

Nebraska Department of Education Rule 24 Report

READING SPECIALIST (PK-12)

(Content Area)

Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1, 2025**

Contact Person **Dr. Robin Brierly**

Phone/Fax **308-432-6329**

Email **rbrierly@csc.edu**

Folio type: ☐ Regular ☐ Mini ☒ Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
Reading Specialist	Subject	PK-12	Master's

Is the endorsement offered at more than one site? ☐ Yes ☒ No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

Welcome to this presentation of the Curriculum and Instruction- Reading Specialist. This master's program leads to certification as a Reading Specialist PK-12. The program is housed within the Education Program along with other curriculum and instruction master's program.

Thank you for taking the time to review our program. Please refer to the [catalog](#) for any additional information that you might need.

If you have problems with the links or navigation through this document, please contact Dr. Robin Brierly, 308-432-6329 rbrierly@csc.edu.

Section 1 Contextual and Endorsement Program Information

1a. Contextual and Endorsement Information

Chadron State College

Chadron State College (CSC) was originally authorized by the State of Nebraska as a Normal School in 1911. It has evolved into a comprehensive college with a wide range of undergraduate and graduate programs. Chadron State is accredited by the Higher Learning Commission, as well as subject-oriented accrediting agencies. From its modest beginning, Chadron State College has evolved into a rapidly growing multipurpose institution of higher education. Located in the scenic Pine Ridge region of northwest Nebraska, the college serves the intellectual, cultural, and recreational needs of western Nebraska.

Chadron State College's academic organizational structure consists of three schools, each under the leadership of an academic dean. The three schools are: (1) Business, Mathematics and Sciences; (2) Liberal Arts; and (3) Professional Studies and Applied Sciences (PSAS). Education is housed within the school of Professional Studies and Applied Sciences. The dean of PSAS and department chair provide the leadership for the Education department. Throughout this document, the education unit is referred to as the Educator Preparation Program (EPP). The EPP includes both the education program and specialized content area programs that prepare educators.

Educator Preparation Program

At the initial level the Educator Preparation Program (EPP) supports twelve field endorsements, eight subject endorsements, and five supplemental endorsement programs. At the advanced level the EPP supports five endorsements. The EPP works cooperatively with the content disciplines, assuring that the teacher candidates have the knowledge, skills, and dispositions necessary for professional teaching. The Education department assures that all State and accreditation requirements are met and regularly shares data and ideas for the improvement of the overall education programs through the EPP committee. The EPP is led by the education program's department chair and composed of faculty from the education program, teacher educator representatives from the varying disciplines across campus, ESU #13 staff, and area P-12

professionals. The disciplines represented include business, mathematics, family and consumer sciences, science, social sciences, health-physical education, English/language arts, music, art, theatre, and school counseling. Special education and elementary education are included in the education program. In addition to the EPP committee, the graduate council and academic review committees, both a part of the faculty senate committee structure, provide a platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

The Education Department at Chadron State College prepares professional educators with the knowledge, adaptability, and lifelong learning skills necessary to place students at the center of learning. Our graduates foster academic and social growth, uphold high standards for all students, and contribute meaningfully to education and society.

Vision

To cultivate a generation of educators who are skilled, reflective, open-minded, and committed to empowering every student to reach their full potential and inspire lasting, positive change in schools and communities.

1b. Standards for Admission, Retention, Transition and Completion

Admission into all graduate programs requires a bachelor's degree from a regionally accredited college or university. This program requires that the candidate hold or has held a certificate with a teaching endorsement.

Rule 20 Attachment L

Table 004.06-2

Requirements for Program Admission and Progression Graduate Level – C & I: Reading Specialist PK-12

Gateway	Minimum Criteria for Gateway
Gateway #1 Admission	Chadron State College (CSC) admits all graduates of accredited colleges and universities who: (1) hold a Bachelor's degree in Education or have completed an alternative teaching certification program which included student teaching as documented on a college/university transcript, and (2) hold a teaching degree or certificate.
Gateway #2 Professional Coursework	Candidates must: (1) prepared a Plan of Graduate Study, signed by the advisor and graduate committee; (2) submitted the Plan of Study to the Graduate Dean and Graduate Council for approval; (3) during their Master's program earned a 3.0 GPA or higher. See Appendix A
Gateway #3 Culminating Experience-Essay Exam	Candidate must: (1) complete the majority of coursework and practicum requirements as described by the department and college policy; (2) maintain a minimum GPA of 3.0 for all program coursework and meet all college requirements for credit hours; (3) and successfully pass the culminating experience essay exam. See Appendix B
Gateway #4 Program Completion	Candidate must: (1) complete and submit application for graduation; (2) complete all requirements successfully as stated on plan of study; (3) take the Praxis II exam appropriate for the degree program (ends with Spring

	2025 graduates because the State of Nebraska will no longer require the Praxis II).
--	---

The [Education Website](#) provides the candidates with the required courses for their program of study and the four-year course rotation. Students can plan their entire course of study for the completion term of their choice.

