

*Student Handbook*

*Master's in Reading*

Shippensburg University of PA  
READING PROGRAM

## Introduction

Welcome to the *Handbook* that describes the Shippensburg University Master's of Reading e-portfolio requirement. Your preparation as a Reading Specialist is our collaborative responsibility. Through intensive academic coursework and supervised field experiences, combined with continuous reflection and advisement, our goal is to help you become a Pennsylvania certified effective, excellent, ethical professional who is reflective and capable of independent practice and lifelong professional development.

The Master's Degree Program in Reading is designed to offer an integrated, theoretically grounded view of reading and literacy learning that addresses the needs of students and teachers in diverse communities. The reading and literacy faculty focuses on preparing graduate candidates for their careers in roles as classroom teachers, interventional literacy teachers and clinicians. We promote rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of literacy in society and about our responsibilities as educators.

The Master's of Reading program's knowledge base and practices are consistent with the 2010 International Reading Association Standards and Pennsylvania State regulations. Completion of the course work and program requirements will lead to Pennsylvania certification as a K-12 Reading Specialist.

Our program was developed to prepare you for the demanding role of a reading/literacy specialist, as defined in IRA's *Standards for Reading Professionals, 2010*. ([http://www.reading.org/advocacy/standards/standards03\\_revised/](http://www.reading.org/advocacy/standards/standards03_revised/))

### *Category III: The Reading Specialist/Literacy Coach*

“Provides specialized reading and writing instruction, assessment in cooperation with other professionals (special educators, speech and language teachers, school psychologists, etc.), and diagnosis to students at one or more of the following levels: early childhood, elementary, middle, secondary, or adult.”

To that end, our graduates will

- Serve as a resource in the area of reading for teachers, administrators, and the community.
- Work cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.
- Provide professional development opportunities at the local and state levels.
- Provide leadership in student advocacy.

## **Pedagogical Knowledge Base for Reading Practitioners**

Reading specialists are expected to fulfill a multiplicity of roles required by the instructional demands of today's schools including: interventional teachers, diagnosticians, researchers, curriculum developers and reformers, mentors, consultants, and as resources to classroom teachers, special educators, and families. Consequently, reading specialists are now assuming leadership roles in their schools. We fully expect that our reading/literacy graduates will become instructional leaders by their ability to:

- use theoretical and research based knowledge of language acquisition, and child through adolescent development;
- be cognizant and sensitive to the multiple needs of the diverse learners in their schools including: special education needs, second language needs, physical and health needs, cultural factors, psycho-social factors and environmental needs;
- use knowledge of and practice with a variety of on-going and instructionally based assessment approaches used to inform and customize instruction;
- use knowledge of best practices and support materials needed to organize, manage, and teach both reading and writing strategies as well as all language arts to children from childhood through adolescence including: decoding strategies, fluency, vocabulary development, comprehension strategies, application of literacy skills to content learning, writing through a process approach, metacognitive awareness, and study and learning strategies;
- create opportunities so that students come to appreciate that reading and writing can provide personal usefulness, growth and enjoyment throughout their lives;
- use knowledge of best practices used to address the needs of those students who struggle with literacy;
- create instruction that balances direct teaching of literacy strategies with authentic and literature-based reading and writing opportunities;
- work as instructional team members to advocate for students with literacy and learning needs;
- partner with and provide resources for the students they teach and their families to enhance the home-school connection and nurture literacy growth;
- apply technology to maximize the instructional opportunities for literacy development

Therefore, the courses in the Master's of Reading program are designed to prepare reading specialists to clearly communicate goals and learning expectations to students, parents, colleagues and stakeholders, to relate learner characteristics to learning strategies through careful selection of teaching methods and materials, to effectively plan and carry out instruction, to monitor progress and evaluate impact through a variety of assessments, to provide a literate climate that fosters literate behaviors, and to use research as a tool for informing instruction and reflectively examining one's own practice.

## **Relationship of the Program to the Unit’s Conceptual Framework**

### **Conceptual Framework Standards for those Preparing to Teach, Counsel and Lead in Public Schools**

#### ***“Collaborative Decision-makers: Assessing, Planning, Reflecting”***

Our unit of certification programs is a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. Our faculty and candidates are committed to the following standards developed collaboratively by the members of our unit:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
  1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
  2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
  3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one’s own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
  1. Affirm the University’s educational and ethical responsibility to produce highly qualified education professionals.
  2. Demonstrate academic integrity and uphold the trust of those with whom one works.
  3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
  4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
  5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
  6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
  7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.

