

EDUCATION LEADERSHIP  
& SPECIAL EDUCATION

# MONMOUTH UNIVERSITY

where leaders look forward<sup>SM</sup>

MS Ed Literacy  
Post-Master's Literacy Endorsement  
Handbook

2014- 2015



**MONMOUTH UNIVERSITY  
SCHOOL OF EDUCATION  
Literacy Program**

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## MISSION STATEMENT

The School of Education mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional educators (e.g., administrators, counselors, and reading specialist/literacy coaches) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning.



### School of Education Conceptual Framework

#### Teacher Candidate Proficiencies

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.
2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.

3. Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.
4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.
5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.
6. Demonstrate an understanding of the general goals and professional standards of one's professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.
7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non print, and technological tools, to promote student learning.
8. Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media.
9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age and level appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.
10. Analyze and reflect on the results of assessments to 1) evaluate students' strengths and weaknesses; 2) make decisions regarding future teaching/practice; 3) communicate the results of student performance to all stakeholders; and 4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning.
11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.
12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self reflection on instructional/professional practice, and learning growth in the people they serve.

## MS Ed Literacy Program Outcomes

The following are the major learner outcomes for the MS Ed Reading Program. They are linked to the *International Reading Association Standards for Reading Professionals, 2010* and the School of Education's Candidate Proficiencies.

Literacy Program Outcomes
1. Demonstrate an understanding of the foundational knowledge of the literacy processes and apply this knowledge in teaching, learning, and coaching colleagues. (IRA 1)
2. Demonstrate understanding of language development and foundational theories and apply this knowledge in teaching and coaching colleagues. (IRA 1)
3. Based on research, model and scaffold instruction to meet the developmental, cultural, and linguistic differences of students; Support and assist colleagues and paraprofessionals to model and scaffold instruction. (IRA 2)
4. Use a wide array of research-based instructional strategies, methods, practices, and materials (including technology) that are appropriate for all learners and assist colleagues with using the strategies. (IRA 2)
5a. Create research-based motivating, literate environments that meet the needs of all learners including those from diverse background and promote lifelong reading and reading for real purposes; 5b. Assist and support paraprofessionals and colleagues in creating literate environments and choosing print, non-print, and technology based information that motivate all learners. (IRA 5)
6. Use IRA Standards for Reading Professionals, NJ Professional Teaching Standards, and the research base as the framework for planning assessment, instruction and coaching activities. (IRA 1,2,3,4,5,6)
7. Use IRA Standards for Reading Professionals, NJ Professional Teaching Standards, and the research base as the framework for evaluating, selecting, designing, and adapting print, non print, and technological tools to promote learning for all students and to support colleagues in their selection and use of resources. (IRA 2, 4)
8. Utilize effective communication and collaboration skills in teaching and coaching. (IRA 6)
9. Utilize, compare, contrast, and analyze a wide array informal and formal assessment measures, including self-assessment and tools that are technologically based to place all learners along a developmental continuum in an assessment/instructional cycle. (IRA 3)
10. Analyze and reflect on assessment results to share students' strengths and weaknesses with colleagues, parents, and other involved constituents. (IRA 3)
11. Analyze the research base that articulates the link between teacher dispositions and student achievement to develop dispositions that promote collaboration in working with students, families, colleagues, and community members to support student learning. (IRA 6)
12. Self-evaluate teaching and coaching practices and collaborate with paraprofessionals and other colleagues to improve their teaching practices. (IRA 6)

## MS Ed Literacy Core Program Assessments

During the time you are enrolled in the Literacy Program at Monmouth University, you will be completing the following eight core assessments. The table below outlines these core assessments as well as when they are completed during the program. These assessments are components of an overall assessment system, which is outlined in the second table.

		Core Assessments	Courses
MSEd Reading	IRA	• Exam (Assessment 1)	EDL 585
Literacy Endorsement		• Foundational Knowledge and Professional Development Investigation (Assessment 2)	EDL 527
		• Teacher Work Sample Unit and Colleague Sharing (Assessment 3)	EDL 525
		• Practicum Evaluation (Assessment 4)	EDL 585
		• Student Study (Assessment 5)	EDL 585
		• Assessment and Instruction Project (Assessment 6)	EDL 564
		• Comprehension Program Project (Assessment 7)	EDL 517
		• Long-term Staff Development Project (Assessment 8)	EDL 593

### **Transfer Credits:**

If you are transferring credits into the MS Ed Reading Program (6 credits maximum), you are still responsible for completing the eight core assessments even if one or more of them take place in a course that you transferred. Please see your advisor to develop a process for completing the assessments.