1c. Field Experience Required

Field experience for this program is 100 clock hours of practicum experience as shown in the table below.

Rule 20 Attachment N – Table 005.03-1 Field Experience for Reading Specialist PK-12

Endorsement Program	Course Name	Credits	Type of Field Experience*	Total Number of Hours
C&I Reading Specialist PK-12	READ 636: Practicum in Reading	3	P	100

*P – Practicum

1d. Number and level of Program Completers

The following table shows the completers in the Reading Specialist Pk-12 program for the academic years Fall 2023- Summer 2025.

Attachment B – Table 1d Program Completers and Level

Program Completers and Level – Content Area:					Curriculum and Instruction-Reading Specialist PK-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	NA	NA	NA	4	NA	NA
20	24	to	20	25	NA	NA	NA	3	NA	NA

Section 2 Endorsement Program Key Assessments and Findings Narrative

Artifact 1. Required Key Assessments

The Key assessments for the reading Specialist PK-12 program are 1) Praxis II Reading Specialist; 2) Culminating Experience Essay Exam; 3) Reading Specialist Practicum Rubric; 4) CSC Follow-Up Survey of Program Graduates and their Employers

Attachment C - Summary Table of Advanced Program Key Assessments C & I- Reading Specialist PK-12

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content- Praxis II	Standardized test	The Praxis Reading Specialist Assessment (Test Code #5302) is designed to measure a candidate's knowledge and skills in content, curriculum, instruction, and assessment specific to the role of a reading specialist.	Exam is taken the semester prior to graduation
	Praxis II (Test #5302)			
	Culminating Experience Essay Exam	Rubric Evaluation by Graduate Committee	Candidates complete an essay exam designed to illustrate a candidate's knowledge and skills related to Content Knowledge within real classroom or school settings, showcasing their readiness to meet the professional expectations of a Reading Specialist. InTASC standards 4 and 5	Culminating Experience is taken the semester prior to graduation
	Reading Specialist Practicum Rubric	Rubric Evaluation by candidate and administrator	The Reading Specialist Practicum Rubric is a structured assessment tool used to evaluate candidates during their practicum experience (READ 636). The rubric is aligned with all the InTASC standards and the International Literacy Association (ILA) standards for Reading Specialists, focusing on content knowledge, instructional planning, assessment use, diversity and equity, leadership, and professional reflection. Information Obtained from the Assessment: Instructional Competence: Evaluators assess the candidate's ability to design, implement, and differentiate evidence-based reading instruction for diverse learners.	During practicum course
2	Knowledge of Learner and Learning Environments	Rubric Evaluation by Graduate Committee	Candidates complete an essay exam designed to illustrate their ability to apply knowledge and skills related to Learner and Learning environments within real classroom or school settings, showcasing their readiness to meet the professional expectations of a Reading Specialist. InTASC standards 1, 2, & 3	Culminating Experience is taken the semester prior to graduation
	Culminating Experience Essay Exam			
	Reading Specialist Practicum Rubric	Rubric Evaluation by candidate and administrator	The Reading Specialist Practicum Rubric is a structured assessment tool used to evaluate candidates during their practicum experience (READ 636). The rubric is aligned with all the InTASC standards and the International Literacy Association (ILA) standards for Reading Specialists, focusing on content knowledge,	During practicum course

			instructional planning, assessment use, diversity and equity, leadership, and professional reflection. • Instructional Competence: Evaluators assess the candidate's ability to design, implement, and differentiate evidence-based reading instruction for diverse learners.	
3	Knowledge and Effective Use of Professional Practices Culminating Experience Essay Exam	Rubric Evaluation by Graduate Committee	Candidates complete an essay exam designed to illustrate their ability to apply Knowledge and Effective use of Professional Practices within real classroom or school settings, showcasing their readiness to meet the professional expectations of a Reading Specialist. InTASC Standards 6, 7, & 8.	Culminating Experience is taken the semester prior to graduation
	Reading Specialist Practicum Rubric	Rubric evaluation by candidate and administrator	The Reading Specialist Practicum Rubric is a structured assessment tool used to evaluate candidates during their practicum experience (READ 636). The rubric is aligned with all the InTASC standards and the International Literacy Association (ILA) standards for Reading Specialists, focusing on instructional planning and assessment. Information Obtained from the Assessment: • Assessment Proficiency: The rubric captures the candidate's ability to select, administer, and interpret diagnostic assessments to inform instruction. • Instructional Competence: Evaluators assess the candidate's ability to design, implement, and differentiate evidence-based reading instruction for diverse learners.	During practicum course
4	Professional Responsibility and Overall Proficiency Culminating Experience Essay Exam	Rubric evaluation by Graduate Committee	Candidates complete an essay exam designed to illustrate their ability to apply Knowledge and Effective use of Professional Practices within real classroom or school settings, showcasing their readiness to meet the professional expectations of a Reading Specialist. InTASC Standards 9-10.	During practicum course
	Reading Specialist Practicum Rubric	Rubric evaluation by candidate and administrator	The Reading Specialist Practicum Rubric is a structured assessment tool used to evaluate candidates during their practicum experience (READ 636). The rubric is aligned with all the InTASC standards and the International Literacy Association (ILA) standards for Reading Specialists, focusing on Professional Responsibilities and Overall Proficiency. • Professional Dispositions: The assessment provides insight into the candidate's ability to reflect on practice,	During practicum course

