PROVIDENCE
COLLEGE

Graduate Studies in Literacy
Program Handbook
2019 - 2021

Providence College
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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 Literacy Program at Providence College consists of 36 credits of coursework 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 2010 ILA Standards for Literacy Professionals. By addressing these standards through course projects and class discussions, candidates have an opportunity to develop the knowledge, skills and dispositions of a literacy specialist, including 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. Since this program qualifies candidates for certification as a literacy specialist in grades K – 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 successfully completed the literacy program at Providence College and who have three years of teaching experience may apply to the Rhode Island Department of Education for certification as a literacy specialist.

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 are, perhaps, continuously developing as readers and writers, the literate life they model, particularly in their written work, reflects the literate life they value. *Literacy candidates must hold themselves to high standards,* as they document and communicate new understandings of teaching and learning processes in graduate studies. Such 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. Candidates must engage in a rigorous process of revision and editing that involves attention to *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 the 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, with 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, more 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.

B. Application Process

The Graduate Literacy Program at Providence College seeks highly qualified teachers for admission to graduate literacy studies. Applications to the program will be accepted according to the following deadlines: 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 2010 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, all coursework must be completed before acceptance to the program. The applicant's ability to complete course work in a timely manner will be taken into account when considering applicants who have received an incomplete for a course or courses taken prior to formal admission.

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 theoretical and research-based perspectives
- commitment to student-centered practices and standards-based instruction (CCSS)
- 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 critiera 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 and prepare for an interview/presentation with literacy faculty:

- completed application and *professional statement
- official undergraduate and graduate transcripts
- teacher evaluation (most recent) with response option
- ***Miller Analogies Test Score (waived for applicants with a Master's Degree)
- two letters of recommendation (one from a school administrator)
- copy of teacher certification
- **interview / presentation
- application fee of $55.00

*_Professional Statement_
In your professional statement, discuss your teaching experience and provide evidence of your commitment to the admission criteria listed on the previous page.

**_Interview/ Presentation_
Candidates will be scheduled for an interview /presentation two weeks after the application deadline. The presentation provides an opportunity for applicants to describe a lesson taught with emphasis on how this lesson provides evidence of the applicant's experience with and commitment to the **admission criteria.** The presentation also provides an opportunity for applicants to self-assess his/her development in the criteria areas, indicating both areas of strength and need. Applicants should provide student work to support their thoughts. The following questions should guide applicant presentations:

- *What lesson did you teach? (Provide details of the lesson taught.)*
- *How does this lesson demonstrate your commitment to the **admission criteria?***
- *Continuing your focus on the **admission criteria**, what teaching strengths and needs are reflected in the corresponding student work?*

Applicants will be notified of an admission decision in writing within a few days of the interview.

***_Miller Analogies Test Score_
Please indicate code RC 1699 or write in the following address to ensure scores are mailed directly to the Literacy Department:

Providence College
Grad Studies-Harkins Hall 328
1 Cunningham Sq. Providence RI, 02918.

C. Course Sequence and Program Policy

The 2010 ILA Standards for Literacy Professionals are integral to the Graduate Literacy Program at Providence College. In this program, candidates develop the knowledge, skills, and dispositions that are essential to the role of the 21st 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; however, candidates must adhere to the sequence of strands. The following list identifies the courses and highlights the developmental focus of each strand:

Course Sequence

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: Children's & Adolescent Literature
* EDU851: Teaching Writing K-12
** EDU830: Best Practice Primary Grades
** EDU840: Best Practice Intermediate Grades
** EDU832: Best Practice Middle / Secondary Schools
*** EDU835: Seminar in Meeting the Demands of the At-risk Learner

Strand III: Developing Leadership through Internship

EDU836: Literacy Clinic
EDU842: The Literacy Coach
EDU837: Organization and Supervision

* EDU767 and EDU851 may be taken prior to completion of Strand I courses.
** EDU830, EDU840, EDU832 must be taken prior to EDU836: Clinic
*** EDU835 is intended to provide a culminating experience for Strand II.

Program Policies

- *Exceptions to Course Sequence*
  Exceptions to the course sequence must be requested in writing and submitted to the program director for consideration. Exceptions are granted only in unusual circumstances.

- *Course Status of Incomplete*
  Candidates who receive a **grade of incomplete** at the end of a semester must complete required course work within one year of course completion. Candidates who do not complete course work within one year must re-register for the course.

Candidates who have **more than one grade of incomplete** may not register for additional courses until all incompletes have been resolved.

- *Revision of Course Projects for Portfolio Artifact*
  A course project that receives less than a 'B' must be revised before submission to the portfolio. 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.

- *Core Projects*
  Course instructors may identify a course project as uniquely representative of the knowledge, skills and dispositions addressed in a particular course and by identified ILA Standards. Such projects are **required portfolio entries** and must be successfully completed or revised (a grade of 'B' or better) for completion of the program. Revision of course projects for submission to the portfolio must be completed within the 6 week project revision guidelines.

- *Strand II and III Level Forums*
  Strand Level Forums will be held for candidates in Strands I / II and for candidates who are preparing to begin Strand III. Forums will prepare candidates for new program or certification requirements and for requirements related to the strand they are approaching.

- **American Psychological Association** (APA) format will be required for all citations.

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Developmental Sequence of ILA Standards for Reading Specialists

Strand I: Bulding Core Knowledge
- *ILA Standards*: 1.1, 1.2, 1.3

Strand II: Applying Core Knowledge to K-12 Students
- *ILA Standards*: 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4

Strand III: Developing Leadership through Internship
- *ILA Standards*: 2.1, 3.4, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

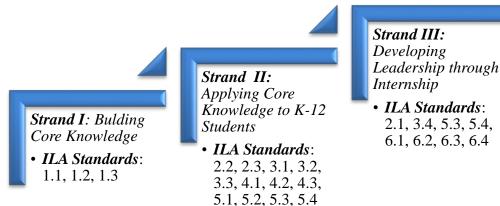**Figure I** represents the three strands of the literacy program and the developmental sequence of standards addressed throughout the strands. In Strand I, candidates develop a theoretical foundation for their work as literacy specialists. In Strand II, candidates build on this foundation, applying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

D. Course Descriptions

Strand I: Developing Core Knowledge
ILA Standards: 1.1, 1.2, 1.3

EDU763: Research in Literacy
This course focuses on current trends in literacy education from a research perspective. Candidates read, interpret, and analyze qualitative and quantitative research, while surveying the historical development of reading and writing practices in the K-12 classroom. In addition, candidates explore the components of an action research project and understand the significance of action research in the development of effective literacy practices.

EDU765: Models and Processes
Understanding educational theories and their implications for classroom practice is a critical component of effective teaching. This course provides a theoretical foundation for sound literacy instruction and for a comprehensive literacy program. Through course projects, professional readings and class discussions, candidates develop a solid understanding of the teaching practices that impact student development in literacy.

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

Handsfield, Lara J. (2015). *Literacy theory as practice: Connecting theory and instruction in k-12 classrooms.* New York: Teachers College Press.

Strand II: Applying Core Knowledge to K -12 Learners
ILA Standards: 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.2, 5.3, 6.2, 6.3

EDU767: Children's and Adolescent Literature
Featuring authentic literature by authors of diverse cultures, this course fosters critical thinking around literature and develops 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 experience a workshop model that is grounded in Rosenblatt's Transactional Reader Response Theory. A field experience with urban high school students around graphic novels is an exciting component of this course.

Jago, C. (2011). *With rigor for all: Meeting common core standards for reading literature.* Heinemann.

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

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

EDU851: Teaching Writing K-12
Candidates prepare to support effective writing practices in elementary, middle, and secondary classrooms through an extensive study of writing pedagogy. Studying the theories and practices

that have influenced writing instruction in recent decades, candidates will understand the practices that positively impact writing development. Candidates will explore process vs. on-demand writing, writing conventions, conferencing and revision, the writer's workshop, writing process and writing assessment.

Gallagher, K. (2006). *Teaching adolescent writers*. Maine: Stenhouse Publishers.

Jago, C. (2015). *Uncommonly good ideas*. New York: Teachers College Press.

National Commission on Writing (2003). *The neglected "r:" The need for a writing revolution*. National Commission on Writing.

National Commission on Writing (2006). *Writing and school reform*. National Commission on Writing.

Murray, D.M. (2004). *A Writer Teaches Writing*. Boston: Heinle/Thomson Publishers.

Ray, K.W. (2004). *About the authors: Writing workshop with our youngest writers*. New Hampshire: Heinemann.

EDU830: Best Practices Primary Grades
With an emphasis on emergent readers, this course addresses the major components of literacy development: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Through professional readings and field experiences, candidates examine the instructional and assessment practices that support early readers and writers of all cultural and economic communities and the relationship between reading and writing. Through a case study experience, candidates will understand the assessment practices that support student growth.

Clay, M. (2013). *An observation survey of early literacy achievement* (3rd edition). Auckland: Heinemann. (With *Sand, Stones, No Shoes*, or *Follow Me Moon*)

Clay, M. M. (2016). *Literacy Lessons Designed for Individuals (*2nd edition). Auckland: The Marie Clay Literacy Trust.

EDU840: Best Practice Intermediate Grades
With an emphasis on intermediate grade readers, this course addresses four big ideas: assessment, struggling readers, best practice, and reading comprehension. Four types of assessment (screening, diagnosis, progress monitoring and outcomes), an analysis of their role in identifying the strengths and needs of individual readers will be studied. Understanding running records, miscue analysis and cueing systems as they relate to instruction and assessment and becoming proficient in applying these systems to struggling intermediate grade readers is a significant objective of this course. A case study of a struggling intermediate grade reader is required.