## Literacy Assessment System

Transition Points	Unit Assessments	Literacy Assessments
1. Admission	Letters of recommendation Essay 2.75 GPA	
2. Admission to Practicum	3.0 GPA Lesson plans Unit plans Teacher Work Sample Technology assessment Course assessments Case Studies	Assessment 7- Comprehension Program Project (EDL 517);  Assessment 3- Teacher Work Sample Unit and Colleague Sharing (EDL 525);  Assessment 2- Foundational Knowledge and Professional Development Investigation (EDL 527);  Assessment 6- Assessment and Instruction Project (EDL 564)
3. Program Completion	Comprehensive exams Teacher Work Samples Capstone projects Professional Development Plans Supervised Internships Case Studies	Assessment 1- Exam (EDL 585);  Assessment 4- Clinician Evaluation (EDL 585)  Assessment 5- Student Study (EDL 585)  Assessment 8- Long-Term Staff Development Project (EDL 593)
4. Post-Graduate Assessment	Exit Survey Employer Survey Candidate Survey	

# MONMOUTH UNIVERSITY

## CURRICULUM CHART

### Master of Science in Education: Literacy 2014-2015

EDL515: Advanced Literacy Instruction	3.0
EDL516: Literacy Strategy for All Learners I	3.0
EDL517: Literacy Strategy for All Learners II	3.0
EDL525: Multicultural Literature and Literacy	3.0
EDL526: Strategies for Teaching Writing, K-12	3.0
EDL527: Literacy Trends and Issues	3.0
EDL564: Assessment & Instruction in Literacy I	3.0
EDL565: Assessment & Instruction in Literacy II	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL585: Practicum in Literacy	3.0
TOTAL CREDITS	30.0

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## CURRICULUM CHART

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EDL515: Advanced Literacy Instruction	3.0
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EDL517: Literacy Strategy for All Learners II	3.0
EDL525: Multicultural Literature and Literacy	3.0
EDL 526: Strategies for Teaching Writing	3.0
EDL527: Literacy Trends and Issues	3.0
EDL564: Assessment & Instruction in Literacy I	3.0
EDL565: Assessment & Instruction in Literacy II	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL585: Practicum in Literacy	3.0
TOTAL CREDITS	30.0

## Course Descriptions

- EDL 515 Advanced Literacy Instruction 3 credits  
This course focuses on pedagogy and theories that are applicable to teaching literacy to beginning, struggling, and skilled readers. Topics will include approaches for teaching literacy to a diverse population of learners in a literate environment and assisting and supporting colleagues and paraprofessionals. Word identification, vocabulary, comprehension, and content strategies will be presented.
- EDL 516 Literacy Strategies for All Learners I 3 credits  
This course explores word identification and vocabulary research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group instructional techniques in the areas of phonemic awareness, phonics, word recognition, vocabulary, and fluency are explored in environments that promote collaboration and self-regulation. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.
- EDL 517 Literacy Strategies for All Learners II 3 credits  
This course addresses comprehension research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group comprehension strategies, metacognition, and student self-evaluation are explored and practiced in collaborative educational settings. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.
- EDL 525 Multicultural Literature and Literacy 3 credits  
The content of this course focuses on multicultural literature and how it is integrated into a classroom and/or school wide literacy program. A wide array of multicultural literature and other genres for children and young adults will be presented, studied and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.
- EDL 526 Strategies for Teaching Writing K-12 3 credits  
This course will provide an in-depth study of strategies for teaching various types of writing to elementary and secondary students. It involves assessing and instructing students who require assistance with the development of written expressive language under the direction of a university supervisor.
- EDL 527 Literacy Trends and Issues 3 credits  
This course focuses on issues, problems, trends, and research in the field of literacy. The content includes the study of divergent viewpoints and research regarding theories, instructional strategies, assessment, classroom environment and professional development.
- EDL 564 Assessment and Instruction in Literacy I 3 credits

This practicum course focuses on the principles of on-going assessment and instruction of K-12 students' reading and writing development. Strategies to select, use, and interpret appropriate standardized, criterion referenced and informal assessment measures will be provided. Techniques for analysis of students' literacy strengths and weaknesses and techniques for coaching colleagues and paraprofessionals will be addressed. Individual and group literacy strategies are explored and practiced in public school classrooms and a clinical setting.

EDL 565 Assessment and Instruction in Literacy II 3 credits  
This practicum course focuses on assessment and instructional literacy strategies for assisting all learners, including those with diverse backgrounds. The content includes the theory and practice of portfolio assessment and varied instructional strategies as well as the integration of technology. Individual and group literacy and coaching strategies are explored and practiced in public school classrooms and a clinical setting.

EDL 585 Practicum in Literacy 3 credits  
This course concentrates on the clinical assessment and instruction of students who have difficulty with reading and writing. The practicum involves instructional sessions, observing colleagues tutoring, and being observed during a seamless assessment and instruction cycle. In addition, self-assessment is encouraged via the use of videotaped teaching sessions and in-depth, collaborative case discussions.

EDL 593 Administration and Supervision of Literacy Practices and Professional Development for School Leaders 3 credits  
This course focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Candidates are involved in observation, supervision, and a long-term staff development program in schools.

