California University of Pennsylvania

Early, Middle and Special Education Department

READING SPECIALIST PROGRAM GUIDE
(RSP Handbook)

Fall, 2012
1. Introduction

This program guide contains facts, regulations, and requirements for the Reading Specialist Graduate Program that were correct at the time of publication. The information in this program guide is provided to offer detailed explanation of requirements and procedures for the Reading Specialist Program described in the California University of PA Graduate Catalog. The governing personnel and deans of CUP reserve the right and authority to alter any of the information contained herein.

In keeping with the educational mission of the university, the educational policies and procedures are continually being reviewed and changed. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are held responsible for keeping informed of official policies and for meeting all relevant requirements.

California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness, and equal opportunity for all. In compliance with federal and state laws, the university is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex,
religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The university will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Azorsky 105, 724-938-4076.

1.1 RSP Faculty

RSP Graduate Coordinator  Dr. Connie J. Armitage  armitage@calu.edu

Faculty  
*Dr. Connie Armitage  
Dr. Holly Diehl  
Dr. Diane Nettles  
Dr. Christine Peterson  

*Dr. Armitage serves as advisor to all RSP students and is the RSP Coordinator.

2.1 Program Description

The Graduate Reading Program offers one program: Reading Specialist. This program is for students who have completed an undergraduate program in education and have obtained a PA Teaching Certificate. Within this program there are two options: Master’s Degree in Education with advanced certification OR Advanced certification as a Reading Specialist without a Master’s Degree in Education. In both options, candidates are required to pass a Comprehensive Examination in the last semester of coursework. Near or during their last semester, candidates must also pass the PRAXIS II: Reading Specialist test.

Master’s Degree in Education with Advanced Certification  
Students pursuing a Master’s Degree in Education can choose between two Plans of Study: In Plan A, students are required to complete 36 course credits and complete a research study. Candidates can choose to do a Thesis for 4 additional credits or a Research Project for 2 additional credits. Depending on your choice, your program will consist of either 38 or 40 credits. In addition, candidates must pass the Comprehensive Exam and PRAXIS II: Reading Specialist test.

Students pursuing Plan B are required to complete a total of 36 course credits, pass the Comprehensive Exam and PRAXIS II: Reading Specialist test.

Advanced Certification only (Plan C)  
Students seeking advanced certification as a Reading Specialist without a Master’s Degree in Education are required to complete 30 course credits, pass the Comprehensive Exam and PRAXIS II: Reading Specialist test. In summary:

- Plan A - 40 credits  
  Master of Ed. Degree with Reading Specialist Certification and completion of a thesis

- Plan A - 38 credits  
  Master of Ed. Degree with Reading Specialist Certification and completion of a project

- Plan B - 36 Credits  
  Master of Ed. Degree with Reading Specialist Certification obtained by taking courses only

- Plan C - 30 Credits  
  Reading Specialist Certification Program (NO MASTER OF EDUCATION DEGREE)  
  ***For all plans (A, B or C):***  
  In order to be eligible for PA State Reading Specialist Certification, you must successfully complete:
  - All coursework
  - Comprehensive Examination
PRAXIS Specialty Test

*All RSP Students beginning the program in the Spring 2011 semester and thereafter must meet new Pennsylvania Dept of Education requirements to have earned 9 credits in special education and 3 credits in English as a Second Language. Please see the *Revised Distribution Sheet for options of how this requirement can be met. Be sure to work closely with Dr. Armitage when scheduling courses.

2.2 Admission to Reading Specialist Program

Students seeking admission to the program must submit to the Graduate Office the following:
- Graduate Program Application
- Official undergraduate transcript documenting completion of a Bachelor of Science Degree in Education with a minimum QPA of 3.0
- Copy of PA Teaching Certificate
- Copies of updated Act 34, Act 151, and Act 114 Clearances (Clearances that are less than one year old)

2.3 LiveText Portfolio

LiveText is a required software package for all teacher education programs at California University of Pennsylvania. Beginning in fall 2008, students entering the RSP program must purchase, activate and maintain their own LiveText accounts. They will be required to complete designated surveys and assessment activities in LiveText as part of this program. The professor for each RSP course will assign a Performance Assessment Task (PAT) that will be required to be submitted to LiveText for review. (Additional assignments may be required for submission, at the discretion of the professor.) LiveText may be purchased directly at www.livetext.com or through the university bookstore.