	CSC Follow-up Survey of Program Graduates and their Employers	Survey evaluation by graduates and employer	collaborate with colleagues, and demonstrate ethical and professional behavior. • Leadership and Collaboration: Evaluates how well the candidate supports school-wide literacy efforts and collaborates with staff, families, and stakeholders. The CSC Education Department sends satisfaction surveys to program completers during their first and third years of teaching after graduating from the program, as well as to the completers' employers. Information Obtained from the Survey: • Develop curriculum (1) for different cognitive and developmental levels and diverse learners' needs; (2) based on concepts, tools of inquiry, and structures of the discipline; and (3) based on district and community goals. • Use assessment strategies to improve student learning and improve program design. • Communicate clearly with students, colleagues, administrators, and stakeholders. • Demonstrate professionalism through reflection and seeking best practices, active engagement in continuous learning, encourage critical thinking, problem solving, and performance skill development. • Demonstrate leadership in (1) promotion of a positive learning environment, and (2) building relationships with colleagues and parents to support student learning and well-being.	One-year and three-year post-graduation
--	---	---	--	---

Required Assessments Narrative

1. Content Knowledge

- Praxis II Exam for Reading Specialist degree is administered by the Educational Testing Service (ETS). The test examines content knowledge. Both the candidate and CSC receive the test scores which are then broken down by overall score and sub category scores. The Nebraska Department of Education (NDE) determine the required test and minimum score.
- Culminating Experience Essay Exam Candidates complete an Education Department comprehensive written assessment that evaluates their ability to apply content knowledge. This structured, reflective essay assesses how candidates address and implement the InTASC standards 4 and 5 within authentic classroom or school contexts, demonstrating their readiness to fulfill the professional responsibilities of a Reading Specialist. The assessment is evaluated by a graduate faculty committee using a standardized rubric to ensure consistency, validity, and alignment with program outcomes. **See Appendix B**
- The Reading Specialist PK-12 Practicum Rubric

The rubric is a key, performance-based assessment used during the Reading Specialist practicum to evaluate candidates' content knowledge, readiness for professional practice. The rubric is scored by the candidates' administrator, in collaboration with the district reading specialist, using a standardized scoring guide to ensure reliability and alignment with program outcomes. The candidates also assess themselves using the same rubric. **See Appendix B**

We agree with the reviewer that we only have one year of data, and we will continue to collect data with the new rubric.

2. Knowledge of Learner/Learning Environments.

- a. Culminating Experience Essay Exam- Candidates complete a comprehensive 11 question written assessment that evaluates their ability to apply knowledge and skills of learner and learning environments. This structured, reflective essay assesses how candidates address and implement the Interstate Teacher Assessment and Support Consortium (InTASC) standards 1, 2, & 3 within authentic classroom or school contexts. The assessment is evaluated by a graduate faculty committee using a standardized rubric to ensure consistency, validity, and alignment with program outcomes. **See Appendix B**
- b. The Reading Specialist Practicum Rubric is a key performance-based assessment used during the Reading Specialist practicum to evaluate candidates' readiness for knowledge of learner and Learning Environments. Aligned with International Literacy Association (ILA) Standards. The rubric is scored by candidates and their administrators. **See Appendix B**

3. Knowledge of Effective Use of Professional Practices

- a. Culminating Experience Essay Exam- Candidates complete a comprehensive 11 question written assessment that evaluates their ability to apply knowledge of effective use of professional practices. This structured, reflective essay assesses how candidates address and implement the Interstate Teacher Assessment and Support Consortium (InTASC) standards 6,7, 8 within authentic classroom or school contexts. The assessment is evaluated by a graduate faculty committee using a standardized rubric to ensure consistency, validity, and alignment with program outcomes. **See Appendix B**

The EPP is unclear what the reviewer is asking us to provide. The EPP will consult with NDE.