8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
5. Collaborate with critical others in making informed decisions within educational contexts.

## **Relationship of the Program to the International Reading Association's Standards**

Through the exploration of literacy as well as through the exploration of exemplary practices in curriculum design, adaptation, and instruction, this program also embeds the Standards for Reading Professionals established jointly by the Council for the Accreditation of Educator Preparation (CAEP) and the International Reading Association:

Standard 1: Foundational Knowledge

Standard 2: Curriculum and Instruction

Standard 3: Assessment and Evaluation

Standard 4: Diversity

Standard 5: Literate Environment

Standard 6: Professional Learning and Leadership

## **Admission to the Master's of Reading Requirements**

Teaching certification in elementary, secondary or special education recognized by Pennsylvania is required for matriculation in this program of study. If a degree is held in secondary education or special education, background courses may be required. A maximum of 9 graduate credits may be accepted for transfer upon approval and completed within the last five years prior to admission to the program.

## **Master's of Reading Program Requirements**

39 credit program leading to Pennsylvania certification as a Reading Specialist in grades K -12

### **Foundational Status Requirements**

1. EEC273 Intro to Exceptionalities
2. EEC423 Effective Instructional Strategies for Children with Exceptionalities
3. EEC483 Assessing Children with Exceptionalities for Curricular Decision Making
4. RDG528 Foundations of Literacy Development
5. RDG529 Reading and Reasoning Beyond the Primary Grades
6. RDG524 English Language Learners: Diversity's Impact on Literacy Instruction in a Standard's Aligned System
7. TCH600 Elements of Research
8. RDG537 Brain Based Literacy Strategies for Literacy Learners Experiencing Difficulties
  - Meet 'standard expectations' in professional dispositions.
  - Maintain GPA of 3.0
  - Complete Foundational Level Courses with at least a B grade
  - Evaluation of eFolio by Advisor (1<sup>st</sup> Submission)

### **Practicum Level Requirements**

1. RDG520 Tutoring Secondary Students
2. RDG532 Diagnosis and Assessment
3. RDG533 Advanced Diagnosis and Assessment
4. RDG534 Practicum in Reading
5. RDG535 Seminar in Language, Literacy and Reading
  - Complete Practicum Level Courses with at least a B grade
  - Maintain a GPA of 3.0
  - Achieve a passing score on Praxis Reading Specialist exam
  - Evaluation of eFolio by Advisor (2<sup>nd</sup> Submission)

## **International Reading Association PROGRAM REQUIREMENTS**

For certification, a Reading Specialist/Literacy Coach Candidate must have the following:

- A valid teaching certificate
- Previous teaching experience
- A master's degree with a concentration in reading and writing education
- Program experiences that build knowledge, skills, and dispositions related to working with students, supporting or coaching teachers, and leading the school reading program
- Typically, the equivalent of 21–27 graduate semester hours in reading, language arts, and related courses: The program must include a supervised practicum experience, typically the equivalent of 6 semester hours.

The supervised practicum experience should require working with students who struggle with reading, as well as collaborative and coaching experiences with teachers. *Note:* It is expected that

candidates completing the Reading Specialist/Literacy Coach program will be at a novice or entry level of expertise

*Note:* The role of the Reading Specialist/Literacy Coach remains as one role because IRA expects to see evidence of both in this candidate: reading specialist and literacy coach.

## **Electronic Literacy Portfolio**

The Electronic Literacy Portfolio is a longitudinal project designed to demonstrate growth as a literacy educator and reflective practitioner. The satisfactory completion of a literacy portfolio is a requirement of this program and is introduced in your first literacy course (RDG528 or RDG529). The literacy portfolio offers evidence of your literacy accomplishments and encourages you to be reflective about your learning and growth. The portfolio documents your learning and teaching, so that a reader/viewer of your portfolio understands how you think about yourself as a teacher, and the ideals you value both as a learner and literacy specialist. The electronic format for the portfolio demonstrates that you have the technical capabilities to create and maintain your work using different aspects of technology. While the graduate degree program in which you are enrolled at Shippensburg University requires you to create and maintain this electronic version of a program portfolio, it is hoped that you will continue to keep your electronic portfolio updated for your own professional development, teaching interviews and especially for your continued self-reflection on your growth and accomplishments.

