

# NATIONAL RECOGNITION REPORT

## Preparation of Reading Education Professionals (2003 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the International Reading Association (IRA).

### COVER PAGE

#### Name of Institution

Trinity University, Washington, DC

#### Date of Review

MM DD YYYY

02 / 01 / 2013

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program(s) Covered by this Review

Reading

#### Grade Level<sup>(1)</sup>

K-12

(1) e.g. Early Childhood; Elementary K-6

#### Program Type

Other School Personnel

#### Award or Degree Level(s)

- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

### PART A - RECOGNITION DECISION

**SPA Decision on NCATE recognition of the program(s):**

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

**Comments, if necessary, concerning Test Results:**

The District of Columbia Office of the State Superintendent of Education does not require an external examination such as Praxis for certification as a Reading Specialist. Therefore, Trinity does not require an external examination.

**Summary of Strengths:**

Evidence of program changes through analysis of data reported from rubrics. Rubrics and Analysis of data are carefully done.

**PART B - STATUS OF MEETING SPA STANDARDS**

**Standard 1. Foundational Knowledge.** Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

**Standard 1.1.** Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment:**

Previously met

**Standard 1.2.** Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment:**

Previously met

**Standard 1.3.** Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Previously met

**Standard 1.4.** Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

This element is met by Assessment 8. The rubric aligns with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 2. Instructional Strategies and Curriculum Materials.** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, the candidates:

**Standard 2.1.** Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessments 7 and 8 provide strong evidence for meeting this at the Literacy Coach level. Evidence at the Literacy Coach level, including but not limited to grouping, planning, and modeling instruction. Analysis of the data is thorough. Supporting evidence also in Assessment 2 and 3. The rubrics align with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 2.2.** Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments in 2.1

**Standard 2.3.** Support classroom teachers and paraprofessionals in the use of a wide range of

curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments in 2.1

**Standard 3. Assessment, Diagnosis, and Evaluation.** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

**Standard 3.1.** Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal tests and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessment 8 with supporting data in 2, 3, and 7. Data reported supports this. The rubric aligns with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 3.2.** Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Information is inferred but actual documentation not found in Rubric and analysis. The "Relationship of Assessments to Standards" chart indicates that this element is addressed in Assessment 8, but there is no mention of this element in the assessment, in the rubric or in the data analysis. Maybe there is a typing error.

**Standard 3.3.** Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comment 3.1

**Standard 3.4.** Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teacher, and parents).

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

This element is met by Assessment 8. The rubric aligns with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 4. Creating a Literate Environment.** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

**Standard 4.1.** Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Previously met with additional evidence in Assessment 7.

**Standard 4.2. Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Previously met with additional evidence in Assessment 3, and 7. The rubric aligns with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 4.3. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comment 4.2

**Standard 4.4.** Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

This element is met by Assessment 8. The rubric aligns with the element and data are present to demonstrate candidates' proficiency with aspects of this element.

**Standard 5. Professional Development.** Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

**Standard 5.1.** Articulate the theories related to the connections between teacher dispositions and student achievement.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Revised Assessments 2, 3, 7 and 8 indicate standard was met and data analyzed.

**Standard 5.2.** Conduct professional study groups for paraprofessional and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

The rubric aligns with the element and data are present to demonstrate candidates' proficiency. The previous recognition report connected this element to Assessment 2, yet in the current report it is connected to Assessments 6 and 8. Assessment 6 was not submitted for review and it is also in Assessments 3.

**Standard 5.3.** Positively and constructively provide an evaluation of their own and others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Previously met with added support in revised Assessments 3, 7 and 8.

**Standard 5.4.** Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Met	Met with Conditions	Not Met
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**Comment:**

Previously met. See 5.1.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE****C.1. Candidates' knowledge of content**

Further data reporting and its analysis supports meeting this standard in full.

**C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions**

Portions previously met and data and analysis provided to meet Response Conditions.

**C.3. Candidate effects on P-12 student learning**

Previously met.

**PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS****Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

Response to conditions are met through enhanced use of data to document this standard. Rubrics are specific to both the Assessment and the Standards. Analysis is carefully done and includes attention to Candidate needs, detail and possible changes in teaching. Data tables and narrative demonstrate the use of data to strengthen the program.

**PART E - AREAS FOR CONSIDERATION****Areas for consideration**

None

**PART F - ADDITIONAL COMMENTS****F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:**

None

**F.2. Concerns for possible follow-up by the Board of Examiners:**

None

**PART G -DECISIONS****Please select final decision:**

**National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report**

**must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.