## MS Ed Literacy Field and Clinical Experiences

There are numerous field experiences throughout the program. Some field experiences are held on campus and others take place in area K-12 schools or at the Literacy Center at Monmouth University.

Course	Field-based assignment
EDL 515- Advanced Literacy Instruction	<ol style="list-style-type: none"> <li>1. Candidates conduct an analysis of their current classroom literacy teaching as well as the contextual factors of the students, classroom, school, and district to determine their effect on student achievement. They also reflect on their dispositions, professional development, and collaboration with colleagues.</li> <li>2. Candidates then identify their strengths and weaknesses (needs) identified which include: teaching, those of students, parents, and administrators, classroom environment, professionalism</li> <li>3. Candidates reflect on the analysis and related research, personal goals, and new hypotheses that were formed.</li> <li>4. Candidates develop a two-year timeline of planned goals and anticipated student instructional outcomes that will improve student performance.</li> </ol>
EDL 516- Literacy Strategies for All Learners I	<ol style="list-style-type: none"> <li>1. Candidates design a word identification (P-3) or vocabulary (4-12) program for the students in their classrooms and teach at least six lessons during a period of six weeks.</li> <li>2. Candidates are observed by a colleague during their teaching of their program and model one lesson. Lesson plans are also shared with the colleague.</li> </ol>
EDL 517- Literacy Strategies for All Learners II	<ol style="list-style-type: none"> <li>1. Candidates design a comprehension program and teach at least six lessons to students in their classrooms during a period of six weeks.</li> <li>2. Candidates share/model their program with at least two colleagues.</li> </ol>
EDL 525- Multicultural Literature and Literacy	<ol style="list-style-type: none"> <li>1. Candidates develop a Teacher Work Sample and teach at least one week of the unit to the students in their classrooms.</li> <li>2. Candidates assist at least one colleague with the TWS process (through a meeting or several meetings).</li> </ol>
EDL 526- Strategies for Teaching	<ol style="list-style-type: none"> <li>1. Practicum I: Candidates teach writing strategies to one or two students at the Literacy Center (nine, ninety</li> </ol>

Writing, K-8	minute sessions) and conduct a conference with the student's parent or other family member.
EDL 527- Literacy Trends and Issues	<ol style="list-style-type: none"> <li>1. Candidates, after completing a theoretical and professional development investigation, assess their students' ability to integrate the literacy components in fluent reading.</li> <li>2. Candidates share their theoretical knowledge investigation, their assessment work, and reflections with colleagues and work together to set professional development goals.</li> </ol>
EDL 564- Assessment and Instruction in Literacy I	<p>Practicum II:</p> <ol style="list-style-type: none"> <li>1. Candidates assess and instruct two students for nine two-hour sessions at the Literacy Center. Case studies are written and shared with the families at a conference.</li> <li>2. Candidates assess three areas of literacy, design an instructional plan, and instruct two struggling learners in their classroom for two weeks.</li> <li>3. Candidates schedule a meeting (or additional meetings as necessary) with paraprofessionals and colleagues to explain their assessment/instruction teaching/learning, evaluate the teaching, and set professional development goals.</li> </ol>
EDL 565- Assessment and Instruction in Literacy II	<p>Practicum III:</p> <ol style="list-style-type: none"> <li>1. Candidates assess and instruct two students for nine two-hour sessions at the Literacy Center. Student studies and electronic portfolios are shared with the students' families at a conference.</li> </ol>
EDL 585- Practicum in Literacy	<p>Practicum IV:</p> <ol style="list-style-type: none"> <li>1. Candidates assess and instruct two students for ten two-hour sessions at the Literacy Center under the supervision of the professor. Student studies are shared with the families at a conference.</li> </ol>
EDL 593- Administration and Supervision of Literacy Practices and Professional Development for School Leaders	<ol style="list-style-type: none"> <li>1. Candidates observe language arts literacy and content instruction, develop evaluations, and conduct pre- and post- observation conferences. Research-based recommendations are provided.</li> <li>2. Candidates design and implement a long-term staff development initiative with colleagues at their school. The completed design for their staff development initiative will be based on the district's vision, the professional literature, and the professional standards.</li> </ol>

## A.P.A , 6<sup>th</sup> ed. Style for All Written Assignments

*The Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition, is the required reference for citing research in written assignments in the School of Education.

Failure to properly cite sources used in your submitted work may result in charges of plagiarism by your instructor.

The Monmouth University Writing Center provides access to web pages for A.P.A style through the **Resources for Writers** link on the Writing Center Web site:

[http://www.monmouth.edu/writing\\_center/resources.asp](http://www.monmouth.edu/writing_center/resources.asp)

The link provides information on plagiarism and differences in writing a summary and paraphrasing.