Your literacy electronic portfolio is a reflection and documentation of the experiences that are both meaningful and exemplary in your professional development. The portfolio is to include work from the Master's of Reading Degree program. To create the portfolio, you will select the items, documents, forms and samples of work (called artifacts) from your courses and to comprise your portfolio. Each entry you select will also have a rationale that explains why the entry was selected for the portfolio as well as explaining how each one demonstrates your attainment of standards for literacy educators developed by the International Reading Association (IRA) as published in the currently adopted *Standards for Reading Professionals 2010*.

Creating a portfolio that embodies the values of SU's Conceptual Framework and the IRA Standards for Reading Professionals will be discussed in your foundational reading courses. Briefly, there are three stages to creating a portfolio: *collect* artifacts, *select* the ones you feel are important, and *reflect* on why the entry should be exhibited in your portfolio. You are encouraged to contact your advisor for guidance in the compilation of your portfolio. Remember, this portfolio will become a reflection of you as a literacy educator. As you prepare your portfolio, think about your audience and their ability to clearly understand your accomplishments. Your portfolio should be an enjoyable experience for the reader.

When you create your electronic portfolio you will provide an introduction (an electronic version of a table of contents) as a way to present your artifacts and rationales for artifacts in relation to the IRA standards. Your portfolio should connect your rationales to documents in which you review literature, digitized versions of original materials you created, products you select from your courses, the children's work from your practicum. Entries for the portfolio should be reflections of your development in the program and as a teaching professional. A reflective essay on your growth and accomplishments as a literacy educator will be included at each transition

point (Completion of Foundation Requirements and Completion of Practicum Status). Obviously, demonstrating appropriate professional writing is essential. The faculty's expectation is that all of the work you prepare and submit will meet the highest standards of literacy and language.

In summary, there are several purposes for the Literacy electronic portfolio: to document your progress in the Master's of Reading program, and to assist you in being reflective at different stages of your coursework as well as in your teaching career. This process will provide you with the opportunity to look at your work both as a cognitive (what have I learned and how have I learned it?) and a meta-cognitive (what does this mean to me?) activity. The reading/literacy faculty anticipates that the process of creating a professional literacy portfolio will positively impact your current teaching and future interactions with students, parents and colleagues.

Use the *Worksheet for Coordinating Portfolio Artifacts with IRA Standards (2010)* form (in this *Handbook*) to list the artifacts you will present as evidence of your achievement of competencies in your portfolio. Work you create for course assignments should be used as artifacts for your portfolio.

### **Creating a Comprehensive and Reflective Portfolio**

Your portfolio should be comprehensive and representative of your growth as a reading/literacy professional. This will give the reader documentation of your knowledge, skills and many talents as a reading/literacy educator. By the time you present your full and complete portfolio, as an aspect of your completion of the master's degree in literacy, you will have created many documents and collected many artifacts from coursework in the program. Each time you review your portfolio you should select at least one exhibit from each course you have taken up to that point to exhibit the quality of your work and exemplify your learning about reading/literacy instruction.

When you reflect on which artifacts to include in your portfolio consider the major assignments from each course you've taken. Be sure to review the International Reading Association's *Standards for Reading Professionals* introduced in your first course.

Traditional portfolios are often folders or briefcases that hold many documents. They are often bulky and take up physical space. In the case of the literacy professional portfolio, the format is electronic rather than physical – technology allows for easy access, multiple simultaneous viewers, use of multi-media, and ease of evaluation and maintenance. We encourage you to explore different types of technology to include in your portfolio as exhibits and artifacts from courses and teaching that demonstrate how you make a difference in the quality of your students' literacy.

### **Rationales**

Rationales may be thought of as explaining your selection of each artifact. You must include a rationale explaining why you have included each document or artifact and your interpretation of its meaningfulness in terms of the competencies for Reading Specialists, as noted in the International Reading Association's *Standards for Reading Professionals*.



### **Maintaining, revising and updated efolio**

As you progress through each course, you and your professor should discuss the potential for inclusion of course assignments as part of your efolio collection. Some course assignments will be considered “Benchmarks,” and will be required to appear in your efolio. Your instructors in course syllabi will notify you as to which assignments are Benchmarks.

Be sure to update your Table of Contents and Letter to the Reader. For each entry, be sure that your rationales refer to a particular artifact or portion of artifact, explain why you have included it, and how you think it demonstrates achievement of a particular standard or standards.