Fleischman, P. (1997). *Seedfolks*. New York: HarperCollins Publishers Inc.

Harvey, S. & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding, engagement and building knowledge, grades K – 8.* Portland, ME: Stenhouse Publishers

Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. New York: Allyn & Bacon.

Morrow, L. & Gambrell, L. (Eds.). (2019). *Best practices in literacy instruction, 6th edition.* New York: The Guilford Press.

EDU832: Best Practices in the Middle & Secondary Grades
This course prepares candidates to work with struggling readers at the middle and secondary levels. 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.

Beers, K. (2003). *When kids can't read what teachers can do*. Manchester, NH: Heinemann.

Cushman, K. (2012). *Fires in the mind: What kids can tell us about motivation and mastery*. San Francisco: Jossey-Bass Publishers.

EDU835: Seminar in Meeting the Demands of the At-Risk Learner
This course addresses the cognitive and non-cognitive issues that challenge teachers as they strive to work effectively with students who are typically described as 'at-risk.' Literacy development issues related to English Language Learners, students with Autism, and students with Dyslexia will be presented by experts in these fields. In addition, literacy development issues related to oral language development and to children living in poverty and children from culturally diverse communities will be examined.

Stambaugh, J. (2017). *What's right with me? Hope for the dyslexic.* Kansas: ISPB Publishers

Neuman, S. (2012). *Giving our children a fighting chance: Poverty, literacy and the development of information capital.* New York: Teachers College Press.

Strand III: Developing Leadership through Internship
    ILA Standards: 2.1, 3.4, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

EDU836: Literacy Clinic
This internship course offers candidates an opportunity to work with struggling readers and writers at both the primary and secondary levels. In this experience, candidates apply the skills, knowledge and dispositions they have developed throughout the program to their work with struggling readers and writers. Candidates work both individually and collaboratively with other literacy candidates to select and administer appropriate assessments, to understand their students' strengths and needs in light of assessment data, to develop and implement instructional plans, to select materials, and to reflect critically and analytically on their practice. Both primary and secondary Clinic experiences are presented by currently practicing literacy specialists.

Clay, M. M. (2005). *An observation survey of early literacy achievement*. Auckland: Heinemann. (with *Sand, Stones, No Shoes*, or *Follow Me Moon*)

Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. New York: Allyn & Bacon.

Burkins, J. & Yaris, K. (2016). *Who's doing the work: How to say less so readers can do more.* Portland: Stenhouse Publishers.

EDU842: The Literacy Coach
In this course, candidates prepare for the role of the literacy specialist as consultant/coach. Through a series of field experiences, candidates understand the ways in which specialists can be a resource for ELA and content area teachers and administrators, thus supporting the implementation of effective literacy practices in their school. By identifying significant coaching situations and a plan of action in collaboration with course instructors and reading specialists at their schools, candidates understand the significance of the consultant role in students' literacy development. This course is co-taught by two currently practicing literacy specialists.

Casey, K. (2006). *Literacy coaching: The essentials*. Boston: Pearson Publishers.

Toll, C. (2014). *The literacy coach's survival guide: Essential questions and practical answers, 2nd Ed.* Newark, DE: International Reading Association.

International Literacy Association. (2006*). Standards for middle and high school literacy coaches.* Newark, DE: International Reading Association.

EDU837: Organization and Supervision
This 4-credit course presents an opportunity for candidates to analyze a literacy program at a particular grade level or focus area (i.e., reading, writing, content area learning). This culminating project in the graduate program requires candidates to demonstrate proficiency in skills, dispositions and knowledge related to instruction, curriculum and assessment. Immersed in the process of program analysis and improvement, candidates demonstrate proficiency as a school leader and also in the ability to collect, organize, and analyze data from multiple sources.

Lundin, S. C., Paul, H., Christensen, J. (2002). *Fish!* New York: Hyperion.

Wepner, S. B., Strickland, D. S., Quatroche, D. J. (2013). *The Administration and Supervision of Reading Programs*. Vermont: Teachers College Press.

E) Plans of Study

Courses for the Master's program in literacy are offered each semester and in Summer II. The candidate needs the approval of the program director for transfer credit. Up to 6 graduate credits from an approved four year college or university, not applied towards another degree, with a grade of B or higher will be considered for transfer credit. Courses that are transferred to this program must have been taken within five years of application to the program. Suggested 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 II
EDU765: Models and Processes	EDU767: Child/Adolescent Lit	EDU763: Research
EDU840: Best Practice Intermediate	EDU830: Best Practice Primary	EDU851: Writing K-12
EDU832: Best Practice Mid/Sec	EDU835: At-Risk Learners	EDU836: Clinic
EDU837: Org / Supervision	EDU842: The Literacy Coach	

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

Summer II	Fall	Spring
EDU763: Literacy Research	EDU765: Models and Processes	EDU767: Child/Adolescent Lit
EDU851: Writing K-12	EDU840: Best Prac Intermediate	EDU830: Best Practice Primary
	EDU832: Best Practice Mid/Sec	EDU835: At-Risk Learners
EDU836: Literacy Clinic	EDU837: Org / Supervision	EDU842: The Literacy Coach

Plan of Study #3: 3 Years, Beginning in Fall

Fall	Spring	Summer II
EDU765: Models and Processes	EDU767: Child/Adolescent Lit	EDU851: Writing K-12 EDU763: Research
EDU840: Best Practice Intermediate EDU832: Best Practice Mid/Secondary	EDU830: Best Practice Primary EDU835: Seminar/ At-Risk Learners	EDU836: Literacy Clinic
EDU837: Organization/Supervision	EDU842: Literacy Coach	

Plan of Study #4: 3 Years, Beginning in Summer II

Summer II	Fall	Spring
EDU763: Literacy Research	EDU765: Models and Processes EDU840: Best Practice Intermediate	EDU767: Child/Adolescent Lit
EDU851: Teach Writing K-12	EDU832: Best Practice Secondary	EDU830: Best Practice Primary EDU835: At-Risk Learner
EDU836: Clinic	EDU837: Org/ Supervision	EDU842: Literacy Coach

Plan of Study #5: 1.5 Years, Beginning in Summer II (for students with GA positions)

Summer II	Fall	Spring
EDU763: Literacy Research EDU851: Writing K-12	EDU765: Models and Processes EDU840: Best Prac Intermediate EDU832: Best Practice Mid/Sec	EDU830: Best Practice Primary EDU767: Children's Literature EDU835: At-Risk Learners
EDU836: Literacy Clinic	EDU837: Organization and Supervision of Literacy Programs EDU842: The Literacy Coach	

Note: Literacy candidates may also develop a plan of study that extends across 5 calendar years.

Plan of Study #6: Four + 1.0 (for PC Education Majors – Starts in Senior Year)

Senior Year

Fall	Spring
EDU765: Models and Processes	EDU767: Children's & Adolescent Literature

Upon Completion of Undergraduate Studies

Summer II	Fall	Spring
EDU763: Research EDU851: Writing K-12	EDU840: Best Prac Intermediate EDU832: Best Prac Mid/Secondary EDU837: Org/Supervision	EDU830: Best Practice Primary EDU835: At-Risk Learners EDU842: Literacy Coach

Summer II
EDU836: Clinic

F. State and National Initiatives Related to Literacy
(See Part I, Appendix I: RI & National Initiatives, Policies, and Law Overview)

The graduate literacy program at Providence College is committed to providing candidates with an understanding of current RI initiatives, policies and law relevant to literacy. These initiatives are formally presented in course projects throughout the program with multiple opportunities for application and a final opportunity for candidates to demonstrate proficiency. The flow chart included at the end of Section E illustrates the distribution of these documents throughout the program. The following initiatives, policies, law are included:

Common Core State Standards (CCSS, 2010)
The Common Core Standards set requirements for developing the knowledge and skills that are necessary to prepare K-12 learners for college and career. Based on a vision of literacy in the 21st 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 Common Core Standards in their work in Strand II and III courses.

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)
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.

National Commission on Writing
The document entitled *The Neglected 'R:' The Need for a Writing Revolution,* prepared in 2003 by the National Commission on Writing, provides foundational information for EDU851: Teaching Writing K-12. Candidates are required to read this document and prepare for discussion at the first class meeting.

The International Society for Technology in Education (ISTE)
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.

Rhode Island Department of Education's Personal Literacy Plan Guidelines (2013)
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
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
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
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.

Info Works
The Student Characteristics tab includes PK-12 demographics. This data can be used to examine academic data related to minority students.

Multi-Tiered System of Support including RTI
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.

G. 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 core courses in the program: EDU836: 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: _____

H. 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.

I. Student Release Form

As an applicant to the Graduate Literacy Program at Providence College, I grant the Program Director permission to inform the Superintendent of Schools and the principal of the school in which I am currently teaching of my interest in pursuing a Master's Degree in Literacy. This letter will also inform administrators of my need to work with teachers and other professionals in my district to complete related field experiences. I understand that this letter provides *an introduction to my interest in this degree*. I will further communicate with administrators and seek their guidance when engaging in course work that requires a field experience.

Student Name_____ Banner ID_____

Student Signature_____ Date _____

School System_____Superintendent_____

Address_____

School_____ Principal_____

Address _____

I. Program Completion

Exit Survey

Candidates complete an exit survey on Survey Monkey 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.