### Other Web Pages:

- The A.P.A. homepage: <http://www.apastyle.org/index.html>. This page highlights the 6<sup>th</sup> edition changes and answers most FAQs, especially those regarding electronic sources.
- Examples of unusual citations like listserv, newsgroups, and FTPs can be found at the Bedford/St. Martin Publishing Company website:  
<http://www.bedfordstmartins.com/online/citex.html>

## **Electronic Portfolio Foliotek**

The School of Education requires that all undergraduate and graduate students, who enrolled in education courses (EDL, EDS, and/or ED) for the first time in the fall of 2005, or later develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service for the School of Education. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University. Your subscription to Foliotek will last for six years.

You will be uploading the *eight* required core assessments for your program as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum.

Faculty and advisors will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. Most of the core assessments will be completed during your coursework. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments

In addition, you can use the Foliotek system to build a showcase portfolio which can be used when you apply for positions or want to share your best work with others.

Your first step is to register for your electronic portfolio. Send an email to: [foliotek@monmouth.edu](mailto:foliotek@monmouth.edu) with your name, student identification number, and your program. You will receive an email reply (to your Monmouth email account) that will contain specific directions for registering online.

# eCampus

## Course Management System

Four of the courses in the MS Ed Reading programs are online and the others are hybrid (a combination of online and on campus sessions), and web-enhanced (course meets on campus, but there is an online component). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following link on the Monmouth University Website:

<https://ecampus.monmouth.edu/login.php>

To log in, a student uses his/her Monmouth University ID and email password. If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the “Change Password Form”, which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

- News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.
- Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.
- Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, dropbox, classlist, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

- ✓ Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.
- ✓ Discussions: This is where the posting of reflections and online dialoguing take place.
- ✓ Dropbox: You may be asked to upload your assignments and assessments to this area.
- ✓ Classlist: This contains the names and email addresses of your classmates.
- ✓ Chat: This enables the professor to dialogue with students in real time.

- ✓ Grades: This link takes you to your grades on assignments and assessments.
- ✓ Library: This is the link to the Monmouth University Library.
- ✓ Course Home: This link takes you back to the course main page.

## e-FORMS

Most of the forms you will be utilizing will be on-line e-FORMS.\* A complete list of the e-FORMS can be found in your e-FORMS library; however, the following is the list of the most commonly used e-FORMS. Directions for using e-FORMS begin on the next page.

### Sample e-FORMS (complete list of e-FORMS available online):

Application for Graduation	Grade Report – Student Release
Change Address	Leave of Absence
Declare Certificate or Endorsement	Transcript Request
Declare Minor	Withdraw from University
Enrollment Verification	Change Undergraduate Academic Program
Enrollment Verification for Insurance Co.	Substitution
FERPA	Summer Permission
FERPA – Do Not Disclose	UG(undergraduate) Request for GR(graduate) course
	Waiver of UG(undergraduate) Gen-Ed Requirement

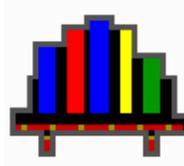
\*NOTE: The Office of Registration and Records still uses some paper forms which are available on WEBpage at <http://www.monmouth.edu/academics/registrar/forms.asp> . Two important forms are: Program Change and the Independent Study Form.

## ***Directions for e-FORMS***

The following are directions for e-FORMS. Please note, there is also a Power Point presentation on your WEBstudent account if you should need more assistance.

- Go to WEBstudent menu
- Select e-FORMS
- Enter student ID ('s' and seven digits) and password
- You will then see following icon on the left top of your screen:

This is the "Library of e-FORMS" icon



- Click on the "Library of e-FORMS"
  - A list of forms will be displayed
- Select the e-FORM you need to complete
- The e-FORM will be populated with your student information (i.e., your name, id, program)
- Complete the e-FORM
- Make sure you add comments as you deem necessary on bottom of the e-FORM
- Select "Submit" to electronically submit this for approval

Once you submit your form, it is routed electronically to the necessary offices for approvals. You will receive emails as your e-FORM moves from office to office, noting approvals/denials/comments. Keep your advisor informed should you have any questions and/or concerns.

Your e-FORM is approved, completed, and reflected on your University record once you receive an email noting "Archived."

# Important Resources for Reading Professionals

## New Jersey Standards for Teachers and Schools Leaders:

<http://www.nj.gov/education/profdev/profstand/>

## Literacy Professional Organizations:

### International Reading Association (IRA) <http://www.reading.org>

IRA was founded in 1956 as a professional organization for those involved in teaching reading to learners of all ages.

#### **IRA Mission Statement**

The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading process and teaching techniques; serving as a clearinghouse for dissemination of reading research through conferences, journals, and other publications; and actively encouraging a lifetime reading habit.