Keep updating your portfolio with a reflective view towards your own professional growth and learning. At least once each semester you should review your portfolio and the entries it contains as well as to add new ones. You may revise, update or amend any item, comment reflectively on it, or critique it based on new knowledge and experience. Keep in mind that the faculty is looking at how you express yourself and are most interested in seeing your work progress in complexity, insight, and inspiration. The faculty is also keenly interested in helping you to reflect on your literacy learning, and sharing the insights you’ve developed and especially to know what you celebrate and value as a literacy educator.

As you update your efolios make sure you have included all the major assignments (see page 17) and additional examples of your work to demonstrate your attainments of all competencies required for Reading/Literacy Specialists by the International Reading Association.

You are encouraged to show your efolio to a fellow student, colleague, instructor, and to your Literacy Advisor to gain feedback and perspective on what you intend to submit. However, it is very important that it be your decision to include an item and to be able to support your reason for doing so.

### ***Rubric for Reading Program Portfolio (efolio)***

#### **Worksheet for Coordinating Portfolio Artifacts with IRA Standards (2010)**

Instructions: Use this form to list the artifacts you will present as evidence of your achievement of competencies in your portfolio.

<b><i>IRA STANDARDS (2003)</i></b>	<b><i>EVIDENCE: LIST OF ARTIFACTS; CIRCUMSTANCES/SOURCE</i></b>	<b><i>CONTENT OF REFLECTION</i></b>
<b><i>• FOUNDATIONAL KNOWLEDGE</i></b>		
<b><i>• CURRICULUM AND INSTRUCTION</i></b>		

<ul style="list-style-type: none"> <li>• <b>ASSESSMENT AND EVALUATION</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>DIVERSITY</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>LITERATE ENVIRONMENT</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>PROFESSIONAL LEARNING AND LEADERSHIP</b></li> </ul>		

***e-folio Evaluation***

At the completion of foundational level courses candidates are required to submit the efolio to their advisor for a mid-program evaluation. This is called “transition point assessment.” This ensures that candidates are making appropriate progress and are likely to satisfactorily complete the efolio as part of graduation requirements. The final portfolio review will take place during the semester in which the candidate takes RDG535.

The rubric below will be used for both the mid-program and end-of-program evaluation. The candidate’s faculty advisor will assess portfolio at mid-program and end-of-program. The rubric will be completed by the candidate’s faculty advisor at mid-point and stored in student file. The faculty advisor will make a recommendation for entrance to foundational level courses. Also, following the end-of-program assessment, the faulty advisor will update rubric and make a recommendation for program completion.

## **Rubric for Reading Program e-folio**

Candidate's Name: \_\_\_\_\_ Advisor's Name: \_\_\_\_\_

Mid-Program Evaluation - Pass or Revise (circle one) **Advisor Sig.** \_\_\_\_\_

Goals set at Mid-Program: \_\_\_\_\_

End-Program Evaluation - Pass or Revise (circle one): Recommend for Graduation? Yes No

End-Program Advisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

	<b>Exemplary</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Unsatisfactory</b>	<b>Evidence</b>
<b>Selection of Artifacts</b>	<i>Rich selection of high quality artifacts and work samples drawn from literacy program coursework plus well-selected professional work products, including children's work. Creatively provides complete and rounded picture of candidate strengths.</i>	<i>Representative selection of high quality artifacts and work samples drawn from literacy program coursework and professional work. Satisfactory picture of candidate strengths.</i>	<i>Adequate selection of artifacts and work samples drawn from literacy courses, professional work. Partial picture of candidate strengths</i>	<i>Artifacts are of inadequate number or quality.  Inadequate picture of candidate strengths.</i>	
<b>Rationales</b>	<i>Rich artifact selection accompanied by articulate explanations. Rationales illustrate ability to self-critique.</i>	<i>Rationales consistently &amp; accurately explain artifact, self-critique.</i>	<i>Brief Rationales are inconsistent.</i>	<i>None or insufficient rationales.</i>	
<b>Standard 1: Foundational Knowledge</b> IRA 1.1, IRA 1.2, IRA 1.3,	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements.</i>	<i>Does not meet competency level in all elements.</i>	1.1 1.2 1.3
<b>Standard 2: Curriculum/ Instruction</b> IRA 2.1, IRA 2.2, IR3 2.3	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements.</i>	<i>Does not meet competency level in all elements.</i>	2.1 2.2 2.3
<b>Standard 3: Assessment &amp; Evaluation</b> IRA 3.1, IRA 3.2 IRA 3.3 IRA 3.4	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements.</i>	<i>Does not meet competency level in all elements.</i>	3.1 3.2 3.3 3.4