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 and Application Documents

    a.   Graduate Literacy Program Overview

    b.   Literacy Assessment System: A Continuum of Achievement

    c.   Technology Overview

    d.   ISTE Standards

    e.   PK-12 Student Standards (CCSS) Overview

    f.   Data Driven Instruction Overview

    g.   Equity Overview

    h.   RI & National Initiatives, Policies and Law Overview

PV_3 Program Overview/ Graduate Literacy

Admission Evidence

- application and professional statement
- interview/ presentation
- teacher evaluation (most recent) with response option
- Miller Analogies Test Score (waived for applicants with a Master's Degree)
- two letters of recommendation (one from a school administrator)
- copy of teacher certification
- official transcripts

Decision Options & Required Performance Levels

Accepted - 3.0+ GPA and admission score of 6+, with minimum 6 emerging criteria

Accepted with Mentoring – 3.0+ GPA and admission score of 4 - 5 with minimum emerging criteria

Not Accepted at This Time - <3.0 GPA and/or admission score < 4 emerging criteria

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Strand I: Developing Core Knowledge

2010 ILA Standards for Literacy Professionals
Standard 1: Foundational Knowledge - 1.1, 1.2, 1.3

EDU765: Models and Processes
Field: Reflect, Observe, and Apply (4 hrs.)

EDU763: Research in Literacy

Portfolio Assessment #1: Evidence of Foundational Knowledge

Total Field Experience Strand I: 4 hrs.

Strand II: Applying Core Knowledge to K-12 Learners

2010 ILA Standards for Literacy Professionals
Standard 2: Curriculum & Instruction - 2.2, 2.3
Standard 3: Assessment & Evaluation 3.1, 3.2, 3.3
Standard 4: Diversity - 4.1, 4.2, 4.3
Standard 5: Literate Environment-5.1, 5.2, 5.3, 5.4

*EDU767: Children's and Adolescent Lit
Field: MET School Workshop & Lessons (10 hrs.)

*EDU851: Teaching Writing K-12
Field: Looking at Student Work/Observation (10 hrs.)

EDU830: Best Practice Primary Grades
Field: Case Study & Lesson Series (10 hrs.)

EDU840: Best Practice Intermediate Grades
Field: Case Study & Lesson Series (10 hrs.)

EDU832: Best Practice Middle/Secondary
Field: Case Study (10 hrs.)

EDU835: Meeting the Demands of the At-Risk Learner
Field: Observations of At-Risk Learner (4 hrs.)

*EDU767 and EDU851 May Be Taken Prior to Strand I Completion

Portfolio Assessment #2: Readiness for Clinical Experience
Total Field Experience Strand II: 54 hrs.

Strand III: Developing Leadership through Internship

2010 ILA Standards for Literacy Professionals
Standard 2: Curriculum & Instruction 2.1
Standard 3: Assessment & Evaluation 3.4
Standard 5: Literate Environment 5.3, 5.4
Standard 6: Professional Learning & Leadership - 6.1, 6.2, 6.3, 6.4

EDU836: Literacy Clinic
Field: Primary/Secondary Teaching- 150 hrs.

EDU842: Literacy Coach
Field: Coaching /Shadowing - 48 hrs.

EDU837: Organization and Supervision of Literacy Programs
Field: Analysis of Literacy Programs -52 hrs.

PRAXIS II for Reading Professionals

Portfolio Assessment #3 – Recommendation for Certification Total Internship Strand III: 250 hrs.
Total Field/Internship: 308 hrs.

Requirements for Certification:

1. Master's Degree in Education in Literacy
2. PRAXIS II for Reading Professionals Score Report (or out-of-state equivalent)
3. Three (3) Years Teaching Experience

Literacy Assessment System: A Continuum of Achievement for Graduate Candidates

Candidate: _____   Date of Admission Decision: _____

Application Materials: Professional Statement (PS), Recommendation Letters (RL), Interview with Presentation (IP), Miller Analogies Test (MAT), Teacher Evaluation with Response Option, (TE), Transcript (T)

Admission criteria are in shaded boxes.

Rubric:
NE – Not Evident
0 – Not Acceptable
1 – Emerging
2 – Proficient
3 – Distinguished

*Aligned with 2010 ILA Standards for Reading Professionals

Evidence

Admission	Assmt 1	Assmt 2	Assmt 3
PS- Professional Statement	SR- Summative Reflection	P2- Presentation 2 (Strengths/ Needs)	P3- Presentation 3 (Growth & Commitment to Learning)
RL- Rec. Letters	AR –Artifacts & Reflections	AR –Artifacts & Reflections	AR –Artifacts & Reflections
IP-Interview Presentation	IR -Indicator Reflections	IR -Indicator Reflections	IR -Indicator Reflections
MAT-Millers Analogy Test	GT- Graduate Transcript	GT- Graduate Transcript	GT- Graduate Transcript
TE- Teacher Eval			
T- Transcript			

Standard / Criterion	Admission	Assessment 1 (Theoretical / Research-Based Foundation)	Assessment 2 (Preparation for Internship Experience)	Assessment 3 (Recommendation for Certification)
Positive dispositions related to theoretical and research-based perspectives.	A:			
Candidate demonstrates understanding of major theories and empirical research related to cognition, language, motivation, and sociocultural topics.	1:			
Candidate demonstrates understanding of balanced reading and writing development as it relates to theory.	2:			
Candidate demonstrates theoretical knowledge through professional judgment to nurture student development.	3:			
Knowledge, skills, and dispositions related to student-centered practices (curriculum, instruction, and assessment) and standards-driven instruction.	A:			
Candidate demonstrates foundational knowledge to design and/or implement a comprehensive, balanced curriculum.	1:			
Candidate uses student-centered, balanced instructional approaches to develop language, reading, writing, and strategic knowledge.	2:			
Candidate uses a wide range of text genres (digital and print) to promote and develop literacy.	3:			
Candidate demonstrates understanding of assessment (purpose, strengths, and limitations).				
Candidate demonstrates aptitude in administering and interpreting assessments for various purposes.				
Candidate uses assessment information to plan and evaluate instruction.				
Candidate communicates assessment results and implications to a variety of audiences.				

		A:	1:	2:	3:
Positive dispositions related to student diversity (cultural, linguistic, developmental, and economic).					
Candidate recognizes, understands, and values forms of diversity. Demonstrates such understanding in nurturing student literacy development.					
Candidate uses literacy to engage students, and positively impact their knowledge of and appreciation for diversity.					
Candidate develops and implements strategies to advocate for equity.					
Commitment to a literate environment (inquiry, critical thinking, student agency).					
Candidate designs the physical environment to engage and support students in literacy.					
Candidate uses choice, motivation, and scaffolding to provide students with a social environment conducive to literacy engagement and development.					
Candidate demonstrates ability to use various instructional routines to support literacy development (time allocation, discussion, peer interaction/feedback).					
Candidate demonstrates ability to differentiate instruction.					
Commitment to professional learning and leadership.					
Candidate demonstrates knowledge related to adult learning, school culture, and organizational change.					
Candidate demonstrates personal aptitude and commitment to literacy and a passion for supporting others in literacy.					
Candidate participates in, develops, leads, and facilitates effective, differentiated professional development.					
Candidate understands and influences local, state, or national policy decisions.					
Proficient use of technology for:					
Communication					
Collaboration/Professional Learning Community					
Classroom Instruction					

Admission	Interview Date: _____	Teaching Certificate/Expiration Date _____	GPA Undergraduate _____ Graduate _____
	Recommendation: ☐ Accepted (6+)	☐ Accepted with Mentoring (4-5)	☐ Not Accepted At This Time (Less than 4)
	Comments:		
	Reviewer Signatures: _____		

Assessment 1 *(Evidence of Foundational Knowledge)*	Date: _____
	Recommendation: ☐ Distinguished (15-18) ☐ Proficient (10-14) ☐ Emerging (6-10) ☐ Not Acceptable (Less than 6)
	Comments:
	Reviewer Signatures: _____

Assessment 2 *(Preparation for Clinical Experience)*	Date: _____
	Recommendation: ☐ Distinguished (15-18) ☐ Proficient (10-14) ☐ Emerging (6-10) ☐ Not Acceptable (Less than 10)
	Comments:
	Reviewer Signatures: _____

Assessment 3 *(Recommendation for Certification)*	Date: _____
	Recommendation: ☐ Distinguished (15-18) ☐ Proficient (10-14) ☐ Emerging (6-10) ☐ Not Acceptable (Less than 10)
	Comments:
	Reviewer Signatures: _____

Technology Overview

Technology Tool	Strand I: Core Knowledge		Strand II: Applying Core Knowledge K-12 Learners						Strand III: Developing Leadership through Internship		
	EDU765 Models & Processes	EDU763 Literacy Research	EDU767 Adolescent Literature	EDU851 Writing K-12	EDU830 Best Prac Primary	EDU840 Best Practice Intermediate	EDU832 Best Prac Mid/Sec.	EDU835 At-Risk Learners	EDU836 Literacy Clinic	EDU842 Literacy Coach	EDU837 Organization & Supervision
ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity											
ISTE Standard 2: Design and Develop Digital Age Learning Experiences and Assessments											
ISTE Standard 3: Model Digital Age Work and Learning											
Google Docs			✓						✓		
Google Slides			✓								
Google Forms			✓								
Padlet			✓							✓	
Bookopolis			✓								
Edupuzzle			✓								
Blogs					✓				✓		
Survey Monkey		✓		✓	✓	✓			✓		
ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility											
APA Digital Citations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ISTE Standard 5: Engage in Professional Growth and Leadership											
Twitter									✓		
Facebook										✓	

ASSESSMENT: Course and Field/ Internship Level

EDU765, EDU763 Observation / Discussion as Relevant to Foundational Knowledge	EDU767, EDU830 Syllabi and Key Assessments	EDU836, EDU842, EDU837 Syllabi and Key Assessments, As Relevant

ASSESSMENT: Program Level

Admission	Strand I: Foundational Knowledge	Strand II: Readiness for Clinical Experiences	Strand III: Recommendation for Certification
Criteria: Candidate demonstrates commitment to technology for communication, collaboration, and classroom instruction. Required Performance Level: Emerging	Portfolio Assessment I/ Strand I • ILA Indicator Reflections • Summative Reflection for Strand I	Existing System • ILA Standard Indicator Reflections for Strand II • Summative Reflection for Portfolio Assessment II/ Strand II New System (Beginning with Candidates Accepted in November, 2017) • ILA Standard Indicator Reflections for Strand II • Self-Assessment Presentation with Growth Plan	Existing System • ILA Standard Indicator Reflections • Summative Reflection for Portfolio Assessment III/ Strand III New System • ILA Standard Indicator Reflections • Final Presentation /Prof. Growth

A. ISTE STANDARDS – TEACHERS

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.

