in literacy or in any other field or degree program.

Interested graduates should submit **the application below, a personal statement of interest, three letters of recommendation (one principal), and official graduate transcripts** to:

*Graduate Literacy Program Director  
Providence College  
One Cunningham Square  
Providence, RI 02918-0001*

Applications may be submitted at any time and will be reviewed by program faculty. An interview with program faculty will be required. Applicants will be notified of their status in the fellowship program through the School of Professional Studies.

### Literacy Fellowship Application

Name: \_\_\_\_\_ Year Degree Earned: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Current Position: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

District Address: \_\_\_\_\_

Principal: \_\_\_\_\_

Superintendent: \_\_\_\_\_

## **I. John Monahan Scholarship Application**

The annual distribution from the Monahan Scholarship Fund is used to provide scholarship grants to deserving minority students who are enrolled in a Providence College Masters of Education degree program. Please complete the following application if you wish to be considered for this honor.

Student's Name: \_\_\_\_\_

Banner ID#: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Graduate Program of Study: \_\_\_\_\_

Ethnic Heritage: \_\_\_\_\_ Current GPA: \_\_\_\_\_

In a one page response, please explain why you feel that you are deserving of this scholarship. Submit application and response to the graduate office.

## **J. Program Completion**

### **Exit Survey**

Candidates complete a digital exit survey during their final semester of graduate studies. Responses will be used for program improvement and will be shared with the dean of the School of Professional Studies as well as program faculty.

The responses to these questions are a vital part of program improvement. The program director and literacy faculty are committed to the preparation of exceptional literacy specialists and will use this information to make program changes as needed. Candidates may prepare for this survey by thinking carefully about the following questions throughout their work in graduate studies:

1. To what extent do you feel knowledgeable and prepared for the role of the literacy specialist in each of the areas listed below? Please explain.
  - a. Structured Literacy Practices (PK-12 Reading, Writing & Language Development)
  - b. Foundational Skills
  - c. Assessment and Evaluation
  - d. Curriculum and Instruction/Intervention
  - e. Teaching Culturally Diverse Students
  - f. Creating a Literate Environment
  - g. Language Based Learning Differences
  - h. Leadership/Coaching
  - i. Using Instructional Technology
2. How would you rate the overall effectiveness of your graduate studies in preparing you to begin your journey as a literacy specialist? Please explain.
3. Given your life circumstances throughout your enrollment in the graduate studies (i.e., home, work responsibilities) to what extent were you able to commit to course and portfolio expectations and time requirements. Please explain.
4. Please make any other comments that you feel are relevant and that will assist in program improvement.

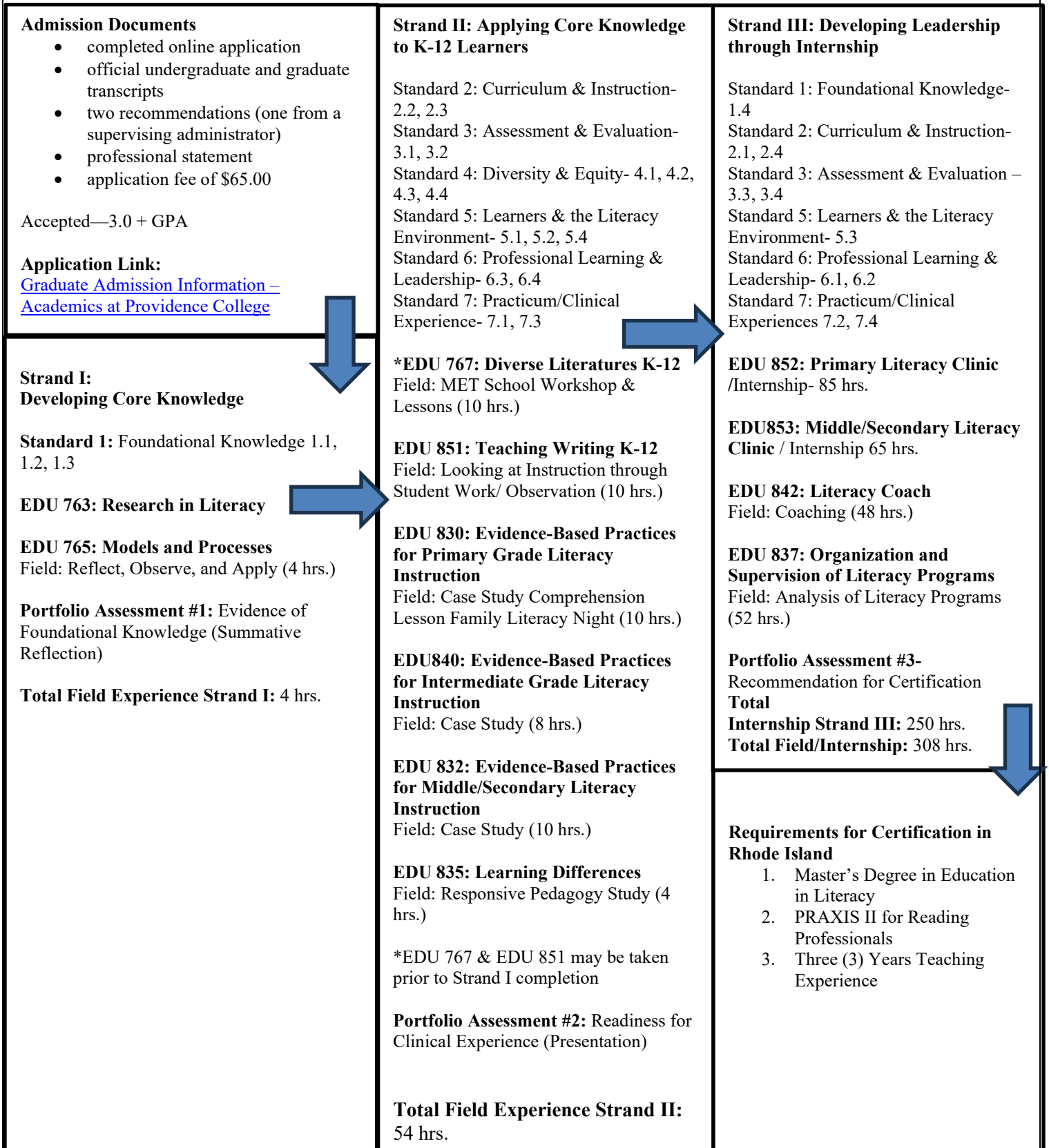


## ***Appendix I: Program Overview Documents***

- a) Graduate Literacy Program Flow Chart
- b) ISTE Standards
- c) International Dyslexia Association (IDA) Endorsement Competencies