- b. The Reading Specialist Practicum Rubric is a key performance-based assessment used during the Reading Specialist practicum to evaluate candidates' readiness for knowledge and effective use of professional practices. Aligned with International Literacy Association (ILA) Standards. The rubric is scored by candidates and their administrators. **See Appendix B**

4. Professional Responsibility and Overall Proficiency

- a. Culminating Experience Essay Exam- Candidates complete a comprehensive 11 question written assessment that evaluates their ability to apply knowledge of effective use of professional responsibility and overall proficiency. This structured, reflective essay assesses how candidates address and implement the Interstate Teacher Assessment and Support Consortium (InTASC) standards 9 & 10 within authentic classroom or school contexts. The assessment is evaluated by a graduate faculty committee using a standardized rubric to ensure consistency, validity, and alignment with program outcomes. **See Appendix B**
- b. The Reading Specialist Practicum Rubric is a key performance-based assessment used

during the Reading Specialist practicum to evaluate candidates' knowledge of professional responsibility and overall proficiency. Aligned with International Literacy Association (ILA) Standards. The rubric is scored by candidates and their administrators.
See Appendix B

- c. Follow-up Survey The CSC Education Department sends satisfaction surveys to program completers during their first and third years of teaching after graduating from the Reading

Specialist program, as well as to the completers' employers. These surveys evaluate the completer's perceived ability of their professional responsibility and overall proficiency.

Artifact 2. Data Tables with Summarized Program Complete data

Required Assessment 1: Content Knowledge

Praxis II Subscale Scores and Overall Average Pass Rate					
	Curriculum and Instruction Question Averages Mean Score	Assessment Question Averages Mean Score	Professional Leadership and Specialized Roles Question Averages Mean Score	Application Question Averages Mean Score	Pass Rate Mean Score
2023-2024 N=4	76%	68.5%	78%	87.5%	100%
2024-2025 N=3	79.5%	52%	71%	58.5%	0%

Required Assessment 2: Content Knowledge

Reading Specialist - Culminating Experience Essay Exam		
Mean Score	Essay Question #4 InTASC Std 4	Essay Question #5 InTASC Std 5
2023-2024 N=4	4	3.9
2024-2025 N=3	3.4	3.4

Required Assessment 3: Content Knowledge

Reading Specialist Practicum Rubric - READ 636 - Spring 2025		
Spring 2025 Mean Scores	Foundational Knowledge ILA* Standard 1	Curriculum and Instruction ILA Standard 2
Candidates' Avg N=3	1.37	1.28
Admin Avg N=3	1.37	1.33

*International Literacy Association

Scoring guide: 2 – Exceeds, 1 – Meets, 0 – Does not Meet

Required Assessment 1- Knowledge of Learner/Learning Environments

Culminating Experience Essay Exam			
Mean Score	Essay Question #1 InTASC Std 1	Essay Question #2 InTASC Std 2	Essay Question #3 InTASC Std 3
2023-2024 N=4	4	4	4
2024-2025 N=3	3.6	3.4	3.4

Required Assessment 2- Knowledge of Learner/Learning Environments

Reading Specialist Practicum Rubric - READ 636 - Spring 2025		
Spring 2025 Mean Scores	Diversity ILA* Standard 4	Literate Environment ILA Standard 5
Candidates' Avg N=3	.75	1.33
Admin Avg N=3	1.23	1.53

*International Literacy Association

Scoring guide: 2 – Exceeds, 1 – Meets, 0 – Does not Meet

Required Assessment 1- Knowledge and Effective Use of Professional Practices

Culminating Experience Essay Exam- Reading Specialist			
Mean Score	Essay Question #6 InTASC Std 6	Essay Question #7 InTASC Std 7	Essay Question #8 InTASC Std 8
2023-2024 N=4	4	3.9	3.9
2024-2025 N=3	3.4	3.4	3.8

Required Assessment 2- Knowledge and Effective Use of Professional Practices

Reading Specialist Practicum Rubric - READ 636 - Spring 2025	
Spring 2025 Mean Scores	Assessment and Evaluation ILA* Standard 3
Candidates' Avg N=3	1.22
Admin Avg N=3	1.53

*International Literacy Association

Scoring guide: 2 – Exceeds, 1 – Meets, 0 – Does not Meet

Required Assessment 1- Professional Responsibility and Overall Proficiency

Culminating Experience Essay Exam- Reading Specialist			
Mean Score	Essay Question #9 InTASC Std 9	Essay Question #10 InTASC Std 10	Essay Question#11 InTASC Std 1-10
2023-2024 N=4	3.9	4	4
2024-2025 N=3	3.6	3.6	3.6

Required Assessment 2- Professional Responsibility and Overall Proficiency

Reading Specialist Practicum Rubric - READ 636 - Spring 2025	
Spring 2025 Mean Scores	Professional Learning and Leadership ILA* Standard 6
Candidates' Avg N=3	1
Admin Avg N=3	1.42

*International Literacy Association

Scoring guide: 2 – Exceeds, 1 – Meets, 0 – Does not Meet

January 2025 a new rubric was utilized to align with International Literacy Association (ILA) standards. Comparing data between the two rubrics would not be valid for this report, hence there is only one year of data in the chart above. Moving forward, there will be more data to use for comparisons and program evaluations.