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

Student Standards Overview

Common Core State Standards	Strand I: Core Knowledge		Strand II: Applying Core Knowledge K-12 Learners							Strand III: Developing Leadership Through Internship		
	EDU765 Models / Processes	EDU763 Literacy Research	EDU767 Adolescent Literature	EDU851 Writing K-12	EDU830 Best Practice Primary	EDU840 Best Practice Intermed	EDU832 Best Practice M/Second	EDU835 At-Risk Learner	836 Clinic	842 Literacy Coach	837 Super-vision of Programs
Reading/Literature K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading/Informational Text K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading/Foundational Skills K-5	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Writing/K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening/K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language/K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Range, Quality, and Complexity of Student Reading K-12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading/Literacy History and Social Studies 6-12	✓	✓	✓				✓	✓	✓	✓	✓
Reading/Literacy Science and Technical Subjects 6-12	✓	✓	✓				✓	✓	✓	✓	✓
Writing/Literacy History, Social Studies, Science, etc.	✓	✓	✓	✓			✓	✓	✓	✓	✓

Key: Focus on Standards; Supported Standards (as relevant to theoretical and foundational knowledge in EDU765 and EDU763); Demonstrated Proficiency

ASSESSMENT: Course Level

EDU765, EDU763 Observation/Discussion	EDU767, EDU851, EDU830, EDU840, EDU832 Key Assessments

ASSESSMENT: Program Level

Admission	Strand I: Foundational Knowledge	Strand II: Readiness for Clinical Experiences	Strand III: Recommendation for Certification
Emerging Knowledge	Portfolio Assessment I/ Strand I • ILA Indicator Reflections • Sum. Reflection for Strand I ILA Standards	Existing System • ILA Standard Indicator Reflections for Strand II • Summative Reflection for Portfolio Assessment Point II/Strand II New System (beginning with Candidates Accepted in November, 2017) • ILA Standard Indicator Reflections • Self-Assessment Presentation with Professional Growth Plan	Existing System • ILA Indicator Reflections • Summative Reflections for Assess Point III/Str III New System ILA Standard Indicator Reflections Final Presentation/Prof. Growth

Data Driven Instruction

Data Sources	Strand I: Core Knowledge		Strand II: Applying Core Knowledge K-12 Learners						Strand III: Developing Leadership through Internship		
	EDU765 Models / Processes	EDU763 Literacy Research	EDU767 Adolescent Literature	EDU851 Writing K-12	EDU830 Best Prac Primary	EDU840 Best Practice Intermediate	EDU832 Best Prac Mid/Sec.	EDU835 At - Risk Learners	EDU836 Literacy Clinic	EDU842 Literacy Coach	EDU837 Org/ Supervis of Literacy Programs
Formal and Informal Reading Assessments (Screening, Diagnosis, Progress Monitoring, Outcomes)											
Qualitative Reading Inventory (QRI – 6)						✓	✓		✓		
Marie Clay's Observation Survey					✓				✓		
Classroom Assessments (i.e., STAR, Fountas and Pinnell)					✓	✓	✓	✓	✓	✓	✓
School-Wide Assessments (i.e., PARCC)					✓	✓	✓	✓	✓	✓	✓
Self-Assessment and Student Work											
Interest Surveys Interviews			✓			✓	✓	✓	✓	✓	✓
Student Work			✓	✓	✓	✓	✓	✓	✓	✓	✓
Observations and Conversations with Students, Teachers and Parents											
Observation			✓	✓	✓	✓	✓	✓	✓	✓	✓
Conversations with Students, Teachers, Parents			✓	✓	✓	✓	✓	✓	✓	✓	✓

EDU765, EDU763

	Strand I: Evidence of Foundational Knowledge	ASSESSMENT: Course and Field/Internship Level	Strand III: Recommendation for Certification
Admission	Observation/ Discussion as Related to Theory and Research	Strand II: Readiness for Clinical Experiences	
Emerging Knowledge	Portfolio Assessment I/ Strand I • ILA Standard Indicator Reflections • Summative Reflection for Strand I ILA Standards	Existing System • ILA Standard Indicator Reflections for Strand II • Summative Reflection for Portfolio Assessment Point II/ Strand II New System (Beginning with Candidates Accepted in November, 2017) • ILA Standard Indicator Reflections for Strand II • Self-Assessment Presentation with Growth Plan	Existing System • ILA Standard Indicator Reflections • Summative Reflection for Portfolio Assessment Point III / Strand III New System • ILA Standard Indicator Reflections • Final Presentation /Emphasis on Professional Growth

EDU765, EDU763 — Key Assessments

EDU830, EDU840, EDU832, EDU851 — Key Assessments — ASSESSMENT: Program Level

EDU836, EDU842, EDU837 — Key Assessments, As Relevant

Equity Overview

Equity Factors	Strand I Core Knowledge		Strand II Applying Core Knowledge to PK-12 Learners					Strand III Developing Leadership through Internship			
	EDU765 Models & Processes	EDU763 Literacy Research	EDU767 Children & Adolescent Literature	EDU851 Writing K-12	EDU830 Best Practice Primary	EDU840 Best Practice Intermediate Grades	EDU832 Best Practice Middle/ Secondary	EDU835 At-Risk Learners	EDU836 Clinic	EDU842 Literacy Coach	EDU837 Org. & Supervision
Language (ELLs)	✓ (gray)	✓ (gray)				✓ (green)	✓ (green)	✓ (yellow)	✓ (green)	✓ (green)	✓ (cyan)
Oral Language Development	✓ (gray)	✓ (gray)			✓ (green)			✓ (yellow)	✓ (green)	✓ (green)	✓ (cyan)
Cultural Factors	✓ (gray)	✓ (gray)	✓ (yellow)	✓ (green)	✓ (green)	✓ (green)	✓ (green)	✓ (yellow)	✓ (green)	✓ (green)	✓ (cyan)
Economic Factors	✓ (gray)	✓ (gray)	✓ (green)	✓ (green)	✓ (green)	✓ (green)	✓ (green)	✓ (yellow)	✓ (green)	✓ (green)	✓ (cyan)
Academic & Developmental Factors	✓ (gray)	✓ (gray)	✓ (green)	✓ (green)	✓ (yellow)	✓ (yellow)	✓ (yellow)	✓ (yellow)	✓ (green)	✓ (green)	✓ (cyan)

Key: Building Awareness; Formal Presentation of Equity Factor; Guided Application; Demonstrated Proficiency

ASSESSMENT: Course/ Field Internship Level

Admission & Strand I: Core Knowledge	Strand II: Applying Core Knowledge to PK-12 Learners	Strand III: Developing Leadership through Internship
Observation/ Discussion as Relevant to Foundational Knowledge	EDU767, EDU835 Syllabi and Key Assessments	EDU836, EDU842, EDU837 Key Assessments, As Relevant

ASSESSMENT: Program Level

Admission	Strand I: Evidence of Foundational Knowledge	Strand II: Readiness for Clinical Experiences	Strand III: Recommendation for Certification
Criteria: Candidate demonstrates positive dispositions related to student diversity (cultural, linguistic, developmental, and socio-economic). Required Performance Level: Emerging	Portfolio Assessment I/Strand I • ILA Standard Indicator Reflections • Summative Reflection for Strand I ILA Standards	Existing System • Sociocultural Statement • ILA Standard Indicator Reflections for Strand II • Summative Reflection for Strand II ILA Standards New System (Beginning with Candidates Accepted in November, 2017) • Sociocultural Statement • ILA Standard Indicator Reflections for Strand II • Self-Assessment Presentation with Professional Growth Plan	Existing System • ILA Standard Indicator Reflections • Summative Reflection for Portfolio Assessment Point III/Strand III New System • ILA Standard Indicator Reflections • Final Presentation / Professional Growth Model