# a: Graduate Literacy Program Flow Chart

*Aligning 2017 ILA Standards with Course Projects*



## **b. ISTE STANDARDS – TEACHERS**

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Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

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### **1) Facilitate and inspire student learning and creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### **2) Design and develop digital age learning experiences and assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards • S.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

### **3) Model digital age work and learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### **4) Promote and model digital citizenship and responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

#### **5) Engage in professional growth and leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- Participate in local and global learning communities to explore creative applications of technology to improve student learning
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

## c: IDA Competencies/ Course Alignment Chart

### Competency I:

*Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities*

#### Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods

Knowledge & Skills	Courses											
	763	765	767	851	830	832	840	835	842	837	852	853
Theoretical models including the Simple View of Reading, Scarborough's Rope and the Four-Part Processor		x	x		x	x	x	x	x		x	x
How the brain learns to read		x						x	x		x	
Permanent word storage and orthographic mapping	x	x			x				x		x	
Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)	x	x				x		x				
Literacy needs of students with language-based learning difficulties	x				x	x	x	x			x	x

### Competency II:

*Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities*

Instruction	Courses											
	763	765	767	851	830	832	840	835	842	837	852	853
Systematic	x			x	x		x	x	x	x	x	
Explicit	x		x	x	x		x	x	x	x	x	x
Incorporating multiple modalities					x		x	x	x	x	x	
Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials	x	x			x	x	x	x		x	x	
Differentiating and scaffolding instruction for students with language-based learning differences			x	x	x	x	x	x	x	x	x	x
Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)				x	x	x		x			x	

### Competency III:

*Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families, and other educators*

Assessment	Courses											
	763	765	767	851	830	832	840	835	842	837	852	853
Diagnostic-Prescriptive			x		x	x	x			x	x	x
Criterion referenced assessment measure				x	x		x			x	x	x
Using assessment measures to understand a student's learning profile			x	x	x	x	x	x	x	x	x	x
Using assessment data within Multi-tiered Systems of Support Framework						x	x		x	x	x	x
Communicating findings of assessment data with students, families, and other educators					x	x			x		x	x

### Competency IV:

*Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review instruction based on analysis of student data*

Knowledge and Skills Related to Phonology	Courses											
	763	765	767	851	830	832	840	835	842	837	852	853
Phonology	x				x					x	x	
Phonological awareness	x				x		x			x		
Phonemic Awareness					x		x			x	x	
Articulation of Sounds					x		x	x		x	x	
<b>Knowledge and Skills Related to Phonics, Decoding and Encoding</b>												
Alphabetic Principle	x				x					x	x	
Decoding	x				x		x			x	x	
Correspondence of letters and sounds					x		x	x		x	x	
Encoding					x			x		x	x	
Syllable types	x				x					x	x	x
Syllable division rules	x									x		x
Schwa										x		
Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)	x		x		x	x	x			x	x	x
Spelling rules and generalizations						x				x	x	x
Student text selection including decodable text					x					x	x	
Assistive technology supports				x	x			x		x		
<b>Knowledge and Skills Related to Fluency</b>												
Rate					x	x				x	x	
Accuracy					x	x				x	x	
Prosody												
Instruction and practice	x		x		x	x	x			x	x	
<b>Knowledge and Skills Related to Vocabulary</b>												
Taught directly and indirectly			x		x	x	x	x		x	x	x
Developing vocabulary through oral language			x		x	x	x	x		x	x	x
Morphology Supports Word Comprehension and Vocabulary Building Across Contents	x		x		x	x	x			x	x	x
Multiple meanings and contexts			x			x	x		x	x	x	X
Choosing and Leveling Words for Explicit Instruction												
Choosing and leveling words for explicit instruction			x			x	x		x	x	x	x
<b>Knowledge and Skills Related to Comprehension</b>												
Listening and reading comprehension			x		x	x	x			x	x	x
Background knowledge			x	x		x	x	x		x	x	x
Assistive technology accommodations including audiobooks to build background knowledge				x	x			x		x		
Grammar				x	x		x			x	x	x
Text Structures				x	x	x	x		x	x	x	x
Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning						x	x	x		x		x
Connecting writing to reading to further comprehension )			x	x		x	x		x	x	x	x

## ***Part II: Field and Internship Experiences***

### **A. Perspective on Field Sites: An Overview**

Field experiences in literacy prepare candidates for two facets of the reading specialist role:

- 1) reading specialist as *intervention specialist* for PK- 12 readers
- 2) reading specialist as *literacy consultant /coach* for PK-12 classroom teachers

Field and internship experiences in literacy support the development of skills related to these roles. In Strands I & II, field experience are single-faceted and provide an opportunity for candidates to develop skills that will be applied to more complex and sustained experiences in Strand III courses. In Strand II, candidates focus on PK-12 readers and writers to understand the developmentally unique needs of students at 3 critical levels of development: primary, intermediate, and middle/secondary grades. These field experiences (i.e., case studies of struggling readers at each developmental level) are embedded in the corresponding grade level courses with supervision from the reading specialist instructor of each course. The more complex and sustained field experiences offered in Strand III take place in primary and secondary literacy clinics and provide internship experiences that are supervised by elementary and secondary reading specialists and take place at a PK-12 school. In the Strand III field experiences that support the role of the literacy specialist as consultant, clinical educators support the literacy specialist candidate in preparing for this role as school leader.

As stated above, field experiences begin in Strand I with single-faceted tasks of limited duration and progress to multi-faceted tasks of longer duration and more complex situations as follows:

In ***Strand I***, field experiences support the development of foundational knowledge, as candidates develop an understanding of research and theory related to literacy. In Strand I, field experiences are monitored by course instructors through class discussions, individual conferences, and candidates' written reports and reflections.