Required Assessment 3- Professional Responsibility and Overall Proficiency

Reading Specialist-- Curriculum and Instruction Program First and Third Year Graduate Survey Results Administered Spring 2025												
Survey	Average Rating Across Survey Questions Mean Scores											Average Overall Satisfaction Rating Mean Score
Survey Questions	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	
1st Year Survey N=1	3.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.1
3 rd Year Survey N=3	3.0	3.0	3.3	3.0	2.7	3.0	3.3	3.0	3.0	3.3	3.3	3.1

Artifact 3. Narrative Summary of Assessment Data**Content Knowledge****Praxis II Exam Performance – Reading Specialist PK-12 Program**

The Praxis II Exam #5302 for Reading Specialist has historically served as a significant benchmark for candidate readiness and licensure eligibility in Nebraska. From 2022 through Spring 2025, Chadron State College required all Reading Specialist candidates to take the exam, however, they didn't need to pass the exam to graduate. To obtain Nebraska licensure though, students had to pass the exam. Starting Summer 2025, the Nebraska Department of Education (NDE) no longer required the PRAXIS II exam for licensure. In 2023-2024

Four students were completers and only two students took the test and both passed for a 100% pass rate. One student registered for the test and due to not finishing she did not receive a score so her numbers are not included in the chart above. The student did not retake it due to the NDE no longer requiring the test. The other student did not send CSC her scores. In 2024-2025 three students were completers and two took the Praxis test. Unfortunately, neither student passed the test. The students were very close to passing being 2-6 points from the pass rate. The third student thought the Curriculum and Instruction test they already took was the test that was needed. In Spring 2025, Reading Specialist students had advanced knowledge of the NDE change dropping the PRAXIS II exam requirement for licensure. At that same time, students were aware that they still had to take the test to graduate from CSC, but they didn't have to pass the test to graduate.

Knowledge of Learner/Learning Environment**Culminating Experience Essay Exam**

Over a two year period, the essay data shows that all students scored a 3 or above which means they are proficient and above. The essay exam serves as a culminating assessment that comprehensively evaluates candidates' ability to integrate content knowledge, pedagogical skills, and understanding of learner development within real-world classrooms or school settings.

Reading Specialist Practicum Rubric

The Reading Specialist Practicum Rubric serves as a critical performance-based assessment within the Reading Specialist practicum, designed to evaluate candidates' preparedness for professional roles in literacy education. In January 2025 a new rubric was used to align with International Literacy Association (ILA) standards. Comparing data between the two rubrics would not be valid for this report, hence there is only one year of data in the chart above. For Spring 2025, the self-assessment data shows that all the students scored themselves as Meeting expectations with one exception. The students scored themselves slightly lower than Meets expectations (.75/1) in the Diversity section. The administrator data shows that the administrators scored all students at Meets expectations or above.

Knowledge of Effective Use of Professional Practices**Culminating Experience Essay Exam**

Over a two year period, the essay data shows that all students scored a 3 or above which means they are proficient and above. The essay exam serves as a culminating assessment that comprehensively evaluates candidates' ability to integrate content knowledge, pedagogical skills, and understanding of learner development within real-world classrooms or school settings.

Reading Specialist Practicum Rubric

The Reading Specialist Practicum Rubric serves as a critical performance-based assessment within the Reading Specialist practicum, designed to evaluate candidates' preparedness for professional roles in literacy education. In January 2025 a new rubric was used to align with International Literacy Association (ILA) standards. Comparing data between the two rubrics would not be valid for this report, hence there is only one year of data in the chart above. In Spring 2025, the self-assessment data shows that all the students scored themselves as Meeting expectations (1) or above. The administrator data shows that the administrators scored all students at Meets expectations (1) or above.

Professional Responsibility and Overall Proficiency**Culminating Experience Essay Exam**

Over a two year period, the essay data shows that all students scored a 3 or above which means they are proficient and above. The essay exam serves as a culminating assessment that comprehensively evaluates candidates' ability to integrate content knowledge, pedagogical skills, and understanding of learner development within real-world classrooms or school settings.

Reading Specialist Practicum Rubric

The Reading Specialist Practicum Rubric serves as a critical performance-based assessment within the Reading Specialist practicum, designed to evaluate candidates' preparedness for professional roles in literacy education. In January 2025 a new rubric was used to align with International Literacy Association (ILA) standards. Comparing data between the two rubrics would not be valid for this report, hence there is only one year of data in the chart above. In Spring 2025, the self-assessment data shows that all the students scored themselves as Meeting

expectations (1) or above. The administrator data shows that the administrators scored all students at Meets expectations (1) or above.