RI Initiatives Overview

RI Initiatives	Strand I: Core Knowledge		Strand II: Applying Core Knowledge K-12 Learners						Strand III: Developing Leadership Through Internship		
	EDU765 Models & Processes	EDU763 Literacy Research	EDU767 Child/ Adolescent Literature	EDU851 Writing K-12	EDU830 Best Practice Primary	EDU840 Best Prac Inter-mediate	EDU832 Best Practice Mid/Sec.	EDU835 At-Risk Learners	EDU836 Clinic	EDU842 Literacy Coach	EDU837 Org/ Supervision
Basic Education Program/ CCSS (2010)			✓	✓	✓	✓	✓	✓	✓	✓	✓
RI General Laws (Ch.16)					✓	✓	✓	✓	✓	✓	✓
National Commission on Writing (2003/2007)				✓			✓		✓	✓	✓
Secondary School Regulations (2017)						✓	✓	✓	✓	✓	✓
Comprehensive Literacy Guidance (2017)			✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal Literacy Plan/ (2013) Individual Literacy Plans					✓	✓	✓	✓	✓	✓	✓
Social & Emotional Learning (2017)			✓	✓	✓	✓	✓	✓	✓		✓
Personalized Learning /RI's Strategic Plan for Public Education, 2015-2020			✓		✓	✓	✓	✓	✓		✓
Every Student Succeeds Act (2017)					✓	✓	✓	✓	✓		✓
Comprehensive Assessment System					✓	✓	✓	✓	✓		✓
PARCC/RICAS (2012)			✓		✓	✓		✓		✓	✓
ISTE Standards										✓	✓
Multi-Tiered System of Support/ RTI								✓	✓	✓	✓
RI Educational Data (2017) (Infoworks, ISS, RIDEmap, GrowthModel)		✓								✓	✓
Go TO Strategies/ ESL/ WIDA/ ELL Programs (2012)		✓			✓	✓	✓	✓	✓	✓	✓

Key: Formal Presentation of Initiative; Guided Application; Demonstrated Proficiency

ASSESSMENT: Course Level

No Formal Assessment	EDU851, EDU830, EDU840, EDU832 Key Assessments, As Relevant	EDU836, EDU842, EDU837 Key Assessments, As Relevant

ASSESSMENT: Program Level

Admission	Strand I: Evidence of Foundational Knowledge	Strand II: Readiness for Clinical Experiences	Strand III: Recommendation for Certification
Criteria: Candidate demonstrates commitment to professional learning and leadership. Required Performance Level: Emerging	Portfolio Assessment I/Strand I • ILA Standard Indicator Reflections • Summative Reflection for Strand I ILA Standards	Existing System • Sociocultural Statement • ILA Standard Indicator Reflections • Summative Reflection for Strand II ILA Standards New System (Beginning with Candidates Accepted in November, 2017) • Sociocultural Statement • ILA Standard Indicator Reflections for Strand II • Self-Assessment Presentation with Professional Growth Plan	Existing System • Summative Reflection & ILA Standard Indicator Reflections New System • ILA Standard Indicator Reflections • Final Presentation /Emphasis on Professional Growth

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* for PK-12 classroom teachers

To support the development of skills related to these roles, field experiences in Strands I and II are generally single-faceted and provide an opportunity for candidates to develop skills that will later be applied in more complex and sustained internships. In Strands I and II, candidates focus on PK-12 readers and writers to understand the developmentally unique needs of students at 3 critical levels of reading development: primary, intermediate, and middle/secondary. Candidates also work with students from diverse populations of learners (cultural, linguistic, developmental, and economic). Supervision for these experiences is provided by on-site reading specialists and/or course instructors (many of whom are also practicing reading specialists) through class discussion and feedback on the candidate's written reports. Supervision for more complex and sustained experiences is provided by both course instructors, (also serving as clinical supervisors) and clinical educators (school-based reading specialists).

In completing field work, candidates must consider the wide range of culturally and linguistically diverse populations of learners within the state. Exceptional learners and diversity with respect to racial, ethnic, socio-economic, and linguistic identity must be integral to the fieldwork experience in all strands. Candidates will record their fieldwork experiences with regard to diversity on a *Field Experience / Internship Recording Sheet* that will be reviewed at each portfolio assessment point.

Field experiences begin in Strand I with single-faceted tasks of limited duration and progress to multi-faceted tasks of longer duration 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 (Common Core), 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 class discussions, 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 experiences are a critical component of the Graduate Literacy Program at Providence College. Embedded in extensive course projects and monitored by course instructors and reading specialists serving as clinical educators, field experiences offer literacy candidates an opportunity to learn and demonstrate the performance skills required of a reading specialist / literacy consultant in Rhode Island. Criteria for the selection of field sites for all field and internship experiences have been developed to support the learning outcomes identified by the 2010 ILA Standards. Over the course of the program, all candidates must select and document field sites that demonstrate the following demographic and developmental characteristics of schools:

- learner populations that include diverse academic, linguistic, socio-economic and cultural communities
- classrooms in which teachers tend to practice in isolation

- school communities that demonstrate high performance

- school communities that are struggling with performance issues

In addition, all levels of learners (primary, intermediate, middle, and secondary) must be represented and documented in candidates' overall field /internship experience.

Field Experience/ Internship Recording Sheet (Appendix II)

Candidates track their field/internship sites and student populations on the *Field Experience/ Internship Recording Sheet*. The purpose of this form is to encourage candidate self-tracking and to ensure that field experiences include the diversity of student populations that are represented in Rhode Island PK-12 schools. The Field Experience/Internship Recording Sheet is kept in the candidate's portfolio, updated after each new field /internship experience, and reviewed at each portfolio assessment point.

B. Field and Internship Experiences

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

Strand I: Developing Core Knowledge

EDU765: Models and Processes (4 hrs.)
This course is the only Strand I course that requires a field experience. The project referred to as *Reflect, Observe and Apply* requires candidates to observe classroom practice at any grade level, PK-12 and to teach a literacy lesson. The purpose of this project is to understand the influence of theoretical perspectives in classroom practice and to understand the impact of these perspectives on student learning.

Strand II: Applying Core Knowledge to PK-12 Learners

EDU767: Children's and Adolescent Literature (10 hrs.)
The field experience for this course is in two parts: 1) implementing a workshop model with visiting students from the MET School in Providence and 2) a lesson that is designed to build background knowledge using picture books. In the workshop experience, 8 – 10 students from the MET School engage in a workshop experience with literacy candidates during the first hour of class for a 6-week unit. Upon completion of the 6-week unit, candidates design a follow-up unit that would support the development of these high school students. *The workshop project is a required portfolio submission.*

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, PK-12, 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 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 Student Work. This project is a required portfolio submission.*

EDU830: Best Practice Primary Grades
The field experience for this course is in two parts: 1) a case study of an intermediate grade reader and 2) a series of lessons taught. The case study field work will be built into the course at an afterschool partnership initiative at the International Charter School (ICS) in Pawtucket, RI. Candidates will engage with primary grade students during the first hour of class, then continue the class (with an additional 30 minutes of class time) at the ICS for the duration of this 8-week unit. *The case study project is a required portfolio submission.*

EDU840: Best Practice 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 series of two comprehension lessons. Referred to as the Case Study Project, this project requires candidates to administer an informal reading inventory, analyze various other school-based and informal assessments, engage in intervention activities that are informed by assessment analysis, and develop an intervention plan that would continue to address the student's needs. *The case study project is a required portfolio submission.*

The comprehension lesson series provides an opportunity for candidates to focus on comprehension instruction in an intermediate grade classroom.

EDU832: Best Practice Middle/Secondary Grades
The field experience for this course is a case study of a middle or secondary grade struggling reader. Candidates identify a struggling high school reader at their own school or at a literacy partnership school and address this student's needs in a 10-week intervention experience. *The case study is a required portfolio submission.*

EDU835: Meeting the Demands of the At-Risk Learner (4hrs.)
A field experience for this course provides an opportunity for candidates to focus significantly on one of the risk populations discussed in class: ELLs, Autism, Dyslexia, Language Development, Culture and Poverty. Candidates focus on one risk factor and observe a PK-12 student who has been identified with this risk factor in a variety of school settings (i.e, regular education classroom, special education situation, small group, one-on-one, academic vs. non-academic experience) and with and without a support professional. *This project, Observation of At-Risk Learner, is a required portfolio submission.*

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. Sustained experiences include the following:

EDU836: Literacy Clinic (150 hrs.)
'Clinic' offers candidates an opportunity to apply foundational knowledge and the reading skills and strategies learned to primary and secondary readers and writers.

Clinic, Part I: Secondary Learners
Part I of Clinic is the secondary experience, which takes place during Summer I with struggling readers and writers at a RI high school, currently Cranston West High School. Secondary students work through a school project required for graduation with the literacy candidates, and the high school students also earn 20 hours of community service through their participation in this initiative.

Clinic, Part II: Primary Learners
The primary grade experience takes place during Summer II in a summer program for struggling readers and writers at a local elementary school, currently North Smithfield Elementary School. Certified, currently practicing reading specialists at these schools serve as the course instructor and clinical educator for these experiences. Candidates attend a Clinic Forum prior to the clinical experience, where they meet the Clinic instructors and learn about many facets of the experience (i.e, overall daily schedule, objectives, materials needed). Orientation sessions are also scheduled for the two grade level experiences.

The written report for this course is a required portfolio submission.