The primary purposes of the Association are threefold:

1. To improve the quality of reading instruction at all levels by encouraging the study of the nature of the reading process,
  - stimulating and promoting research dealing with all aspects of reading,
  - acting as a clearinghouse for information related to reading,
  - encouraging the development of high quality teacher education programs, both preservice and inservice.
2. To develop an awareness of the impact of reading among all peoples by
  - encouraging the development of worthwhile reading tastes and permanent interest in reading,
  - promoting the formation of lifetime habits of reading,
  - developing an appreciation of the value of reading.
3. To promote the development among all peoples of a level of reading proficiency that is commensurate with each individual's unique capacity.

#### **IRA Programs**

**Advocacy and global outreach** - Locally, nationally, and worldwide, **IRA** is an [advocate](#) for policy, curriculum, and education reform that support the best interests of teachers and learners. **IRA** [international initiatives](#) encourages communication and collaboration among professionals across national boundaries.

**Awards and grants** - The Association's [awards program](#) includes honors for teaching, service to the profession, research, media coverage of reading, and authorship of children's books. Grants support professional development, graduate studies, and research.

**Meetings and events** - [Conferences and smaller meetings](#) provide professional development opportunities to educators across the globe.

**Professional communities** - **IRA** reaches out to educators directly through a network of [councils and affiliates](#). These organizations extend our community to more than 300,000 reading professionals in 99 countries. [Special interest groups](#) are available for those interested in specific topics in reading education, and [Alpha Upsilon Alpha Honor Society](#) chapters support education students preparing to enter the profession.

**Publications** - IRA [publishes](#) the leading peer-reviewed journals, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy* and *Reading Research Quarterly*. The Association also offers more than 150 books, brochures, and other resources in print. *Reading Today*, the bimonthly newspaper, keeps members up to date on issues in reading and IRA activities.

### **Councils and Affiliates**

IRA's more than 1,250 councils and affiliates bring outstanding professional development to literacy educators at the local, state/provincial, regional, and national levels. These organizations rely on IRA for leadership in professional, organizational, and membership issues. In turn, through council services, grants, and awards, IRA recognizes its councils and affiliates for achievement and excellence in service to the profession, for research, and for advocacy on behalf of teachers and literacy learners.

In addition to serving local professional development needs, the [councils](#) in IRA's network reach out to support literacy projects around the globe. These worldwide connections among colleagues enrich the professional lives and literacy activities of all involved.

### **Membership**

[Memberships are available at discounted rates](#) for students. The following are some benefits you receive with your membership.

- Subscribe to the field's leading journals
- Build your professional library—at special savings
- Learn and share with colleagues
- Connect with literacy professionals in your area
- Explore your career options
- Make a difference
- Access a library of lesson plans from your computer desktop
- Explore your special interests
- Access our grants and awards
- Guide our present, shape our future
- Receive insurance benefits.
- Special membership options

To join online, go to: <http://www.literacyworldwide.org/get-involved/membership>

### **Literacy Research Association (LRA) <http://www.literacyresearchassociation.org/>**

LRA is a professional organization for university researchers and teacher educators, graduate students, and reading specialists/literacy coaches (e.g., reading professionals) who share an interest in conducting and disseminating the results of cutting-edge literacy research and information about literacy and literacy instruction. LRA sponsors a [conference](#) each year during the first week in December. The program consists of keynote addresses by distinguished speakers, symposia, paper sessions, research reviews of current trends and issues, and alternative format sessions. During the conference, LRA also confers the [Oscar S. Causey Award](#) for reading research, the [Albert J. Kingston Award](#) for outstanding service to LRA, the [J. Michael Parker Award](#) for contributions to adult literacy, the [Edward Fry Book Award](#) for contributions to literacy research and practice, the [Early Career Achievement Award](#) for contributions to literacy research and education, the [Distinguished Lifetime Achievement Award](#) for contributions to literacy research, theory and practice, and the [Student Outstanding Research Award](#).

In addition to sponsoring an annual conference, **LRA** publishes a quarterly journal, the [Journal of Literacy Research](#) (JLR), and the [NRC Yearbook](#), which contains selected papers from the previous year's conference.

### **Membership**

The STUDENT membership includes a subscription to the Journal of Literacy Research, LRA Newsletter, LRA Yearbook, and LRA Listserv for one year and a discounted rate for the LRA's Annual Meeting. To join online go to: <http://www.literacyresearchassociation.org/>

## **National Council of Teachers of English (NCTE) <http://www.ncte.org>**

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. Since 1911, **NCTE** has provided a forum for the profession, an array of opportunities for teachers to continue their professional growth throughout their careers, and a framework for cooperation to deal with issues that affect the teaching of English. On the website there are many opportunities available to teachers for professional growth and a forum to discuss issues related to the teaching of English. There also is a free weekly newsletter of ideas, articles, and connections for those who teach reading/language arts.

### **Mission Statement**

Here is **NCTE's** mission statement as it appears in the **NCTE** Strategic Plan (8/90):

"The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

### **Publications**

Among the publications of **NCTE** are *Language Arts*, *Voices from the Middle*, *The English Journal*, and *Classroom Notes Plus*.