<b>Standard 4: Diversity IRA 4.1 IRA 4.2 IRA 4.3</b>	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements</i>	<i>Does not meet competency level in all elements</i>	4.1 4.2 4.3
<b>Standard 5: Literate Environment IRA 5.1 IRA 5.2 IRA 5.3 IRA 5.4.4</b>	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements.</i>	<i>Does not meet competency level in all elements.</i>	5.1 5.2 5.3 5.4
<b>Standard 6: Professional Learning and Leadership IRA 6.1 IRA 6.2 IRA 6.3 IRA 6.4</b>	<i>Exemplary competencies in all elements.</i>	<i>High quality work in all elements.</i>	<i>Satisfactory in all elements.</i>	<i>Does not meet competency level in all elements.</i>	6.1 6.2 6.3 6.4
<b>Goal Statement</b>	<i>Plans for the future growth as a reading specialist includes all areas required as a reading specialist</i>	<i>Plans for future growth as a reading specialist is presented</i>	<i>Some plans for future growth as a reading specialist is presented</i>	<i>Limited plans for future growth as a reading specialist is present</i>	
<b>Composition &amp; Mechanics</b>	<i>Attractive visual organization of information. Layout use of white space &amp; composition enhances the readability of text. The text has no errors in grammar, capitalization, punctuation, and spelling.</i>	<i>Appropriate visual organization. The text is attractive in most places. Minor format changes would improve readability. The text has very few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.</i>	<i>Difficult to read; inappropriate organization. Formatting tools under- or over-utilized. The text has (4 –6) errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</i>	<i>Very difficult to read. Layout is distracting and obscures the content. The text has many (&gt;6) errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</i>	
<b>Impression overall</b>	<i>Qualities include interesting, creative, detailed, thoughtful, self-reflective, unique etc.</i>	<i>All of the distinguished qualities, less compelling.</i>	<i>Inconsistent in quality.</i>	<i>Overall impression is of low quality.</i>	

# IRA Standards

## Standard 1: Foundational Knowledge

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

## Standard 2: Curriculum and Instruction

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

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge (see the [Glossary](#) for their definition of *cognitive model of reading*).]

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

### **Standard 3: Assessment and Evaluation**

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

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

### **Standard 4: Diversity**

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

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

### **Standard 5: Literate Environment**

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

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

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

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

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

### **Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

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

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

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

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

## **Required Course Assignments - eFolio**

1. RDG413 – Literature Circle Assignment
2. RDG528 - Beginning Reading Instruction Research Paper and Dispositions
3. RDG520 – Six Lesson Plans
4. RDG529 – Research Paper
5. RDG532 – Assessment Case Study (2 students)
6. RDG533/534 – Action Research Project
7. RDG537 – Assignment related to tutoring students
8. RDG535 – PowerPoint from Professional Development Project
9. TCH600 - Research Paper (Literacy Focus)
10. RDG529 AND RDG535 – Dispositions (only 1 needed)

## **FAQ – e-folio**

### **What should be in my e-folio?**

The portfolio is a showpiece of what you have learned as a result of being a student in the M.Ed. in Reading program at Shippensburg University. Accordingly, you want to include representative samples of artifacts that demonstrate your competencies related to the 2010 International Reading Association Standards for Reading Specialists. A copy of these standards is located in this handbook. You can also obtain these standards on-line by going to:

[http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role5.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx)

### **When should I start organizing my efolio?**

The sooner you begin to collect evidence, the easier it will be for you to stay organized and ultimately produce a portfolio that displays your abilities to your best advantage. It may help to think of your graduate program in two phases, corresponding to the transition points of your Master's program. One-half of the standards should be met by the time you complete Foundational-Level courses. The remaining half **MUST** be completed and revised by your advisor by the time you complete your Practicum-Level courses.