EDU842: Literacy Coach (48 hrs.)
This course is co-taught by two currently practicing reading specialists and focuses on the role of the reading specialist as literacy consultant. In one experience (referred to as a shadowing experience), candidates shadow the two course instructors for one day each to observe two different approaches to the consultant role. Candidates also identify a 'coaching situation' by conducting a series of coaching-related tasks with support from the reading specialist at their school. The coaching situation and solution demonstrated becomes a key assessment in this course. *The coaching project is a required portfolio submission.*

EDU837: Organization and Supervision (52 hrs.)
The internship in this course involves program evaluation. Candidates examine a literacy program at a particular grade level or levels and make recommendations for improvement in a formal presentation to a faculty team. This internship is completed in collaboration with the school administrator, the school reading specialist and the course instructor. All professionals, including the literacy candidate) meet at least two times during this internship to discuss goals and candidate progress. *The program evaluation project is a culminating activity and a required portfolio submission.*

Appendix II: Field and Internship Documents

  a. Field Experience Internship Recording Sheet

  b. Leadership Internship Log

  c. Internship Supervisor Recording Sheet (EDU842)

  d. Internship Supervisor Progress/ Evaluation Form (EDU837)

Providence College   **Graduate Literacy Program**

Field Experience / Internship Recording Sheet
Strand I: Developing Core Knowledge

Name_____   *This form must be included in the candidate's portfolio.*

2010 ILA Standard	Course	Project Title / Brief Description of Field Experience	Required Hours	Date Completed	Project Grade	Field Site & Location	Field Site Population(s)
1.1	**EDU765 Models & Processes**	**Reflect, Observe, Apply** Observe a literacy lesson and identify theoretical perspectives applied. Design and implement a lesson connected to a literacy standard (i.e., common core standards) and supported by literacy development theory.	**4 hours**				
1.2							
1.3							
		TOTAL HOURS STRAND I	**4 hours**				

Reviewer Signatures: _____ _____ Date: _____
Comments:

Field Experience / Internship Recording Sheet
Strand II: Applying Core Knowledge to K-12 Learners

2010 ILA Standard	Course	Project Title / Brief Description of Field Experience	Required Hours	Date Completed	Project Grade	Field Site and Location	Field Site Population(s)
4.3 4.1, 4.2	EDU767 Children's & Adolescent Literature	**Picture Book Lesson Plan Project** Model a lesson that focuses on building background knowledge. **Readers' Workshop Model** Design and implement a readers' workshop model in the classroom with urban high school students.	2hours 8 hours				
3.3, 5.2, 5.3	EDU851 Teaching Writing K-12	**Study of Writing Instruction** Observe/ teach a series of writing lessons and collect writing samples for analysis. **Observation /Interview a Colleague** Observe a series of two writing lessons, identify questions, and interview the teacher.	6 hours 4 hours				
2.2 3.1, 3.2, 3.3	EDU830 Best Practice Primary Grades	**Case Study/Observation Survey** Administer the *Observation Survey of Early Literacy Achievement* and provide a narrative report, and conduct a study of a struggling intermediate grade reader.	10 hours				
2.2 3.1, 3.2, 3.3	EDU840 Best Practice Intermediate Grades	**Case Study** – Conduct a case study of an intermediate grade struggling reader **Comprehension Lesson Project** Design and implement two comprehension lessons.	8 hours 2 hours				
2.3	EDU832 Best Practice Mid/Secondary	**Case Study** – Conduct a study of a secondary grade reader. **Content Area Lesson Series-**Design and implement a series of lessons that support struggling readers and writers in content area learning.	10 hours				
4.2	EDU835 At-Risk Learner	**Observation/Interview Project** Observe an 'at risk' situation presented in class and also a lesson that uses a recognized reading program (i.e., Reading Recovery) as intervention.	4 hours				
		TOTAL HOURS STRAND II	**54 hours**				

Reviewer Signatures: _____ _____ **Date:** _____

Field Experience / Internship Recording Sheet
Strand III: Developing Leadership through Internship

2010 ILA Standard	Course	Project Title / Brief Description of Field Experience	Required Hours	Date Completed	Project Grade	Field Site (School/ District)	Field Site Population(s)
3.4, 5.3, 5.4	**EDU836 Literacy Clinic**	**Clinic Intervention Study** Work with struggling readers and writers in a summer intervention program.	**150 hours**				
5.4, 6.2, 6.3	**EDU842 Literacy Coach**	**A Day in the Life** Shadow practicing literacy specialists for two days.	**16 hours**				
		Coaching Binder / Coaching Situation Projects Identify a coaching situation and design and take steps to implement an action plan.	**32 hours**				
6.1, 6.2, 6.4, 2.1	**EDU837 Org. & Supervision**	**Leadership Project** Meet with school professionals to discuss evaluation of assessment, curriculum, materials and school policy to inform improvement recommendations.	**44 hours**				
		Professional Development Design, deliver, and evaluate a one-hour professional development session for teachers / administrators/ paraprofessionals, based on identified school needs.	**8 hours**				
		TOTAL HOURS / STRAND III	**250 hours**				
		TOTAL HOURS / PROGRAM	**308 hours**				

Reviewer Signatures: _____ _____ **Date:** _____

Comments:

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Leadership Internship Log

Please check course:

_____ EDU 837: Organization and Supervision of Literacy Programs   _____ EDU 842: The Literacy Coach
     (Minimum Contact Hours Required: 52)   (Minimum Contact Hours Required: 48)

Intern Name: _____   Supervisor: _____

School: _____   Semester: _____

Date	Contact Hours	Staff	Task	Supervisor Signature

Providence College
Graduate Literacy Program

Internship Supervisor Recording Sheet

EDU842: The Literacy Coach / Shadowing the Specialist for Two Days   **Semester** _____

Candidate's Name _____**Total Hours _16__**

Day #1 (date) _____**School:**_____

Day #2 (date) _____**School:**_____

1. What roles did the literacy candidate observe on this day? (Check all roles that apply.)

Day #1   **Day #2**

_____ direct instruction   _____ direct instruction
_____ assessment and evaluation   _____ assessment and evaluation
_____ coaching a colleague   _____ coaching a colleague
_____ modeling instructional strategies   _____ modeling instructional strategies
_____ problem solving   _____ problem solving
_____ faculty development   _____ faculty development
_____ other (explain)   _____other (explain)

_____
_____
_____

**2. What do you think the candidate learned through his/her observations on this day?
Briefly describe one significant new learning. (Please attach a separate sheet.)**

**3. After reviewing this Recording Sheet and attached narrative with the candidate, please
provide *signatures* below.**

Supervisor Day #1 _____ Date _____

Literacy Candidate _____ Date_____

Supervisor Day #2_____ Date _____

Literacy Candidate _____ Date _____

Note: Provide candidate with white copy and narrative for portfolio submission. Return yellow and pink copies and
copy of narrative to the literacy office (H328D) at the end of the semester in which internship was completed.

Providence College
Graduate Literacy Program

Internship Supervisor Progress/Evaluation Form

EDU837: Organization and Supervision in Literacy   *Semester* _____

(Check One) Evaluation Visit #1 ___ #2___ #3(optional) ___ #4 Off- Site Visits (optional)____

Candidate's Name _____

School _____

District _____

Site Facilitator _____

1. Describe the purpose of this visit.

2. Describe progress made toward achieving internship goals.

3. Describe emerging issues and recommendations for project completion.

Signatures
Supervisor _____ Date _____

Site Facilitator _____ Date _____

Literacy Candidate _____Date _____

Note: Provide candidate with white copy for portfolio submission and site facilitator with yellow copy. Return pink copy to the literacy office (Harkins328D) at the end of the semester in which internship was completed.

Part III: The Portfolio Assessment System

A) Assessment Points / Overview
(See Graduate Literacy Program Assessment System, Appendix III)

The program assessment points are as follows:
1) Admission / Commitment and Potential for Developing Proficiency in Admission Criteria
2) Portfolio Assessment 1 / End of Strand I: Evidence of Foundational Knowledge
3) Portfolio Assessment 2 / End of Strand II: Readiness for Clinical Experience
4) Portfolio Assessment 3 / End of Strand III / Recommendation for Certification

The program assessment process begins with Admission. See ***Program Handbook, Part I: Program Overview and Application Process*** for details regarding the admission process.

The remaining 3 assessment points coincide with completion of Strands I, II and III. Through the portfolio process, candidates demonstrate mastery of the 2010 Standards for Literacy Professionals and proficiency or distinction in all of the criteria established by ILA, ISTE, and Common Core Standards. Candidates will submit portfolio reflections with course projects to course instructors each semester. Once reviewed and accepted (score of proficient or distinguished), portfolio reflections may be placed in the portfolio with corresponding projects. All projects placed in the 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, ISTE, Common Core Standards, equity issues and instructional technology is expected at each assessment point (See *Literacy Assessment System: A Continuum of Achievement for Literacy Candidate*s 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)
- Field Experience/Internship Recording Sheet completed for Strand I (Appendix III)

The summative reflection allows candidates to step back and assess his/her overall growth in relation to the overall standard category for Strand I by referring to the ways in which specific course projects supported this overall growth. Summative reflections will be reviewed by two or more program faculty at each assessment point. Portfolio returns will include a scheduled meeting with a member of the review team, so that candidates receive feedback / mentoring at each assessment point.