### **Special Programs**

**NCTE** offers a range of special programs to reach out to underserved communities, to celebrate multicultural literature, to advance knowledge about critical education issues, to better prepare teachers for success in the classroom, and to safeguard intellectual freedom. Find out how you can take part in these exciting programs:

### **Membership**

**NCTE** has over 60,000 members and subscribers in the United States and other countries. Individual members are teachers and supervisors of English programs in elementary, middle, and secondary schools, faculty in college and university English departments, teacher educators, local and state agency English specialists, and professionals in related fields. Anyone interested in advancing English language arts education is welcome to join the **NCTE** membership community.

To join **NCTE** online go to: <http://www.ncte.org/join>

**This document outlines the International Reading Association’s 2010 Standards for Reading Professionals. There are six broad standards and 21 elements. Candidates in the MS Ed Literacy and Post-Master’s Literacy Endorsement Programs must demonstrate mastery of the standards at the Literacy candidate level in addition to the paraprofessional and classroom teacher candidate levels.**

For additional information on International Reading Association and its resources, go to <http://www.reading.org>.

## **International Reading Association Standards for Reading Professionals 2010**

### **Standard 1. Foundational Knowledge and Dispositions**

**Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, the candidates:**

<b>Element</b>	<b>Literacy Candidates</b>
<p>1.1 <i>Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. Evidence that demonstrates competence may include, but is not limited to, the following:</i></p>	<ul style="list-style-type: none"> <li>• Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</li> <li>• Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</li> <li>• Demonstrate a critical stance toward the scholarship of the profession.</li> <li>• Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</li> <li>• 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 native language of English learners as a support system in</li> </ul>

	their learning to read and write in English.
1.2 <i>Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</i>	<ul style="list-style-type: none"> <li>• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</li> <li>• Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</li> </ul>
1.3 <i>Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</i>	<ul style="list-style-type: none"> <li>• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</li> <li>• Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</li> </ul>

**Standard 2. Curriculum and Instruction**

**Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:**

<b>Element</b>	<b>Literacy Candidates</b>
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<p><i>2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to, the following:</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.</li> <li>• Develop and implement the curriculum to meet the specific needs of students who struggle with reading.</li> <li>• Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.</li> <li>• Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.</li> </ul>
<p><i>2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</li> <li>• Support classroom teachers and education support personnel to implement instructional approaches for all students.</li> <li>• As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</li> </ul>

<p>2.3 <i>Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.</li> <li>• 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.</li> <li>• Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.</li> </ul>
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**Standard 3. Assessment and Evaluation**

**Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:**

<p><b>Element</b></p>	<p><b>Literacy Candidates (plus previous 2 level)</b></p>
<p>3.1 <i>Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to, the following:</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</li> <li>• Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> <li>• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> <li>• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</li> </ul>

<p>3.2 <i>Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</i></p>	<ul style="list-style-type: none"> <li>• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.</li> <li>• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.</li> <li>• Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.</li> </ul>
<p>3.3 <i>Candidates use assessment information to plan and evaluate instruction.</i></p>	<ul style="list-style-type: none"> <li>• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.</li> <li>• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.</li> <li>• Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.</li> <li>• Plan and evaluate professional development initiatives using assessment data.</li> </ul>
<p>3.4 <i>Candidates communicate assessment results and implications to a variety of audiences.</i></p>	<ul style="list-style-type: none"> <li>• Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.</li> <li>• Demonstrate the ability to communicate results of assessments to various audiences.</li> </ul>

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**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. As a result, candidates:**

<b>Element</b>	<b>Literacy Candidates (plus previous 2 levels)</b>
<p>4.1 <i>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence may include, but is not limited to, the following:</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.</li> <li>• Assist teachers in developing reading and writing instruction that is responsive to diversity.</li> <li>• Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</li> <li>• Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.</li> </ul>
<p>4.2 <i>Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</i></p>	<ul style="list-style-type: none"> <li>• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</li> <li>• Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</li> <li>• Support and lead other educators to recognize their own cultures in</li> </ul>

	<p>order to teach in ways that are responsive to students' diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Collaborate with others to build strong home-to-school and school-to-home literacy connections.</li> <li>• 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.</li> </ul>
<p>4.3 <i>Candidates develop and implement strategies to advocate for equity.</i></p>	<ul style="list-style-type: none"> <li>• Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</li> <li>• Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</li> <li>• Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</li> <li>• 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.</li> </ul>

**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. As a result, candidates:**

<b>Element</b>	<b>Literacy Candidates (plus previous 2 levels)</b>
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<p>5.1 <i>Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence may include, but is not limited to, the following</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Modify the arrangements to accommodate students' changing needs.</li> </ul>
<p>5.2 <i>Candidates 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.</i></p>	<ul style="list-style-type: none"> <li>• Create supportive social environments for all students, especially those who struggle with reading and writing.</li> <li>• Model for and support teachers and other professionals in doing the same for all students.</li> <li>• Create supportive environments where English learners are encouraged and provided with many opportunities to use English.</li> </ul>