First and Third Year Graduate Survey Results

Post-graduation surveys are sent to students both one year and three years after graduation. In Spring 2025 the First Year survey results indicate that the candidate felt well prepared by his/her Reading Specialist program, reporting an average satisfaction rating of 2.0 - 4.0 on a 4.0 scale on the survey questions and an overall satisfaction rate of 3.1 on a 4.0 scale. The 2.0 score was on question number 10 and has been addressed in the continuous improvement section of this report. The Third Year survey results indicate that the third year candidates felt well prepared by their Reading Specialist program, reporting an average satisfaction rating of 2.7 - 3.3 on a 4.0 scale on the survey questions and an overall satisfaction rate of 3.1 on a 4.0 scale. The 2.7 score was on question number 5 and has been addressed in the continuous improvement section of this report.

Section 3: Evaluation of the use of Assessment Results for Continuous Improvement

Overview

Chadron State College's Curriculum and Instruction – Reading Specialist PK-12 program systematically utilizes data from key assessments. Courses are aligned with CAEP, InTASC, Nebraska Reading Improvement Act, and International Literacy Association (ILA) standards to guide continuous program improvement. Analysis of data from completers has identified program strengths, including foundational pedagogical knowledge, inclusive literacy instruction, assessment practices, and leadership development.

Areas for growth have also been identified, particularly with more integration of diversity, and the enhancement of collaborative leadership skills. Assignments have been added to READ 636 Practicum in Reading course for the candidates to plan and administer a professional development for their colleagues. A current assignment to share with colleagues in a PLC about what they are learning in their Practicum research has been modified and details added so that the candidates can show more leadership skills.

Praxis II Exam – Reading Specialist PK-12 Program

Even though the Nebraska Department of Education (NDE) and the CSC Education Department are no longer requiring the PRAXIS II exam for graduation and licensure, CSC Reading Specialist faculty are still committed to looking at the components of that test to help make curricular decisions in the courses. It is possible that in the future students may need to once again take the test. With this strategy, they will be prepared.

Culminating Experience Essay Exam

Through this structured and reflective written exercise, candidates demonstrate their application of InTASC standards and their readiness to meet the professional responsibilities of a Reading Specialist. The essay is assessed by a graduate faculty committee using a standardized rubric, ensuring consistent, valid evaluation that aligns with program goals and outcomes. This

assessment provides evidence of candidates' critical thinking, reflective practice, and practical readiness for professional literacy leadership.

Moving forward, the Reading Specialist faculty member is planning to include assignments in several READ courses asking students to take the InTASC standards information from their course work and apply it to the work they are doing in the field in order to correlate with their answers on the essay exam.

Reading Specialist Practicum Rubric

From information given by the reviewing committee from our last folio review, for Spring 2020 through Spring 2024, faculty implemented a new observational instrument for clinical practice (Clinical Practice Evaluation Rubric). Due to not receiving consistent feedback, in Spring 2025, a revised Reading Specialist Practicum rubric was adopted to align with International Literacy Association (ILA) standards. The first rubric did not include the ILA standards, so comparing data from each of these periods is not valid. Therefore, data from Spring 2025, using the new rubric, is the only data presented and analyzed.

The Spring 2025 data shows that candidates rated themselves slightly below Proficiency in Diversity (average 0.75/1), while administrators rated them as Proficient (1) or above. To address this gap, the Reading Specialist faculty will add targeted assignments for Spring 2026, such as having candidates evaluate their curriculum in order to include more diversity in their textbooks, classroom library books, intervention materials, and assignments. Candidates will be looking for multiple aspects such as race, language, culture, family structures, and author identity.

In the Professional Learning and Leadership category of the rubric students felt they needed more practice. The Reading Specialist faculty has created an assignment in the Spring 2026 Practicum class to teach professional development skills. Candidates will collaborate with an administrator to plan and lead a professional development presentation, based on building needs, to school faculty about a topic in reading and/or writing. The project will be evaluated by their principal.

First and Third Year Graduate Survey Results

After reviewing the answers to the first and third year surveys, two questions from the surveys emerged in which candidates reported a need for stronger preparation.

First Year Survey

The area of need was connected to the question: "When it comes to ongoing professional learning, how effective are you in evaluating your practice - particularly the effects of your choices and actions on learners, families, other professionals, and the community—and in adapting instruction to meet the needs of each learner?" The average rating for this item was 2.0 on a 4.0 scale. The Reading Specialist faculty intends to include information in READ 636 Practicum in Reading with information relevant to this question.

Third Year Survey

The area of need was related to the question: "How well do you use central concepts, tools of inquiry, and structures within your discipline to create learning experiences that make the

discipline accessible and meaningful for learners?” The average rating for this item was 2.7 on a 4.0 scale. Again, the Reading Specialist faculty intends to include information in READ 636 Practicum in Reading with information relevant to this question.