Portfolio Assessment II/ Strand II: Readiness for Clinical Experience

As in Portfolio Assessment I, demonstrated growth in the criteria identified by ILA, ISTE, Common Core Standards, equity issues and instructional technology 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 strengths and needs they have identified for themselves throughout Strand II. Candidates also submit the following:

- completed course projects (graded B or higher) and reflections for corresponding standard indicators (Standards 2 - 5), reviewed and signed by course instructors.
- socio-cultural statement
- Field Experience/Internship Recording Sheet completed for Strand II (Appendix II)

Portfolio Assessment III/ Strand III: Recommendation for Certification

Using technology, candidates present evidence of growth in the identified areas of need, as well as a plan for continued professional development. Candidates also submit the following:

- completed course projects (graded B or higher) and reflections for corresponding standard indicators (Standard 6 and remaining indicators from Standards 2 – 5), reviewed and signed by course instructors.
- Field Experience/Internship Recording Sheet completed for Strand III (Appendix B)
- PRAXIS II for Reading Specialists score report

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 K – 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 and 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 RI Initiatives, Policies and Law.

The 2010 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

1. - All portfolios must be organized by ILA Standards and indicators and include:

    a) **Cover Sheet** that identifies the student, program, and submission date and assessment point

    b) **Table of Contents** that includes the title and date of each piece of evidence, ILA Standards addressed, the course and instructor's name

    c) **Evidence (course projects)** and **Reflections** for each identified standard

    d) A detailed and well-developed **Summative Reflection** at the Strand I assessment point.

    e) **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 Portfolio Assessment 2.

    f) **Exit Survey** (Portfolio Assessment 3)

    g) **PRAXIS II for Reading Specialists** score report

2. **Every course and every 2010 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 2010 ILA Standards/Course Projects Alignment Chart. Candidates should select *one* project for each standard when multiple courses /projects are listed.

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 assessment of the overall 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 standard indicator.** For projects that will become part of the portfolio, reflections **must** be submitted to the course instructor *during the semester in which the project is completed.*

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** (Appendix III) will be used to evaluate this reflection. This form is kept in the portfolio.

8. The **Field Experience/Internship Recording Sheet** (Appendix III) must be completed upon submission of a project to the portfolio, and this form must be kept in the portfolio.

Portfolio Review
1. 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 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 – Personal Literacy Story **EDU763 –Slice of History Project
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 – Personal Literacy Story **EDU763 – Slice of History Project
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 - Personal Literacy Story **EDU763 – Slice of History Project
1.4 Candidates demonstrate knowledge of the historical and evidence based foundations related to the role of the reading/literacy specialist.	EDU763 – A Literacy Specialist Journey

*Candidates write <u>one</u> reflection using the *Personal Literacy Story* in EDU765: Models and Processes to address the theoretical and conceptual components of reading, writing, and language development (S1.1, S1.2, and S1.3). Be sure to address all 3 components in one reflection.

**Candidates write <u>one</u> reflection using the *Slice of History* project in EDU763: Research in Literacy to address the historical and evidence-based components of reading, writing, and language development (S1.1, S1.2, and S1.3). Be sure to address all 3 components in one reflection.

In addition, candidates address S1.4 using *A Literacy Specialist Journey* project in EDU763: Research.

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 – Program Evaluation Project
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 Lesson Series EDU836 (Primary) - Daily Teaching/Reflections or Whole Group Lesson/Reflection EDU836 (Secondary) – Resource Guide
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.	EDU767: *Reader's Workshop Project *EDU830: Case Study *EDU840: Case Study EDU832: Content Area Lesson Series EDU836 (Primary): Daily Teaching/Reflections
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

* Project is a required portfolio submission and must be used to address at least one standard.

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.	EDU830, EDU840, 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.	EDU830, EDU840, EDU832 - *Case Study EDU836 (Primary): Daily Teaching/Clinical Reports
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.	EDU836 (Primary): Clinical Reports/ Family and Teacher Letters EDU836 (Secondary): Written Reports

* Project is a required portfolio submission and must be used to address at least one standard.

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.

Standard Indicators	Evidence
4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	EDU835 – Equity, Autism, Dyslexia, ELL Projects Combined EDU767 – Building Background Knowledge 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 – Picture Book Lesson Plan Project or Reader Response Journal / Reflection
4.4 Candidates advocate for equity at school, district, and community levels.	EDU767 – *Reader's Workshop Project or Building Background Knowledge Project

*Project is a required portfolio submission and must be used to address at least one standard

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.

Standard Indicators	Evidence
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: *Observation / Inquiry 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 Series EDU832 –Content Area Lesson Series EDU842: *Coaching Situation Action Project
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: Looking at Non-Fiction Writing

*Project is a required portfolio submission and must be used to address at least one standard

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.	EDU842: *Coaching Situation Action Project EDU836 (Primary): 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.	EDU837 - *Program Evaluation Project EDU840: Family Literacy Night Project
6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	EDU837 - *Program Evaluation Project EDU840: Family Literacy Night Project

* Project is a required portfolio submission and must be used to address at least one standard.

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, EDU830, EDU832 Case Studies, Comprehension Lesson EDU836 (Primary and Secondary) (need project titles)
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.	EDU840, EDU830, EDU832 Case Studies, Comprehension Lesson EDU767: Workshop Project (MET Students) EDU851: Looking at Non-Fiction Writing EDU835: Observation/Inquiry Study EDU842: Coaching Binder EDU836: Clinic EDU837: Program Evaluation Project (Please refer to <u>ALL</u> Strands II and III clinical experiences listed above when addressing this standard. **Submit single reflection to program director with Strand III review.)**
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.	EDU836 (Primary and Secondary)

D. Reflections for Standard Indicators

Candidates should submit a copy of this form with portfolio reflections.

Providence College *Graduate Literacy Program*   *Artifact Entry Form*

Student: _____**Date:**_____

Student's Directions: If you are going to place a particular class project in your portfolio, complete sections A, B, and C. Then, give this form to the instructor <u>when you initially submit the project for evaluation as part of the course.</u> The instructor will score the entry for both purposes: (1) as a class assignment and (2) as a portfolio entry.

A. 2017 ILA Standards for Reading Professionals
Enter the full wording of the standard and circle or highlight the knowledge component(s) demonstrated by this portfolio entry.

Standard #1: Foundational Knowledge	1.1	1.2	1.3	1.4
Standard #2: Curriculum and Instruction	2.1	2.2	2.3	2.4
Standard #3: Assessment and Evaluation	3.1	3.2	3.3	3.4
Standard #4: Diversity & Equity	4.1	4.2	4.3	4.4
Standard #5: Learners & the Literacy Environment	5.1	5.2	5.3	5.4
Standard #6: Professional Learning and Leadership	6.1	6.2	6.3	6.4
Standard #7: Practicum/Clinical Experience	7.1	7.2	7.3	7.4

Completed in course EDU: _____

For *each* indicator addressed, please submit typed responses to the questions below.

B. How does this artifact demonstrate knowledge and/or performance related to the standard category and indicator(s) you have selected?

C. How does this artifact reflect your experience as a teacher of literacy? How does it show your growth over the course of the program?

E. Sample Reflection / *Proficient*

Standard 1.1: Candidates have knowledge of the foundations of reading and writing processes and instruction. They can refer to a few major theories in the foundational areas as they relate to reading. They can explain, compare, and contrast the theories.

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

This piece of evidence is a written report on a three-part lesson series that focuses on a major component of the literacy process and uses several theories of literacy development as a means of support. This specific report focuses on the development of comprehension at the secondary level. The lesson series was designed specifically to assist my freshmen students in comprehending Edgar Allan Poe's short story "The Cask of Amontillado." Knowing that my students had demonstrated weakness in comprehending vocabulary and cultural background in the past, I used cognitive and constructivist theories to develop a series of lessons aimed at assisting students in coming to a deep understanding of the text.

Applying my new understanding of schema theory and information-processing theory to this series of lessons, I designed a 'think sheet' to help students build vocabulary and cultural background for this story. I then used class time to further develop background knowledge through the use of photographs, physical artifacts, and video. In the report, I explain how these practices build upon the principles of schema theory, which proposes that students need appropriate schema (or background knowledge) in order to comprehend texts. I also discuss how this lesson series puts information-processing theory to the test (by giving students prior information to store and recall into their working memories). Furthermore, I also discuss the cognitive theory of metacognition, demonstrating how my students voiced their thought processes aloud as a tool for developing a deeper understanding of character motivation. The three-part lesson series draws primarily on these cognitive theories, using them simultaneously to help students come to a deeper understanding of Poe's work.

In this evidence, I clearly outline and explain how I bring these theories into practice in this lesson series. I explain how each of these theories came to life in my lessons (through the use of think sheets, audio recordings, reader's theater, and a class debate), and how they successfully helped my students come to a deeper sense of comprehension. I briefly explain how each of these theories is defined, evaluate their effectiveness, and explicitly demonstrate how the theory can be put into practice in secondary reading instruction. The conclusions I came to as a result of this project will help me shape future instruction around these theories.

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

As this is my first entry in my literacy portfolio, it represents a significant amount of growth over my prior knowledge of literacy development, which was obviously very limited. After reading about constructivist and cognitive theories in Tracey's book, *Lenses on Reading*, I became more aware of how my classroom practice is shaped and supported by these theories. Through learning more about these theories, I was able to understand how human brains receive and arrange information, and how I can use that knowledge to my benefit as a teacher. Although it made sense that students make connections to their prior experiences when reading, learning about schema theory and designing a lesson series around it helped demonstrate to me how truly

challenging a lack of prior knowledge can be to the comprehension process. This evidence helped me grow in my knowledge of learning theory.