### **What sections should be in my e-Folio**

1. Introduction
2. Table of Contents and/or Worksheet for Coordinating Standards with Artifacts
3. Standard 1: Artifacts and Rationales
4. Standard 2: Artifacts and Rationales
5. Standard 3: Artifacts and Rationales
6. Standard 4: Artifacts and Rationales
7. Standard 5: Artifacts and Rationales
8. Standard 6: Artifacts and Rationales
9. Transition Point Reflective Essay on Growth as a Reading/Literacy Educator
10. Program Completion Reflection Essay on Growth as a Reading/Literacy Educator
11. Long Term Goals

### **Who can I ask about the efolio?**

Any faculty member who teaches graduate-level reading courses should be able to answer your questions. Once you have been admitted into the M.Ed. in Reading program, your advisor can also answer any questions you might have. The earlier you learn about the portfolio, the easier it will be to build a collection of appropriate artifacts from which you can select. Each professor



who teaches graduate reading courses should provide you with information about building your portfolio. This information can be verbally communicated and it will be included in course outlines, as well.

### **How do I set up a Goggle Drive efolio?**

If you are unfamiliar with Google drive, read this information:

[https://support.google.com/drive/?hl=en&p=web\\_home](https://support.google.com/drive/?hl=en&p=web_home)

### **Should each class have one or more artifacts that could be included in my portfolio?**

We hope you will find potentially useful artifacts for your portfolio in each course you take here at Shippensburg University. Artifacts should come from as many of the courses in the Master's of Reading as possible.

This portfolio is intended to become a highly selective collection of what you determine to be your best work. Therefore, we expect you to ultimately choose one piece of evidence to display your range of abilities in each of the six portfolio sections. We anticipate that your decisions about which specific pieces of evidence to submit will be one of the most challenging aspects of this process.

### **How many IRA Standards do I need to address?**

There are currently six IRA Professional Standards, which are comprised of twenty-one elements. As you choose your artifacts for your portfolio, you should carefully examine all of the standards and elements. By the time you have completed your collection of artifacts, you should have covered most, if not all, of the elements for each standard. Thus, multiple elements usually apply to each artifact. There is no minimum or maximum number of elements or standards that should be applied to each artifact. Common sense will indicate the best placement of the various standards.

### **Does the portfolio consist entirely of artifacts? Long Term Goals...**

No. The final section of the portfolio will be devoted to your explaining your long-term goals. This section of the portfolio provides you with an opportunity to reflect on what you have learned, what you want to learn, and how you propose to achieve those goals.

### **Should all portfolios look the same?**

We certainly hope not! Your own personal decisions about what to include in your portfolio should ensure a good deal of variety in portfolio composition. We anticipate your portfolio will differ from the documents your classmates submit in the same ways that every classroom varies in substance, style, and appearance.

### **Should I provide rationales for each of my artifacts?**

Yes. Not only is it important to provide rationales for your artifacts, but also it is important that you link your artifacts to the 2010 IRA Standards for Reading Specialists. Each artifact may have multiple standards and/or elements linked to it. Use the following format for each rationale.

**Title of Artifact:**

**Description:**

**Master's course(s) artifact was developed for:**

**Rationale (include elements/standards in rationale):**

Rationale Example:

This piece of evidence belongs in a reading specialist's portfolio because it demonstrates the **use of a variety of assessment tools and practices to plan and evaluate effective reading instruction**. This artifact, which includes a case study, recommendation packet for home and school, and lesson plans demonstrates the variety of informal and formal assessments used in evaluating a student. Some of the assessments include informal conversation, journaling, *The Interest Inventory for Primary Grades*, *Developmental Reading Activity (DRA)*, and a *Words Their Way Spelling Inventory*. All of these assessments were evaluated and interpreted. Based on the results of each assessment, I created a course of action to take with my student. This section of the artifact presents evidence that supports standard 3.1, **A candidate will compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.** It also supports standard 3.2, a candidate will **support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.** The sample lesson plans provided in this artifact demonstrate careful preparation and planning. The assessments that were given to the student drove her instruction. Also, taken into consideration were her interests.

### **How many Standards/Elements should be addressed with each artifact?**

As you review your artifacts that will be included in your portfolio, you should carefully select all the pertinent IRA Standards that are related to each artifact. There are a total of twenty-one elements that are organized around the six IRA Standards. Most individuals will identify and include multiple elements and/or standards for each artifact. By the time you have organized your last artifact, you should have covered all, or almost all, of the IRA elements/standards.

### **When do I submit my portfolio?**

Portfolios are turned in twice during your master's program. The first time you should submit your portfolio to your advisor is after you have completed your Foundational Level courses. The second time you should submit your portfolio is during RDG535. Sufficient time must be allowed for your advisor to read your work, so typically, portfolios will be due around the 10<sup>th</sup> week of the semester which is typically the week before Thanksgiving. The exact due date will be announced by your instructor in RDG535.