In ***Strand II***, field experiences provide an opportunity for candidates to apply foundational knowledge to K-12 learners. Candidates develop an understanding of curriculum, instruction, assessment, diversity, technology standards (International Standards for Technology Education - ISTE), student standards (RI Core Standards), and RI Initiatives, Policy and Law. In this Strand, field experiences are supported by reading specialists serving as clinical educators and/or course instructors through on-site supervision, class discussion, individual conferences, and candidates' written reports and reflections.

In **Strand III**, field experiences (referred to as internships) become multi-faceted, sustained experiences in which candidates are immersed in the full range of roles and responsibilities of the reading specialist/literacy coach. These internships provide critical experiences for the development of professional learning and leadership, not only in individual classrooms, but also in school communities and districts overall. In this Strand, internships are monitored and supervised by course instructors through class discussions, individual conferences, candidates' written reports and reflections *and also through on-site supervision by clinical educators (reading specialists) and clinical supervisors (course instructors)*. Feedback on extensive field/internship experiences is solicited through digital surveys, and data obtained is shared and discussed with clinical educators, clinical supervisors, and school administrators. This data informs program improvement.

### **Criteria for Field Site Selection**

Field sites are a critical component of the Graduate Literacy Program at Providence College. Criteria for the selection of field sites for all field and internship experiences have been developed to support the learning outcomes identified in the 2017 ILA Standards. Over the course of the program, candidates complete field experiences in elementary and secondary schools that serve diverse cultural, linguistic, academic, ethnic and economic communities. In addition, candidates complete field experiences in schools that demonstrate high academic performance and in schools that are struggling with performance issues.

## **B. Field and Internship Experiences**

A description of the field/internship experience required for each course follows.

### ***Strand I: Developing Core Knowledge***

#### ***EDU763: Research in Literacy (no field experience)***

#### ***EDU765: Models and Processes (4 field hours)***

The field experience in this course requires candidates to observe a classroom lesson at any grade level (PK-12) to identify the theoretical perspectives that are evident in this lesson and to understand the impact of these perspectives on student learning.

### ***Strand II: Applying Core Knowledge to PK-12 Learners***

#### ***EDU767: Fostering Cultural Awareness and Development: Diverse Literature K-12 (10 hrs.)***



The field experience for this course is in two parts: 1) working with secondary students from the MET School in Providence to support vocabulary and reading comprehension using structured literacy practices and 2) completing a classroom library audit and making recommendations for a more inclusive classroom library.

The MET School experience represents a partnership between the PC Literacy Program and the MET School in Providence. During this experience, students from the MET School join the first hour of class for a 6-week unit that promotes reading comprehension using structured literacy practices and a graphic novel by a culturally diverse author.

***EDU851: Teaching Writing PK-12 (10 hrs.)***

The field experience for this course is generally completed in candidates' own school or classroom and at any grade level before the start of the course in Summer II. The field experience is completed in two parts: 1) a meta-cognitive experience in which candidates record and reflect on a 'slice' of a writing unit that they teach or have taught and 2) a series of observations and conversations with colleagues around writing instruction. Candidates collect student writing samples produced during the writing unit and use these samples in a course project referred to as *Looking at Instruction through Student Work*.

***EDU830: Evidence Based Primary Grades (10 hrs.)***

The field experience for this course is a case study of a primary grade reader. The case study is embedded in the course at an afterschool program at a dual language school, the International Charter School (ICS), in Pawtucket, RI. Using assessment data to inform instruction, candidates engage with primary grade students using structured literacy practices during the first hour of class for 10 weeks.

***EDU840: Evidence Based Intermediate Grades (10 hrs.)***

The field experience for this course is in two parts: 1) a case study of an intermediate grade student and 2) a comprehension lesson. Referred to as the Case Study, this project requires candidates to analyze various school-based assessments and to administer an informal reading inventory to understand their student's strengths and needs. Based on this data analysis, candidates engage their student in intervention activities and develop an intervention plan that continues to address the student's needs. Teaching a comprehension lesson offers candidates an opportunity to focus on structured literacy practices in a small or whole group setting.

***EDU832: Evidence Based Middle/Secondary Grades (10 hrs.)***

The field experience for this course, the case study of a middle or secondary grade student, is embedded in the course at an afterschool program in a RI high school (currently Cranston High School West). Through assessment analysis, candidates identify their student's needs and provide

explicit and systematic instruction in a 10-week intervention experience. Structured literacy practices are highlighted in this case study experience.

***EDU835: Understanding Learning Differences and Responsive Pedagogy (4hrs.)***

The field experience for this course provides an opportunity for candidates to focus on the academic needs of students with language-based and other learning differences, including MLLs, students with Autism and Dyslexia, and students living in poverty. Through interviews with professionals, families and students with the identified learning differences, candidates understand the academic challenges these students experience, so they can successfully support these students in a reading lesson involving any one of the reading components (phonics, phonemic awareness, vocabulary, fluency, comprehension).

**Strand III: Developing Leadership through Internship**

Strand III field experiences are referred to as internships. These experiences provide opportunities for candidates to engage in multi-faceted and complex experiences and to apply the knowledge, skills and dispositions learned in previous strands. These internship experiences include the following:

***EDU852: Primary Literacy Clinic (85 hrs.) – An Internship Course***

This primary grade experience takes place during Summer II in a summer program for developing readers and writers at a local elementary school. A certified, currently practicing reading specialist at this school is the course instructor. During this 5 week, 75-hour internship, literacy specialist candidates work with 1 or 2 primary grade readers and writers in a daily schedule that includes assessment and instruction in reading and writing. Candidates engage in assessment analysis to identify their students' strengths and needs, to inform instruction, and to monitor their students' growth. Explicit and systematic instruction at the foundational reading and writing level is the focus of this internship.

***EDU853: Secondary Literacy Clinic (65 hrs.) – An Internship Course***

This secondary grade experience takes place during Summer I with struggling readers and writers at a RI urban ring high school (currently Cranston High School West). During this experience, literacy candidates work through a multi-faceted project with struggling readers and writers. The literacy candidates develop a Resource Guide that is based on the intervention provided and serves as a reference to the high school students in future projects.

***EDU842: Literacy Coach (48 hrs.)***

The focus of this course is the role of the reading specialist as literacy coach/consultant. Literacy specialist candidates conduct a series of coaching tasks that are developmentally sequenced, beginning with interviews with colleagues and administrators and culminating in a

coaching experience that includes classroom observation and conversation, data analysis to identify student outcomes and inform additional instruction, and modeling or co-teaching a lesson that addresses the identified needs.