<p>5.3 <i>Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).</i></p>	<ul style="list-style-type: none"> <li>• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</li> <li>• Create effective routines for all students, especially those who struggle with reading and writing.</li> <li>• Support teachers in doing the same for all readers.</li> </ul>
<p>5.4 <i>Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</i></p>	<ul style="list-style-type: none"> <li>• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</li> <li>• Support teachers in doing the same for all students.</li> </ul>

## Standard 5. Professional Learning and Leadership

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

Element	Literacy Candidates (plus previous 2 levels)
<p>6.1 <i>Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. Evidence that demonstrates competence may include, but is not limited to, the following:</i></p>	<ul style="list-style-type: none"> <li>• Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.</li> <li>• Use knowledge of students and teachers to build effective professional development programs.</li> <li>• Use the research base to assist in building an effective, schoolwide professional development program.</li> </ul>
<p>6.2 <i>Candidates 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.</i></p>	<ul style="list-style-type: none"> <li>• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.</li> <li>• Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.</li> <li>• Join and participate in professional literacy organizations, symposia, conferences, and workshops.</li> <li>• Demonstrate effective interpersonal, communication, and leadership</li> </ul>

	<p>skills.</p> <ul style="list-style-type: none"> <li>• Demonstrate effective use of technology for improving student learning.</li> </ul>
<p>6.3 <i>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</i></p>	<ul style="list-style-type: none"> <li>• Collaborate in, leading, and evaluating professional 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).</li> <li>• 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 group meetings.</li> <li>• Support teachers in their efforts to use technology in literacy assessment and instruction.</li> </ul>
<p>6.4 <i>Candidates understand and influence local, state, or national policy decisions.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</li> <li>• Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</li> <li>• Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators,</li> </ul>

	<p>policy makers, and community members.</p> <ul style="list-style-type: none"><li>• 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.</li></ul>
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# Monmouth University

## School of Education

### Check List MS Ed, M Ed, and Endorsement Programs

Date:	
Student's Last Name:	First Name:
Student ID:	Advisor:
Program:	Certification:

Attend the mandatory orientation meeting

Establish minimum cumulative GPA of 3.0

GPA fell below minimum: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

Contact advisor each semester to design and review program plan:

Semester 1 \_\_\_\_\_ Date: Semester 2 \_\_\_\_\_ Date:

Semester 3 \_\_\_\_\_ Date: Semester 4 \_\_\_\_\_ Date:

Semester 5 \_\_\_\_\_ Date: Semester 6 \_\_\_\_\_ Date:

Copy of current approved program plan in file.

Transfer Students Only: Complete any core program assessments that were missed due to transfer credits

Complete early field experience requirements

Receive advisor approval to register for practicum/internships

Complete all practicum/internship requirements

Complete core program assessments

Complete upload of all core assessments to the electronic portfolio (Foliotek)

Successfully pass appropriate state required licensing test Not applicable

Must provide an official copy (including sub score for Praxis II) of the state required licensing test to the Office of Certification, Field Placements, and School Partnerships (MU score recipient code: 2416)

Complete MEd, MEd, Endorsement (e.g., Early Childhood, Special Education, ELL) requirements:

\_\_\_\_\_ Complete required courses

\_\_\_\_\_ Complete elective courses

Apply for Graduation (Registrar's Office) Not applicable

**I understand I must complete the above list prior to graduation/program completion**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Applying for Graduation

Monmouth University graduates students four times during an academic calendar year. Students must have completed *all* program requirements in order to be eligible to participate in the May Commencement Ceremony. During the 2014-2015 Academic Year, the graduation dates are:

January 16, 2015

May 20, 2015

You must apply for graduation:

- An application for Graduation should be filed with the Office of Registration and Records a year in advance of anticipated graduation. It is the student's responsibility to see that all requirements for graduation are met.
- After applying for graduation, the student will receive an official degree audit from the Office of Registration and Records. Official audits are updated during the last semester. Students can review their academic audits at anytime by using their WEBstudent account.
- Students must continue to check the Registrar's Home WEBpage and their Monmouth University Email Account for all notices pertaining to graduation.

### **Graduation applications are available online through Web Advisor on E-Forms**

Deadlines for filing each semester can be found online on the  
Academic Calendar at

<http://www.monmouth.edu/academics/registrar/calendars.asp>

## **Applying for Certification Literacy (Standard) – Administrative Certificate**

You are eligible to apply for a Standard certificate for the Literacy endorsement after completion of ALL course work and graduation. You must also have two years of full-time teaching experience. Apply in person to the Certification, Field Placements and School Partnerships Office in McAllan Hall, room 112.