Appendix A

Plan of Study

MASTER OF EDUCATION – CURRICULUM AND INSTRUCTION –READING SPECIALIST (PK-12)

Student's Name

NUID

BASIC CORE COURSES: (12 credit hours – EDCI 631 should be completed within the first 12 hours of a student's program of study)

Prefix	No.	Course Title	Term	Grade	Hr.	Transfer/Substitution if applicable
--------	-----	--------------	------	-------	-----	-------------------------------------

EDCI	631	Research Design & Data Analysis			3	
EDCI	635	Curriculum Development			3	
EDCI	638	School Law			3	
SPED	630	Characteristics of Behav. & Emotional Dis.			3	

READING ENDORSEMENT COURSES: (24 credit hours)

READ	531	<i>Improvement of Instruction in Reading</i>			3	
READ	532	<i>Reading in the Content Fields</i>			3	
READ	533	<i>Philosophies, Approaches & Techniques for Teaching Reading</i>			3	
READ	535	<i>Reading & the At-Risk Student</i>			3	
READ	634	<i>Linguistic Foundations of Reading Instruc.</i>			3	
READ	635	<i>Diagnosis & Correction</i>			3	
READ	636*	<i>Practicum in Reading*</i>			3	
READ	638	Seminar in Reading: Issues, Trends & Prog.			3	

ELECTIVES: (3 credit hours) – Select ONE of the following

READ	530	<i>Reading & Writing in Mid/Sec Schools</i>			(3)	
EDCI	637	<i>Improve. of Instruct/Lang Arts/Elem/MS</i>			(3)	
ENG	538	<i>Adolescent Literature</i>			(3)	

39 Total**Credits**

- A minimum of 21 credits must be from 600 level credit coursework
- *READ 635 is a prerequisite for READ 636

Praxis II: 5302 Reading Specialist is required for graduation & should be taken during the term prior to graduation.

Signature of Student

Date

*Please return your completed, signed and dated Plan of Study to the Graduate Studies office to be approved by your committee and the Graduate Council.

A copy of your approved Plan of Study should be kept for your Portfolio.

GRADUATE COMMITTEE
Approved via SharePoint:

To submit to gradstudies@csc.edu
Crites Hall Room 110
Chadron State College

1.
2.

Dean

Appendix B Culminating Exam and Score Sheet

Graduate Essay Exam Requirements

- 1st- All exam materials must be submitted in a digital format that is accessible by CSC faculty.
- 2nd- All exams must be submitted no later than **March 15th for spring and summer graduates** and **November 1st for fall graduates**. We encourage you to submit your exam early in your final semester because professors serve on numerous committees each semester and would appreciate the extra time.
- 3rd- Please use the template to complete the essay exam.

Section 1

Address the 11 questions, 10 of which directly relate to the InTASC standards. Be sure to be detailed in your response to each question.

Section 2

Practical Application: Describe in 2-3 pages (or multimedia digital equivalent-preferred) how you applied at least one Student Learner Outcome (SLO) from at least one course you completed in CSC's grad program in your classroom and/or school. In this portion of the exam, the student should demonstrate how they took content (e.g. an application, instructional strategy, educational philosophy, new school policy based on school law, reading strategy, curriculum revision, etc.) that they learned about in a CSC graduate course and then applied it in a setting such as a classroom, school, or even school district. The student should describe what educational need this fulfilled and if the outcome(s) were positive, negative, or neutral. This is also a part of the assessment where we recommend students use their creativity in demonstrating a practical application. While an expository text for 2-3 pages would meet the requirements of this part of section 2, we encourage a multimedia component. This might be a video or screencast that describes the SLO experience, a graphic-heavy presentation containing narration, a digital publication in the form of an ePub3 digital book, etc. Due to the wide range of methods that multimedia content can be used, please feel free to contact your advisor to discuss specific details.

Section 3

Plan of Study - PDF copy of student Plan of Study.

Resume/Vitae - Current, *including* CSC graduation information.

Contact Information-for 2-year follow-up data gathering

How can CSC improve- share thoughts about the program

Culminating Exam Score Sheet- sample

Advisor Signature and Date _____

Committee Member Signature and Date _____

Interrater Score

Student Name				
Student ID#				
Semester/Year				
Degree				

		Evaluator 1	Evaluator 2	
	Standard #1: Learner Development.			
	Standard #2: Learning Differences.			
	Standard #3 Learning Environments			
	Standard #4: Content Knowledge.			
	Standard #5: Application of Content.			
	Standard #6: Assessment.			
	Standard #7: Planning for Instruction.			
	Standard #8: Instructional Strategies.			
	Standard #9: Professional Learning and Ethical Practice.			
	Standard #10: Leadership and Collaboration.			
	Practical Application:			
	Total			
		(IRR)		Interrater Score
Kappa Statistic	Strength of Agreement			
<0.20	Poor			
0.21 to 0.40	Fair			
0.41 to 0.60	Moderate			
0.61 to 0.80	Good			
0.81 to 1.00	Very Good			

Feedback:

Reading Specialist Rubric

Directions:

1. Review each standard.
2. Determine your current skill level for that standard (self or administrator assessment).
3. Mark the corresponding performance level in the rubric.