***EDU837: Organization and Supervision (52 hrs.)***

The internship in this course involves program evaluation. Candidates evaluate a school-based literacy program according to the criteria used by Ed Reports to identify literacy programs as high quality. This internship is completed in collaboration with the school administrator, the school reading specialist, a clinical educator and the course instructor. Based on this analysis, literacy specialist candidates make recommendations for improvement and develop a professional development presentation to inform their colleagues of high quality instructional materials (HQIM).

## ***Part III: The E-Portfolio Assessment System***

(located on One Drive)

### **A) Assessment Points / Overview**

The assessment system for the Graduate Literacy Program is a digital portfolio with 3 assessment points following admission to the program:

- 1) Portfolio Assessment 1 / End of Strand I: Evidence of Foundational Knowledge
- 2) Portfolio Assessment 2 / End of Strand II: Readiness for Clinical Experience
- 3) Portfolio Assessment 3 / End of Strand III / Recommendation for Certification

These 3 assessment points coincide with completion of courses in Strands I, II and III. Through the portfolio process, candidates demonstrate proficiency in the 2017 ILA Standards for Literacy Professionals and in the Dyslexia Endorsement Competencies identified by the International Dyslexia Association (IDA). Candidates include a portfolio reflection with each course project to demonstrate proficiency in the ILA standard addressed. Once reviewed and accepted with a score of proficient or distinguished, course projects with portfolio reflections will be uploaded to the digital portfolio. All projects placed in the digital portfolio must have a grade a B or higher. Projects that need revision to a B must be revised within 6 weeks of course completion.

#### **Portfolio Assessment I/ Strand I: Evidence of Foundational Knowledge**

Demonstrated growth in the ILA Standards and IDA Competencies, equity issues and instructional technology is expected at each assessment point (See *Literacy Assessment System: A Continuum of Achievement for Literacy Candidates* in Appendix I). The following documents will be reviewed to identify candidate growth at this assessment point (Portfolio Assessment I/ Strand I).

- completed course projects (graded B or higher) and reflections for corresponding standard indicators (i.e., S1.1, S1.2, S1.3) reviewed and signed by course instructors
- summative reflection that demonstrates proficiency in the overall standard category for this Strand I (see Summative Reflection Analysis Chart/ Strand I in Appendix III)
- Table of Contents

The summative reflection allows candidates to reflect on and assess his/her overall growth in relation to the overall standard category for Strand I by referring to the ways in which the course projects in this Strand supported their knowledge and development of the standard indicator. Summative reflections will be reviewed by the program director. The individual portfolio reflections and summative reflections that do not meet standards of proficiency or distinction will be returned with feedback during a one-on-one conference with the candidate.

#### **Portfolio Assessment II/ Strand II: Readiness for Clinical Experience**

As in Assessment I, demonstrated growth in the criteria identified by ILA standard indicators and IDA Competency components is expected. Using technology and the educator growth model identified in the Graduate Literacy Program Assessment System document (see Appendix III) to communicate information, candidates formally present the skills they have mastered throughout Strand II, and they identify the areas in which they would like to develop further. Candidates also submit the following:

- Table of Contents
- Completed course projects (graded B or higher), including the portfolio reflections for corresponding ILA Standard indicators (See Alignment Chart, Pgs. 38-41)

- Socio-cultural Statement
- Strand II Presentation

### **Portfolio Assessment III/ Strand III: Recommendation for Certification**

Using digital slides, candidates present evidence of growth in the identified areas of need (action plan), proficiencies in Strand III courses, and a plan for lifelong learning. Candidates must submit the following:

- Updated Table of Contents
- Completed course projects (graded B or higher), including the portfolio reflections for corresponding ILA Standard indicators (See ILA Alignment Chart, Pgs. 38-41)
- Strand III Presentation

### **B: General Guidelines for Portfolio Development and Review**

The Graduate Literacy Program at Providence College is designed to prepare candidates for the roles and responsibilities of a PK – 12 literacy specialist. Candidates are expected to master the ILA Standards for Literacy Professionals through a carefully developed sequence of courses, course projects and field work through a portfolio process that demonstrates candidates’ knowledge and growth in relation to these standards. In addition, candidates are expected to demonstrate proficiency in the ISTE (technology) and Common Core Standards and in the IDA Endorsement Competencies.

The 2017 ILA Standards provide the framework upon which the skills, knowledge and dispositions of highly qualified literacy specialists are developed. These standards are organized into 6 categories: 1) Foundational Knowledge, 2) Curriculum and Instruction, 3) Assessment and Evaluation, 4) Diversity, 5) Literate Environment, 6) Professional Learning and Leadership. Each standard includes a set of indicators that further define expectations for reading professionals. While each course in the graduate literacy program addresses multiple ILA Standards and the submission of a course project to the portfolio represents mastery of one particular standard, candidates are offered multiple opportunities to achieve each standard through introductory and mastery level experiences. The **ILA Standards / Course Projects Alignment Chart** (Program Handbook, Part III) identifies the courses and projects that have been designed to address each standard on a level of mastery.

#### **Portfolio Development / General Overview**

All portfolios will be created on One Drive. Candidates will have access to three portfolio sites, titled Strand I, II, and III. Each site has a list of assignments that corresponds to each of the ILA standards/course projects. Once candidates have received feedback and a grade for a project, candidates may upload their graded projects and reflections to the corresponding assignment on their e-portfolio.

1. Candidates must upload the following documents to this site for each Strand level (unless otherwise indicated below):
  - a) **Table of Contents** (updated for each review) that includes the title and date of each piece of evidence, ILA Standards addressed, the course, grade, and instructor’s name
  - b) **Evidence (course projects)** with ILA Standard and IDA Competency reflection
  - c) A detailed and well-developed **Summative Reflection** at the Strand I assessment point.

d) **Socio-Cultural Statement** in which the candidate responds to the question: “As an educator, what experiences, influences, cultural concepts, and communities shaped and continue to shape your beliefs, values and interactions with your students?” This statement must be submitted at the end of Strand II and will be completed in EDU 835.

e) **Presentation slides** used for Strands II and III reviews.