- Complete a Certification Application.
- Everything on the application must be answered or checked in the proper box.
- This form must be signed and notarized.
- Fee must be paid at the time the application is submitted. (Check certification office for current fee)
  - Checks or Money Orders (no cash) must be made payable to Monmouth University. Master Card, VISA or Discover credit cards are accepted.
- Submit a letter from the school district stating that you have at least two (2) years teaching experience.
- Submit a copy of your current Web Advisor audit with your completed application

**School of Education  
MS Ed Reading Program  
Post- master's Literacy Program  
Exit Survey**

As a graduate of the MS Ed in Reading or the Post-Masters Literacy Endorsement in Literacy Programs, we would appreciate you providing us with information regarding your experiences in the program. We are collecting this information as part of our program evaluation process. Your responses will help us recognize areas of strength and identify those areas in need of improvement. Thank you for your assistance.

**Name (optional)** \_\_\_\_\_

**Gender**     \_\_Male                    \_\_Female

**Program**   \_\_MS Ed. In Literacy            \_\_Post-Masters Literacy Endorsement

**SA = Strongly Agree**  
**A = Agree**  
**N = Neutral**  
**D = Disagree**  
**SD = Strongly Disagree**

**As a result of completing the MS Ed. in Reading Program or the Post-Masters Literacy Endorsement Program, I feel prepared to:**

1. Use my understanding of the theories of language and literacy development to create effective literacy instruction for all students, including those from diverse backgrounds:  
  SA    A    N    D    SD
2. Use my knowledge of reading research and histories of reading to create effective literacy assessment and instruction for all students.  
  SA    A    N    D    SD
3. Determine if students can integrate the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.  
  SA    A    N    D    SD
4. Use instructional grouping options (individual, small-group, whole-class, and computer based) to differentiate and scaffold instruction when appropriate for accomplishing learner outcomes.  
  SA    A    N    D    SD
5. Assist and support colleagues and paraprofessionals in their use of grouping options.  
  SA    A    N    D    SD

6. Use a wide range of instructional strategies, approaches, and methods, including technology-based practices, for all learners including those from differing cultural and linguistic backgrounds.  
SA    A    N    D    SD
7. Assist and support colleagues and paraprofessionals in their use of a wide range of instructional strategies and approaches.  
SA    A    N    D    SD
8. Use a wide range of curriculum materials to promote effective reading instruction for all learners.  
SA    A    N    D    SD
9. Assist and support colleagues and paraprofessionals in their use of a wide range of curriculum materials.  
SA    A    N    D    SD
10. Use a wide range of formal and informal, individual and group assessments, including technology-based assessment tools  
SA    A    N    D    SD
11. Assist and support colleagues in their use of a wide range assessments.  
SA    A    N    D    SD
12. Use assessment results to place students along a developmental continuum and identify students' proficiencies and difficulties.  
SA    A    N    D    SD
13. Assist and support colleagues in using assessment results to place students along a developmental continuum.  
SA    A    N    D    SD
14. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students.  
SA    A    N    D    SD
15. Support and assist colleagues in using assessment information to plan, evaluate, and revise effective instruction.  
SA    A    N    D    SD
16. Communicate results of assessment and instruction to parents and other individuals.  
SA    A    N    D    SD
17. Support and assist colleagues in developing methods for communicating assessment and instruction results to parents and other individuals.  
SA    A    N    D    SD
18. Use students' interests, reading abilities and backgrounds as foundations for your literacy program.  
SA    A    N    D    SD

19. Provide support and assistance to colleagues and paraprofessionals in using students' interests, reading abilities, and backgrounds to develop an effective literacy program.  
SA    A    N    D    SD
20. Use a large supply of diverse books, technology-based information, and non-print materials.  
SA    A    N    D    SD
21. Provide support and assistance to classroom teachers in their use of diverse books, technology-based information, and non-print materials.  
SA    A    N    D    SD
22. Based on current research, plan and implement active literacy strategies such as modeling, thinking aloud, reading aloud, and sharing the use of literacy for real purposes in daily life.  
SA    A    N    D    SD
23. Provide support, assistance, and modeling to teachers and paraprofessionals regarding the importance of literacy as life-long activities.  
SA    A    N    D    SD
24. Based on research, plan and implement instruction that motivates readers to become life-long readers for personal purposes.  
SA    A    N    D    SD
25. Assist and support teachers in designing programs that motivate students for life-long reading.  
SA    A    N    D    SD
26. Use ethical and caring attitudes when working with students, families, and the community to support student learning.  
SA    A    N    D    SD
27. Support teachers and colleagues in their understanding of the connections between teachers' dispositions and student achievement.  
SA    A    N    D    SD
28. Continue to pursue knowledge, skills, and dispositions via professional development, professional organizations, and literacy advocacy activities.  
SA    A    N    D    SD
29. Assist and support paraprofessionals and teachers in identifying, planning, and implementing professional development plans.  
SA    A    N    D    SD
30. Collaborate and dialogue with other teachers and reading specialists/literacy coaches as well as tap the research base to observe, evaluate, and provide feedback on each other's literacy practices.  
SA    A    N    D    SD