Standard 1: Foundational Knowledge

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

	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge,	- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. - Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice,	- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. - Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice,	- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. - Analyze classroom environment quality for fostering individual motivation to read and write (e.g.,

and reading–writing connections.	challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and	challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship	access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research
----------------------------------	---	---	---

	native language of English learners as a support system in their learning to read and write in English.	between the culture and native language of English learners as a support system in their learning to read and write in English.	evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its	• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its	• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and

	role in reading education.	role in reading education.	writing and its role in reading education.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.	• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.	• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2: Curriculum and Instruction Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.			
	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of	• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of	• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation

	the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.	the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.	on, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections	• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,	• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,	• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,

	motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to	motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to	motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students
--	--	--	--

	learn to read and write.	learn to read and write.	who struggle to learn to read and write.
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and	• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and	• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching,

	providing resources.] Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.	providing resources.] Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.	observing, planning, and providing resources.] Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.
Standard 3: Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.			
	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
3.1: Understand types of assessments and their purposes, strengths, and limitations.	Demonstrate an understanding of the literature and research related to assessments	Demonstrate an understanding of the literature and research related to assessments	Demonstrate an understanding of the literature and research related to assessments and their

	and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency
--	---	---	--

			standards, and student benchmarks.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language	• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language	• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading,

	growth of all students.	growth of all students.	writing, and language growth of all students.
3.3: Use assessment information to plan and evaluate instruction.	• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.	• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.	• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make

	Plan and evaluate professional development initiatives using assessment data.	Plan and evaluate professional development initiatives using assessment data.	instructional decisions. Plan and evaluate professional development initiatives using assessment data.
3.4: Communicate assessment results and implications to a variety of audiences.	- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. - Demonstrate the ability to communicate results of assessments to various audiences.	- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. - Demonstrate the ability to communicate results of assessments to various audiences.	- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. - Demonstrate the ability to communicate results of assessments to various audiences.

Standard 4: Diversity Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.			
	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-	• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-	• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the

	language acquisition and literacy development. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.	language acquisition and literacy development. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.	relationship between first- and second-language acquisition and literacy development . Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development .
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. - Support classroom teachers in	- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. - Support classroom teachers in	Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

	providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school	providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of	• Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds . • Collaborate with others to build strong home-to-school and school-to-home literacy connections.
--	--	---	--

	community in valuing the contributions of diverse people and traditions to literacy learning.	the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
4.3: Develop and implement strategies to advocate for equity.	- Provide students with linguistic, academic, and cultural experiences that link their communities with the school. - Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced	- Provide students with linguistic, academic, and cultural experiences that link their communities with the school. - Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced	- Provide students with linguistic, academic, and cultural experiences that link their communities with the school. - Advocate for change in societal practices and institutional structures that are inherently biased or

	against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and
--	--	--	--

			school literacy.
Standard 5: Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.			
	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.	• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.	• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	• Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.	• Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.	• Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.
5.3: Use routines to support reading and writing instruction (e.g., time	• Understand the role of routines in creating and maintaining positive learning	• Understand the role of routines in creating and maintaining positive learning	• Understand the role of routines in creating and maintaining positive learning

allocation, transitions from one activity to another; discussions, and peer feedback).	environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.	environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.	environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in	• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in	• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

	doing the same for all students.	doing the same for all students.	Support teachers in doing the same for all students.
Standard 6: Professional Learning and Leadership Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.			
	Exceeds (2 pts)	Meets (1 pt)	Does not meet (0 pts)
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. - Use knowledge of students and teachers to build effective professional development programs. - Use the research base to assist in	- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. - Use knowledge of students and teachers to build effective professional development programs. - Use the research base to assist in	- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. - Use knowledge of students and teachers to build effective professional

	building an effective, schoolwide professional development program.	building an effective, schoolwide professional development program.	development programs. • Use the research base to assist in building an effective, schoolwide professional development program.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and	• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students,	• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with	• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward

guardians, and so forth.]	colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.	students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.	reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.
6.3: Participate in, design, facilitate, lead, and evaluate effective and	• Collaborate in planning, leading, and evaluating professional	• Collaborate in planning, leading, and evaluating professional	• Collaborate in planning, leading, and evaluating professional

differentiated professional development programs.	development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate	development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate	development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively
--	---	---	--

	group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.	group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.	y with teachers and administrators, and facilitate group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.
6.4: Understand and influence local, state, or national policy decisions.	• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective	• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective	• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support

	communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.	communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.	literacy efforts. - Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. - Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.
--	---	---	--