2. **Every course and every 2017 ILA Standard must be represented in the portfolio.** A single course project may be submitted for up to 3 identified standards; however, a separate reflection must be submitted for each entry. In some courses, a particular course project may be a required portfolio submission. Course projects are aligned with Standards in the 2017 ILA Standards/Course Projects Alignment Chart and also the IDA Competencies chart (See Handbook, Pgs. 27-28)

3. Each portfolio reflection consists of a response to the following questions:

a) *How does this evidence demonstrate knowledge and/or performance related to the standard category and indicator(s) you have selected?*

b) *How does this evidence reflect your experience as a teacher of literacy? How does it show your growth over the course of the program?*

4. Reflections and evidence will be assessed separately, each using a rubric which describes performance at four levels: distinguished, proficient, emerging, or unacceptable. Eligibility to graduate from the program will require a minimum score of “proficient” for each standard indicator and in the overall assessment of the portfolio. Reflections may be revised a reasonable number of times until a proficient score is achieved.

5. **Projects submitted to the portfolio must reflect a grade of ‘B’ or higher.** A project that receives less than ‘B’ must be revised before it is submitted to the portfolio. Revisions must be completed within one semester and one revision only will be accepted with the instructor’s prior approval. A project revision is for portfolio purposes only; the course grade will not change. Both original and revised projects must be submitted for review.

6. **The portfolio must include evidence for each ILA standard indicator and IDA Competency cited.** Reflections **must** be submitted to the course instructor *as part of an assigned project.*

7. At the Strand I assessment point, candidates submit a **summative reflection** that focuses on candidates’ professional growth in relation to foundational knowledge. The **Summative Reflection Analysis Chart** (see p. 53) (Appendix III) will be used to evaluate this reflection. This form is uploaded to the e-portfolio.

### **Portfolio Reviews**

Portfolio reviews will be scheduled during or at the end of each semester for eligible candidates. At each assessment point, two faculty reviewers will identify candidates’ level of achievement in terms of candidate growth and in view of the ILA Standards and IDA Competencies that represent the conceptual focus of each Strand. As stated earlier, the Strand II review will include a formal presentation that involves a self-assessment of one’s growth and needs and a detailed

plan for addressing these needs in Strand III. At the final review (Strand III), candidates will present evidence of growth in the areas of need identified earlier. The program faculty will determine the status of the candidate in relation to certification. All reviews must be completed before candidates move into the next Strand. Candidates will receive a written report of the review. Face-to face feedback will take place during the reviews for Strands II and III, though a meeting with a member of the review team will be scheduled if needed.

## C. 2017 ILA Standards / Course Projects Alignment Chart

### Standard 1. Foundational Knowledge

*Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.*

Standard Indicators	Evidence
1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.	*EDU765 – Collective Learning Project, Field Experience Project: Focus on a reader, Field Experience Project: Focus on a teaching  **EDU763 – Collective Knowledge Project & Article Commentaries
1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.	*EDU765 – Collective Learning Project, Field Experience Project: Focus on a reader, Field Experience Project: Focus on a teaching  **EDU763 – Collective Knowledge Project & Article Commentaries
1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.	*EDU765 – Collective Learning Project, Field Experience Project: Focus on a reader, Field Experience Project: Focus on a teaching  **EDU763 – Collective Knowledge Project & Article Commentaries
1.4 Candidates demonstrate knowledge of the historical and evidence based foundations related to the role of the reading/literacy specialist.	EDU842 – Coaching Binder

\*The course instructor will provide information about the projects used to address Standard I components.



## Standard 2. Curriculum and Instruction

*Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.*

Standard Indicators	Evidence
2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.	EDU837 – Research to Response Written Report
2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	EDU832 – Content Area and Disciplinary Literacy Presentation and Model Lesson
2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.	EDU830- Case Study
2.4 Candidates collaborate with and coach school based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.	EDU842- Coaching Situation Action Project

## Standard 3. Assessment and Evaluation

*Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.*

Standard Indicators	Evidence
3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.	EDU832- Case Study
3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.	EDU851- Looking at Instruction through Student Writing
3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	EDU837- Professional Development Presentation
3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.	EDU853-Written Reports

### **Standard 4. Diversity & Equity**

*Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.*

<b>Standard Indicators</b>	<b>Evidence</b>
4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	EDU767 – ABC Journal Collaborative Project
4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.	EDU835- Socio-Cultural Statement
4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	EDU767 – ABC Collaborative Field Unit Project
4.4 Candidates advocate for equity at school, district, and community levels.	EDU767 – Classroom Library Audit

### **Standard 5. Learners & the Literacy Environment**

*Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.*

<b>Standard Indicators</b>	<b>Evidence</b>
5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.	EDU835- Responsive Pedagogy Study
5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.	EDU840 – Comprehension Lesson Series
5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	EDU842- Coaching Situation Action Project
5.4 Candidates facilitate efforts to foster a positive climate that support the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.	EDU851- Expository Writing Exemplar

### Standard 6. Professional Learning and Leadership

*Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.*

Standard Indicators	Evidence
6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	EDU852: Clinical Reports/Daily Teaching Reflections
6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	EDU842 – Coaching Binder
6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.	EDU840- Family Literacy Night Project <b>(combine 6.3 &amp; 6.4)</b>
6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	EDU840- Family Literacy Night Project <b>(combine 6.3 &amp; 6.4)</b>

### Standard 7: Practicum/ Clinical Experiences

*Candidates complete supervised, integrated, extended practicum/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practicum include ongoing experiences in school based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.*

Standard Indicators	Evidence
7.1 Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.	EDU840- Case Study
7.2 Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.	EDU842- Coaching Binder
7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.	EDU830- Case Study
7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.	EDU852 Daily Teacher Reflection or EDU853 *Choose <i>one</i> of these for your written portfolio reflection

#### **D. Reflections for Individual Standard Indicators/ Prompts**

Literacy specialist candidates reflect on their achievement of each of the ILA Standard indicators and relevant IDA Competencies according to the ILA Standards/ Course Project Alignment Chart (See Pgs. 38-41) and the alignment chart for IDA Competencies (See Pgs. 27-28). Candidates should refer to these charts to identify the ILA Standards that each course project addresses. In each course and according to this alignment, candidates include a written response to the prompts below at the end of course projects. This response (along with course projects) will be submitted to course instructors. The prompts for the portfolio reflections are as follows:

**A.** How does this course project demonstrate your knowledge and/or performance related to the standard category and indicators?