Beyond providing new understandings in theory, however, this project offered me an opportunity to apply this knowledge to my practice and to see, firsthand, that theory can be brought into practice in my secondary classroom. In learning about these theories in class and in our readings, I came to see how important this knowledge is in understanding my students' needs and in designing the most complete and effective lesson plans for my students. When I used these theories to shape my instruction, I noticed a significant growth in both my students' comprehension *and* in their enjoyment of the text they were reading. As a result of writing this report, I now feel more comfortable discussing theories of literacy as they pertain to classroom practice. Additionally, I feel more comfortable explaining how these theories can be put to use in the classroom in a practical and effective manner. This knowledge will shape my future instruction, as I continue to apply theory to practice.

Submitted by Candidate, 2011

A copy of this form should accompany each portfolio reflection.

Instructor's Directions: Assess the entry for its clarity, quality, and coherence with the ILA Standards for Literacy Professionals. Please use the portfolio rubric to guide you in your evaluation.

Portfolio Reflective Writing

Distinguished _____ Proficient _____ Emerging _____ Unacceptable _____

Instructor's Comments:

Portfolio Artifact Scoring

Distinguished _____ Proficient _____ Emerging _____ Unacceptable _____

Instructor's Comments:

Instructor's Signature: _____Date:_____

F. Rubrics for Portfolio Artifacts and Reflections

Rubric for Portfolio Artifacts

Level of Performance	Expectation
Distinguished	Work (projects, case studies, presentations, exams, papers, reflections, etc.) shows evidence of high organization and coherence with the standards and indicators Work is comprehensive and demonstrates a high level of analysis, synthesis, and/or application of theory and concepts from course material Work demonstrates a highly proficient command of both oral and written language.
Proficient	Work show evidence of organization and coherence with the standards and indicators. Work shows some evidence of analysis and synthesis of theories and concepts from course material. Work demonstrates a proficient command of both oral and written language
Emerging	Work shows some organization. Coherence with the standards and indicators is limited. Work shows an understanding of course material but lacks analysis and synthesis of theories and concepts. Work demonstrates inconsistent quality in writing and/or oral language skills.
Unacceptable	Work demonstrates the above characteristics to a minor degree or not at all.

Rubric for Reflective Writing

Level of Performance	Expectations
Distinguished (Highly Reflective)	Demonstrates exceptional ability to communicate ideas clearly, thoughtfully, and in a manner that reflects the status of a highly literate professional. Specifically explains what knowledge or perspective has been gained through the experience, observation, reading and/or discussion. Relates new concepts or ides to situations; draws analogies between situations. Explains the changes that experience has had upon thinking, understanding, and actions. Synthesizes theory learned in coursework and readings with experiences and articulates this relationship. Applies new perspectives to solve real problems.
Proficient (Reflective)	Describes the action/behavior, incident, observations, readings, and/or discussions fairly briefly and with some clarity. Explains with a fair amount of clarity what knowledge or perspective has been gained through the experience, observation, reading and/or discussion. Connects new concepts or ideas in general to situations. Explains some aspect of how experience has changed thinking, understanding, and actions. Recognizes theory learned in coursework and readings and connects them to experience. Attempts to apply new perspectives to solve real problems. Infers aspects of reflection but does not state them explicitly.
Emerging (Partially Reflective)	Explains the experience and describes some knowledge or perspective gained through experience. Identifies unfamiliar ideas or concepts as well as any changes in perspective. Shifts between describing the details of situations and assumptions about them, without explaining reflective process.
Unacceptable (Not Reflective)	Describes or explains experience. Makes few if any connections between experience and theory.

G. Summative Reflection for Portfolio Assessment I/Strand I

Candidates in the graduate literacy program are required to write a **summative reflection** at the end of Strand I only. While the reflections submitted for course projects and specific standard indicators offer candidates an opportunity to look closely at course work and ILA standard indicators, the summative reflection requires candidates to step back and look at their professional growth (knowledge, skills and dispositions) in relation to the overall **2010 ILA standard category**.

Summative Reflection for Assessment I/ Strand I
Refer to specific course projects, discussions and texts to provide evidence of your thoughts, as you respond to the following prompt:

*Describe your understanding (knowledge) of the theoretical and evidence-based foundations of reading and writing processes and instruction. Provide **examples of learning to provide detailed evidence** of how you have applied this knowledge in Strand I projects.*

H. Socio-Cultural Statement – Assessment II/ Strand II

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.
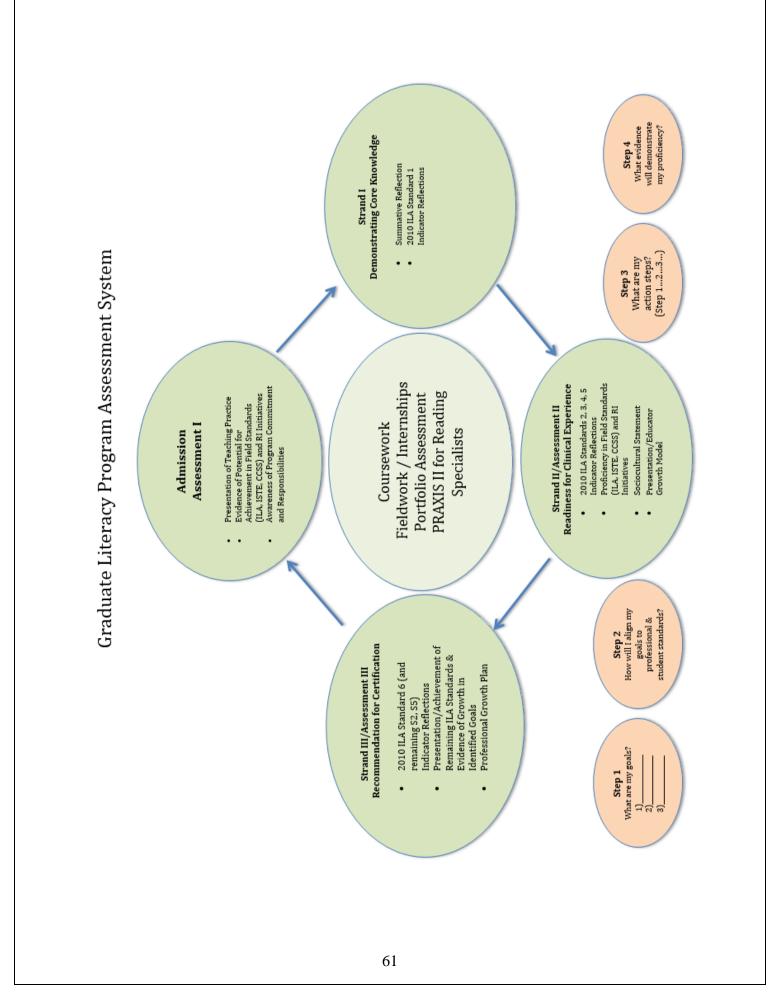
In this socio-cultural awareness statement, candidates reflect on the cultural experiences that have influenced their lives, specifically, their childhood, their schooling, and their teaching. They acknowledge and reflect on the lens through which they view the world and on the particular view this lens 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.   Final Portfolio Review Form

Graduate Literacy Program Assessment System

Admission Assessment I

- Presentation of Teaching Practice
- Evidence of Potential for Achievement in Field Standards (ILA, ISTE, CCSS) and RI Initiatives
- Awareness of Program Commitment and Responsibilities

Strand I
Demonstrating Core Knowledge

- Summative Reflection
- 2010 ILA Standard 1 Indicator Reflections

Coursework
Fieldwork / Internships
Portfolio Assessment
PRAXIS II for Reading Specialists

Strand II/Assessment II
Readiness for Clinical Experience

- 2010 ILA Standards 2, 3, 4, 5 Indicator Reflections
- Proficiency in Field Standards (ILA, ISTE, CCSS) and RI Initiatives
- Sociocultural Statement
- Presentation/Educator Growth Model

Strand III/Assessment III
Recommendation for Certification

- 2010 ILA Standard 6 (and remaining S2, S5) Indicator Reflections
- Presentation/Achievement of Remaining ILA Standards & Evidence of Growth in Identified Goals
- Professional Growth Plan

Step 1
What are my goals?
1) _____
2) _____
3) _____

Step 2
How will I align my goals to professional & student standards?

Step 3
What are my action steps?
(Step 1...2...3...)

Step 4
What evidence will demonstrate my proficiency?

Providence College
Graduate Literacy Program
Portfolio Summative Assessment I

Candidate Name: **Banner ID:**

Strand I			
2010 IRA Standard	Knowledge	Skills	Dispositions
Standard 1: Foundational Knowledge			

Summative Reflection Prompt

Assessment Point #1/Strand I: Describe your understanding (knowledge) of the theoretical and evidence-based foundations of reading and writing processes and instruction. Give examples of learning to provide detailed evidence of how you have applied this knowledge in Strand I projects.

Rubric

Distinguished: A score of distinguished indicates a highly reflective response in which the candidate describes thoughtfully and specifically new knowledge, skills and dispositions related to the overall standard category. Candidate includes detailed examples from course experiences, texts, projects, and discussions 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 standard category. Candidate includes examples from course experiences, texts, projects, and discussions as evidence of knowledge, skills and dispositions.

Emerging: An emerging score may reflect new knowledge, skills and dispositions related to the overall standard category, but greater detail and reference to course experiences, texts, projects, and discussions are needed.
Unsatisfactory: An unsatisfactory score reflects little understanding of the overall standard category and little detail and reference to course experiences, texts, projects, and discussions

Overall Score: D_____   P_____ E_____ U _____

Reviewer: _____ Reviewer: _____ Date: _____

Comments:
_____
_____
_____
_____
_____
_____
_____
_____
_____

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: _____

- -

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