

Reading and Literacy Added Authorization
and Reading and Literacy Leadership Specialist Credential
Program Assessment Summary
Revised February 18, 2014

Program Design

The Reading and Literacy Added Authorization [RLAA] and the Reading and Literacy Leadership Specialist Credential [RLLSC] programs at California State University, Fresno are under the auspices of the Division of Graduate Studies and are offered in conjunction with the Masters in Education Degree- Reading/Language Arts Option. Although integrated within this Master's Degree, both of these programs can be completed separately from the degree.

The Coordinator of the Reading Language Arts Program is responsible for overseeing the RLAA and RLLSC programs. The Coordinator is recommended by the program faculty and appointed by the Dean of the School of Education. Mechanisms are in place to ensure excellent communication within the programs and with the institution. The RLA Coordinator attends bi-monthly meetings held by the Division of Graduate Studies to keep updated on timelines and professional development opportunities. The RLA Coordinator meets monthly with school-level graduate program coordinators to discuss common concerns and program improvement plans and reports to the Dean by way of the Dean's Coordinating Council. Department and RLA Program meetings are held each month to maintain continuous ongoing program review. The Coordinator is responsible for coordinating the collection of assessment data with the assistance of program faculty each semester. The Program Coordinator is responsible for summarizing the data each semester. Near the end of each spring semester, a program meeting is dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's course work, fieldwork and/or assessment activities as needed. The minutes of this meeting is provided as the basis for the department chair's annual report on assessment activities.

Course of Study (Curriculum & Field Experience)

The Reading and Literacy Added Authorization Program includes a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepares candidates to teach all students to read and understand the challenges of developing literacy among California's diverse population. The purpose of the program is to prepare teachers with a strong theoretical foundation on literacy development and the capacity to apply this knowledge in making assessment and instructional decisions to meet the diverse needs of students with varying literacy abilities and language and cultural backgrounds. Initial courses provide candidates with a deep exploration of the theoretical models and research on effective instructional practices for developing phonological and linguistic processes related to reading, oral language, reading comprehension, and written language. To prepare candidates to meet the needs of linguistically and culturally diverse students, special emphasis is placed on the implications of the models and research for language acquisition and literacy development of English Learners. Practical fieldwork experiences are systematically integrated into courses through major assignments that require candidates to apply specific course content with students in classrooms.

In addition, a supervised clinical field experience requires candidates to complete thirty (30) hours of small-group intervention instruction. Candidates demonstrate their abilities to cohesively unite the assessment and instructional knowledge gained throughout the program. Candidates begin the experience by administering and interpreting formative assessments. The results of these assessments are interpreted and used to design an intervention plan. During tutoring sessions, candidates implement the selected instructional strategies and administer formative assessments to monitor student progress. At the conclusion of the experience, candidates administer summative assessments and write reports to evaluate student progress.

The sequence of course/fieldwork for the Reading & Literacy Added Authorization program includes the following:

<u>Courses</u>	<u>Units</u>
SEMESTER 1	
LEE 213 Teaching the Language Arts K-12	3
LEE 278 Reading Processes & Practices	3
SEMESTER 2	
LEE 215 Language Issues in Reading	3
LEE 224 Assessment & Development of Reading Abilities	3
SEMESTER 3	
LEE 230 Supervised Teaching of Reading/Language Arts	<u>3</u>
Total Units for Reading & Literacy Added Authorization	15

The Reading and Literacy Leadership Specialist Credential Program is designed to build upon the foundational knowledge, skills and competencies developed in the Reading and Literacy Added Authorization program and prepare candidates to lead the development and implementation of comprehensive literacy programs at classroom, school, district, county and state levels to ensure equitable opportunity and achievement for California’s diverse PK-12 student population. The strong theoretical foundation on literacy development, assessment and instruction developed through the RLAA program is coupled with course work and field experiences to develop candidates’ capacity to apply this knowledge in serving as effective literacy leaders capable of mentoring colleagues, evaluating literacy programs, and advocating for effective programs that support California’s diverse learners.

As candidates progress through the RLAA program and into the RLLSC program, advanced courses are designed to provide candidates with a deeper understanding of research methods and design features as tools for analyzing, critiquing, and interpreting literacy research results. Candidates analyze research on the psychometric properties and uses for particular formal and informal assessment tools and research on intervention strategies to address specific literacy needs. Further, advanced courses also provide candidates with specific examination of the research on adult learning theory and the implications the research holds for delivering professional development in future roles as literacy leaders.

In addition to the RLAA thirty-hour small-group intervention clinical experience, RLLSC candidates must also complete an additional thirty-hour intensive individual intervention supervised experience. Candidates demonstrate their abilities to cohesively unite the assessment and instructional knowledge gained throughout the program. Candidates begin the experience by

administering and interpreting formative assessments. The results of these assessments are interpreted and used to design an intervention plan. During tutoring sessions, candidates implement the selected instructional strategies and administer formative assessments to monitor student progress. At the conclusion of the experience, candidates administer summative assessments and write reports to evaluate student progress. Lastly, the culminating course requires RLLSC candidates to complete thirty (30) hours of supervised classroom-based peer mentoring/coaching. Candidates refine and master their literacy leadership skills by collaborating with a colleague in 3 peer-coaching cycles; each cycle consists of pre-consultation, observation/modeling, and debriefing consultation. The candidates prepare presentations for two of the cycles. Presentations include lessons learned about the coaching process, critical reflective insights about professional growth, and plans for future goals.

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<u>Courses</u>	<u>Units</u>
SEMESTER 1	
LEE 213 Teaching the Language Arts K-12	3
LEE 278 Reading Processes & Practices	3
SEMESTER 2	
LEE 215 Language Issues in Reading	3
LEE 224 Assessment & Development of Reading Abilities	3
SEMESTER 3	
LEE 230 Supervised Teaching of Reading/Language Arts	3
LEE 244 Research for Reading Professionals	3
SEMESTER 4	
LEE 234 Clinical Experiences in Reading Assessment & Instruction	3
LEE 254 Supervised Field Experiences for Literacy Leadership	3
Total Units for Reading & Literacy Leadership Specialist Credential	24

Assessment of Candidates

Candidate assessment is embedded in the Program's course and fieldwork. The instructor informs candidates of these requirements through the course syllabi at the beginning of the semester. Course syllabi provide students with the assessment protocol and a detailed rubric describing the expectations. Upon completion of the assessments students receive feedback in the form of scores and written comments.

Program	Assessment	Point in Program
RLAA	Theory to Practice Project	First Semester
RLAA	Intervention Case Study	Second Semester
RLLSC	Literature Review	First Semester
RLLSC	Coaching Presentations	Final Semester