**B.** How does this project reflect your experience as a teacher of literacy? How does it demonstrate your growth as a literacy specialist candidate?

*Course instructors will score portfolio reflections as distinguished, proficient, emerging or unacceptable. Any reflection that does not demonstrate proficiency in the standards and competencies indicated will be revised with feedback from the instructor.*

### ***E. Rubric for Reflective Writing***

The purpose of the portfolio reflection is to demonstrate achievement of the 2017 ILA Standards for Reading Professionals and the IDA Competencies identified for proficiency in the Science of Reading. Criteria for a distinguished or proficient reflection are listed below. *To achieve distinction or proficiency, candidates should expect to make multiple revisions to an initial draft and to proofread carefully before submitting reflections to course instructors.* Candidates should refer to the criteria for distinction and proficiency while responding to the following prompts:

- B:** Reflect on your achievement of the standard indicator(s) through the project submitted for this standard. Refer to the Rubric for Reflective Writing for scoring criteria.  
**C:** Describe how you have grown as a literacy professional through your experience in this course.

Criteria	Level of Performance		
	Distinguished (highly reflective)	Proficient (reflective)	Emerging (needs revision)
<b>Coherence /Focus</b>	highlights and addresses the ILA standard or indicator <u>directly</u> , focusing consistently on one’s achievement of the standard and keeping the standard and indicator language at the center of the reflection	addresses the ILA standard or indicator directly throughout the reflection	
<b>Communication &amp; Organization</b>	demonstrates exceptional ability to communicate ideas clearly, thoughtfully and in a manner that is reflective of a highly literate professional who focuses the reader on various elements of the standard being addressed	demonstrates ability to communicate ideas clearly and thoughtfully and to organize ideas consistently throughout the reflection	
<b>Analysis &amp; Evidence</b>	identifies and interprets new knowledge and perspectives that have emerged from course and field work in an analytical and critical manner, providing highly aligned examples from course projects that support new ideas	identifies new knowledge and perspectives that have emerged from course and field work with examples from course texts and projects that support new ideas	
<b>Citations</b>	demonstrates commitment to professional literature and course texts through the coherent use of valid and current citations with complete references and APA format	uses citations from professional literature and course texts to support ideas with complete references and APA format	
<b>Grammar/ Conventions</b>	reflects meticulous attention to writing conventions and grammatical correctness throughout the written work	reflects attention to writing conventions and grammatical correctness throughout the written work	

**F. Graduate Literacy Program Portfolio**  
*Table of Contents*

Student Name:

Date:

**Standard 1: Foundational Knowledge**

2017 ILA Standard	Course	Instructor	Project Title	Project Grade	Reflective Writing Score	Field Hours
1.1						
1.2						
1.3						
1.4						

**Standard 2: Curriculum and Instruction**

2017 ILA Standard	Course	Instructor	Project Title	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
2.1							
2.2							
2.3							
2.4							

**Standard 3: Assessment and Evaluation**

2017 ILA Standard	Course	Instructor	Project/Artifact	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
3.1							
3.2							
3.3							
3.4							

**Standard 4: Diversity & Equity**

2017 ILA Standard	Course	Instructor	Project/Artifact	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
4.1							
4.2							
4.3							
4.4							

**Standard 5: Learners & the Literacy Environment**

2017 ILA Standard	Course	Instructor	Project/Artifact	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
5.1							
5.2							
5.3							
5.4							

**Standard 6: Professional Learning and Leadership**

2017 ILA Standard	Course	Instructor	Project/Artifact	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
6.1							
6.2							
6.3							
6.4							

**Standard 7: Practicum/Clinical Experience**

2017 ILA Standard	Course	Instructor	Project/Artifact	Project Grade	Artifact Score	Reflective Writing Score	Number of Field Hours
7.1							
7.2							
7.3							
7.4							

Reviewer Signature \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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## **G. Socio-Cultural Statement / Strand II**

### **Completed in EDU835: Understanding Learning Differences and Responsive Pedagogy and Submitted with Strand II Portfolio Review**

#### **Diversity: Expanding the socio-cultural awareness of prospective educators**

*“It is not through our eyes that we see or our ears that we hear, but through our beliefs.”*

*Lisa Delpit (1988)*

As a Rhode Island educator preparation program, the literacy program at Providence College is committed to the diversity of its state, its local communities, and its public schools by preparing educators who can work effectively with colleagues, families, community members, and students from diverse backgrounds. The program acknowledges the need for candidates to recognize their own cultural identities and to examine their own cultural influences, beliefs and attitudes as a way of confronting their ethnocentric biases and behaviors. Only after examining their own personal beliefs and the influences that have shaped them can literacy candidates understand the cultural differences of their students and the particular beliefs and attitudes that impact their students’ lives and their students’ learning. Understanding these differences and finding ways to honor differences within the classroom is a critical step in the literacy candidate’s journey, as he/she prepares to create successful experiences for learners of all cultural communities.

In this socio-cultural awareness statement, candidates reflect on the cultural experiences that have influenced their lives, specifically, their childhood, their schooling, and their teaching. They acknowledge and reflect on the lens through which they view the world and on the particular view this lens provides. As candidates acknowledge the uniqueness of their world view, they should begin to understand that their view may be quite different from the views of others and, in particular, from the views of their students. In this socio-cultural statement, candidates reflect on the ways in which they have adjusted their lens in order to see through the eyes of others, especially those of their students. This socio-cultural statement offers candidates an opportunity to examine their influences, their lenses, their world views, so they might see the world and all its differences more clearly and so they might teach their students more effectively. With these thoughts in mind, literacy candidates respond to the following:

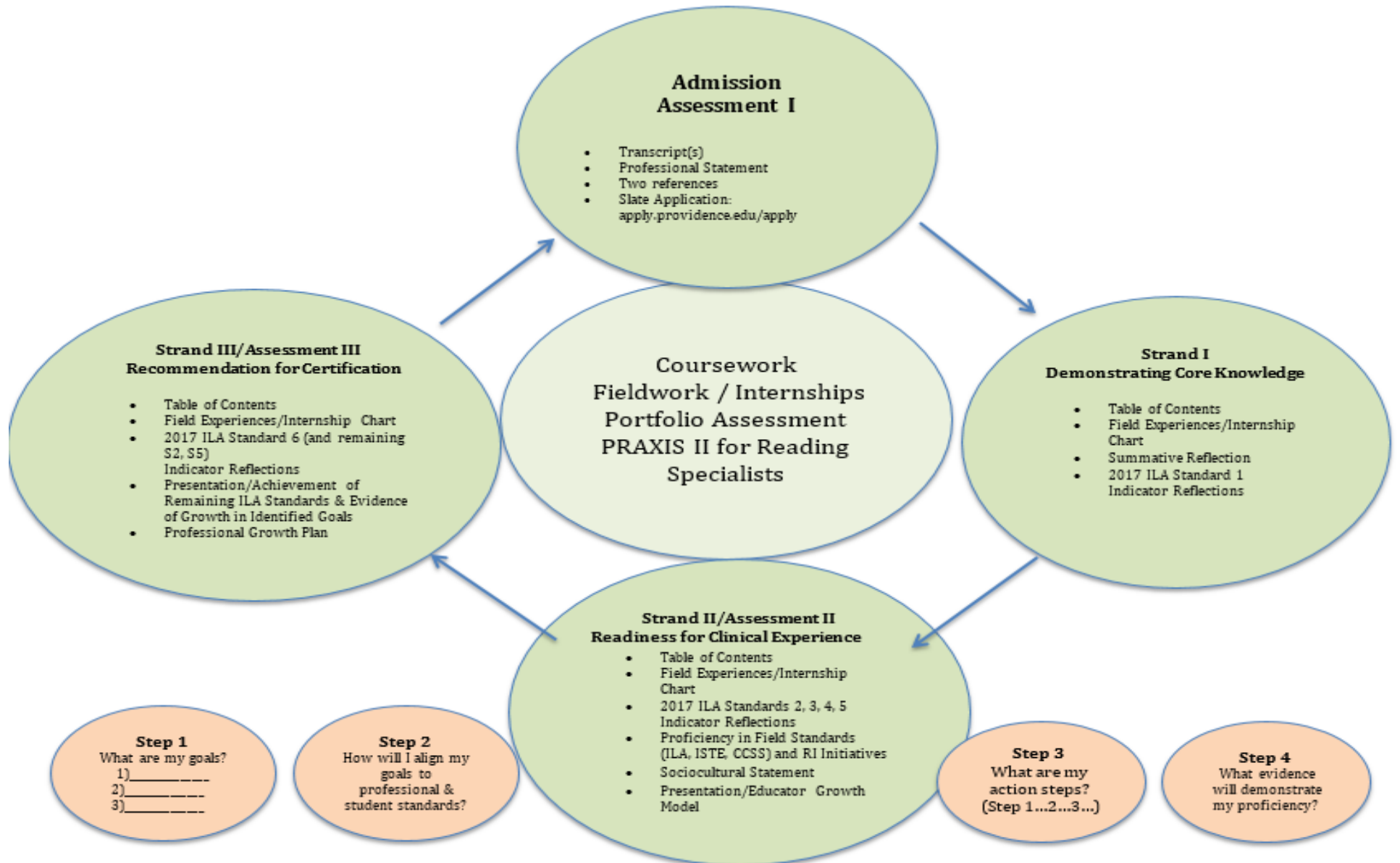
As Frank Smith tells us in *Ourselves: Why We Are Who We Are* (2006), what we become depends on our journeys in life and the people we encounter along the way. As you look back on your life, what experiences, influences, cultural contexts, and communities shaped and continue to shape your beliefs and values? How have these cultural influences and experiences helped you become the person you are today? How do these influences impact your interactions with your students and what adjustments do you make to reach out to all learners?

A typed response is a requirement of the program and must be submitted at the second portfolio assessment point.

### ***Appendix III: Portfolio Assessment System Documents***

- a. Graduate Literacy Program Assessment System Overview
- b. Portfolio Summative Assessment I
- c. Strand II & Strand III Presentation Reviews
- d. Final Portfolio Review Form

# Graduate Literacy Program Assessment System



**Providence College  
Graduate Literacy Program  
Portfolio Assessment Point #I**

**Candidate Name:** \_\_\_\_\_

**Banner ID:** \_\_\_\_\_

Strand I			
2017 ILA Standard	Knowledge	Skills	Dispositions
ILA Standard 1: Foundational Knowledge			
IDA Competency I: Foundational Knowledge			

**Summative Reflection / ILA Standard I: Foundational Knowledge**

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools (to be addressed in EDU842 in Strand III). This reflection includes 3 topics, as underlined above. You should use subtitles to organize your reflection so you will be sure to address each topic. Please support your thoughts with examples from course projects and texts and be sure to demonstrate knowledge, skills and dispositions relative to Standard I: Foundational Knowledge

**IDA Competency I**

*Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning differences. In this competency, candidates should focus on the following:*

- *theoretical models (Scarborough’s Reading Rope, the Simple View of Reading, the Four-Part Processor)*
- *how the brain learns to read*
- *word storage and orthographic mapping*
- *neurobiological learning differences, including dyslexia and other developmental language disorders*

**Rubric**

**Distinguished:** A score of distinguished indicates a highly reflective, well-written and carefully organized response in which the candidate describes thoughtfully and specifically new knowledge, skills and dispositions related to the overall ILA Standard category and IDA Competency. Candidate includes detailed examples from course experiences, texts, and projects as evidence of new knowledge, skills and dispositions.

**Proficient:** A score of proficient indicates a reflective response in which the candidate describes new knowledge, skills and dispositions related to the overall ILA Standard category and IDA Competency. Candidate includes examples from course experiences, texts, projects, and discussions as evidence of knowledge, skills and dispositions. While achievement of the identified standard may be evident, the proficient reflection may not demonstrate the level of reflection, organization and writing indicative of a high-achieving professional.

**Emerging:** An emerging score may reflect new knowledge, skills and dispositions related to the overall ILA Standard category and IDA Competency, but greater detail and reference to course experiences, texts, projects, and discussions are needed. An emerging reflection will need to be revised and resubmitted.

**Overall Score:** \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Emerging \_\_\_ Unacceptable  
 Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Comments:

**Graduate Literacy Program**  
**Rubric for Distinguished Portfolio Reviews**  
**Strands I, II, III**  
**Candidate:**

**Banner ID:**

Criteria	Strand I Summative Reflection ILA Standard I & IDA Competency I Distinguished	Strand II Presentation Distinguished	Strand III Presentation Distinguished
<p><b>Addressing Strand Level Expectations</b></p>	<p>In a distinguished summative reflection, all components of the overall ILA Standard I and the IDA Competency I indicators are addressed:</p> <p><i>ILA Standard I: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. Subtitles indicate various components of the standard.</i></p> <p><i>IDA Competency I: Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities.</i></p> <p><u>Candidates must refer to specific Competency I components in this reflection.</u></p> <p>Suggested Subtitles:  <i>ILA Standards: Theory, Research and their Interrelationship</i></p> <p><i>IDA Competency Indicators</i></p>	<p>A distinguished presentation addresses all ILA standards (overall standard categories) and all IDA Competencies addressed in Strand II courses with specific focus on the competency components.</p> <ul style="list-style-type: none"> <li>• <b>proficiency</b> in each of the Strand II ILA Standards &amp; IDA Competencies with specific reference to multiple Competency components (Part I)</li> <li>• <b>identification of areas in need of further development</b> with reference to relevant ILA Standard and corresponding IDA Competency components (Part II).</li> </ul> <p>Candidate will consider how they might address these areas in need of further development in the remaining courses in collaboration with reviewers during the Strand II presentation.</p>	<p>A distinguished presentation addresses all ILA standards (overall standard categories) and IDA Competencies addressed in this Strand and all components of the Strand III review:</p> <ul style="list-style-type: none"> <li>• proficiency in each of the Strand III standards &amp; IDA Competencies with specific reference to multiple Competency components</li> <li>• growth in areas of need identified in Strand II review</li> <li>• plan for lifelong learning</li> </ul>
	Score	Score	Score
<p><b>Evidence of Knowledge and Achievement</b></p>	<p>A distinguished reflection includes clear and specific evidence from course projects, texts and clinical experiences.</p> <p>Evidence provides examples of new knowledge and the course experiences that supported the candidate's development of new knowledge.</p> <p>A distinguished reflection also includes</p>	<p>Evidence of knowledge and achievement (proficiencies) is provided in hyperlinks that open to <u>course projects, texts, student work, written reports, audiotaped conversations</u>, or any other documents that demonstrate candidate's achievement. Candidate provides a thoughtful narrative of Strand II proficiencies and areas of need.</p>	<p>Evidence of knowledge and growth in need areas is provided in hyperlinks that open to a course projects, texts, student work, written reports, audiotaped conversations or any other documents that demonstrate candidate's achievement.</p> <p><u>Evidence presented demonstrates that the candidate was intentional, systematic and thoughtful in implementing the action plan.</u></p>

	reference(s) to course texts. References in the form of direct citations are intended to support the candidate's thoughts and must be presented in APA format.	Areas in need of further development must be aligned to ILA Standards and/or IDA Competencies with specific reference to the standard indicators and competency components.  Note: Candidate and faculty reviewers will collaboratively develop an action plan for addressing areas of need during this presentation.	Evidence of achievement is also presented for Strand III ILA Standards. In large documents, such as written reports, specific evidence is highlighted and a connection to new learning is carefully presented. In a distinguished Strand III review, candidate demonstrates a thoughtful review of Strand III course work in light of ILA Standards and IDA Competencies addressed in this Strand.  Post graduate opportunities for professional growth reflect the candidate's genuine commitment to lifelong learning.
	Score _____	Score _____	Score _____
<b>Written / Oral Communication</b>			
	The summative reflection is clearly written, well-organized and completely addresses ILA Standard I and IDA Competency I. Written work contains few or no grammatical errors and is reflective of a highly literate professional.	Candidate's oral presentation is guided by specific talking points on a slide deck. Candidate articulates clearly and is able to talk freely about new understandings developed and areas in need of further development in relation to ILA Standards and IDA Competencies.	Candidate's oral presentation is guided by specific talking points on a slide deck. Candidate articulates clearly and is able to talk freely about the new understandings developed and growth in areas in need of further development. Candidate demonstrates proficiency in ILA Standards and IDA Competencies in this presentation.
	Score _____	Score _____	Score _____
<b>Final Scores</b>	Strand I _____	Strand II _____	Strand III _____

**Total Score:** \_\_\_\_\_

**Scoring Guide**

For each of the above categories (Addressing Strand Level Expectations, Evidence of Knowledge and Achievement, Written/Oral Communication), scoring is as follows:

Distinguished = 3 Points; Proficient = 2 Points; Emerging = 1 Point      Overall Score: Distinguished: 8-9 Points; Proficient: 5-7 Points; Emerging: 3-4 Points

Strand I Review: Date: \_\_\_\_\_ Score: \_\_\_\_\_  
Comments: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

Strand II Review: Date: \_\_\_\_\_ Score: \_\_\_\_\_  
Comments: \_\_\_\_\_  
Reviewers: \_\_\_\_\_

Strand III Review: Date: \_\_\_\_\_ Score: \_\_\_\_\_  
Comments: \_\_\_\_\_  
Reviewers: \_\_\_\_\_

**Final Portfolio Review**  
**Providence College**  
*Master's in Education in Literacy*

Name of Student: \_\_\_\_\_ Banner ID#: \_\_\_\_\_

Please indicate the program to which candidate belongs.

- Graduate Literacy Program                       Graduate Special Education Program  
 Graduate Counseling Program                 Graduate Administration Program

Portfolio submitted to \_\_\_\_\_ Date: \_\_\_\_\_

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Portfolio reviewed by \_\_\_\_\_ Date: \_\_\_\_\_

Portfolio reviewed by \_\_\_\_\_ Date: \_\_\_\_\_

Please check one of the following.

- I have evaluated this candidate's portfolio and deemed it proficient according to the program guidelines. Therefore, the portfolio component of this student's graduation requirement is fulfilled. I recommend this candidate for licensure.
- I have evaluated this student's portfolio and deemed it **not** proficient according to the program guidelines. Therefore, the portfolio component of this student's graduation requirement is **not** yet fulfilled. I **do not** recommend this candidate for licensure at this time.

Additional Comments:

Revised November, 2017