RSP students will also be required to create a RSP Portfolio using LiveText. Included in this portfolio will be artifacts from each course you took in the program that will document their knowledge of the International Reading Association’s 6 Standards for Reading Specialists. As a requirement for program completion each RSP student will participate in an individual RSP Portfolio Interview in which they will present their artifacts and articulate their knowledge of the standards and ability to apply this to their career in reading education.

Two Artifacts for each IRA Standard

At the time of your exit interview you must have a minimum of two artifacts for IRA Standard. See Appendix B for suggested artifacts from each of the core RSP coded courses. You should also plan use artifacts from the ESL course of your choice, your research course and your elective courses.

Written Rationale Statement for each IRA Standard

In preparation for your of your Portfolio Interview must write one rationale statement for each IRA Standard. In this statement you create a rationale for including those particular artifacts under that particular IRA Standard. See Appendix C for directions on how to write a rationale statement and to see a sample rationale statement.

How to Purchase Livetext and get started

Specific directions for purchasing LiveText, submitting artifacts, and creating your RSP Portfolio are included below.
If you had LiveText, last year, as an undergraduate student, you should still be able to use your existing LiveText account: Assuming that you remember your username and password, go ahead and sign in. You may need to use the link on the front page if you forgot your password. You can go to your account information area using the button at the top right of the page. In there, you can update your password, email address, ID numbers, program, graduation date, etc.

If you can’t still sign in or remember your information, you will need to call LiveText at 866-LIVETEXT. You may need to pay to re-activate your account depending on how long it has been. (It is still cheaper than adding a new account).

2.3.a Getting Started in LiveText

Purchasing your Account: There are two options:

1. Buy the account at the bookstore (where you can write a check) and use the purchase code you receive to register your account online at www.livetext.com. Go to the website and click “Register Account” to use that code and set up your account. Note that anything round in your account is a zero- they avoid using capital O to avoid confusion.
2. Buy the account directly online (using a credit card). Go to www.livetext.com and click “Buy online” to start the process.

You do not need to purchase the upgraded account to include the Learn 360. You need the basic account.

Short video online showing account set up: http://vimeo.com/14222772

Guidelines for registering your account:

- Put in your proper name that matches up to your student information.
- It will ask you to choose a username. We suggest that you use the prefix for your CALU email address/ D2L account
- You may also want to choose the same password you use for D2L.
- It will ask you to choose your state and then our institution from a list of PA institutions.
- They do use your birth date to match you up to your course registrations here at CALU so put that in. You won’t get any birthday cards ☹️
- Choose an anticipated graduation date a semester or so after you plan to finish- just in case.
- Use your CWID number for your student ID. That number is eight digits long and you use it to go into SIS and register for classes and such.
- Use your CALU email address when registering so that you get matched up properly.
- You will need to choose a security question and answer in case you lose your password later.
- Be sure to “agree to the terms” as you do with everything.
- After you click to register, an email will be sent to you welcoming you with your account information at the same time that your password and username appear on the screen. Save them somewhere because you are likely to forget your name and password at some point.

After that you should be able to sign in. There may be a few welcome videos on your main dashboard page. You will see your education course(s) listed on the right side of the dashboard page. There are help guides built right into the website if you go to the upper right of the page where it says help. LiveText is fairly easy to use. Feel free to play around- it is your account. You have unlimited storage there and it makes a good place to back up work. Make it work for you.
There are informal video demos online at http://vimeo.com/channels/122897

2.3.b Submitting an Attachment for your Performance Assessment Task (PAT) Assignment in LiveText

Submit an assignment from your dashboard, or from the assignment area in your course. It just takes a minute.

1) Click to the red "Submit Assignment" button to go into the submission area.

2) This takes you to the Submission Page where you can choose what you want to submit and double check what you are doing.

3) Click the tab for "File Attachment" Click the button to "Upload New" attachments.

4) Browse your computer to find your assignment and open it. (Make sure the attachment is a file format your professor will be able to open.)

5) Wait about ten seconds until the upload status is "completed." You will be able to see the attachment listed now.

(If you want to add more attachments, repeat steps 4-5)

6) Double check on the assignment page. Make sure it looks like you uploaded the correct attachment(s) to the correct assignment. Click the green "Submit Assignment" button along the top of the red bar.

7) Watch the red bar turn yellow- it will show the status as "awaiting assessment." You are done.

If you forgot to double check and turned in the wrong thing… Tell your professor. He/ She can go into the assignment to assess you and “Request Resubmission” to reopen the assignment for you.

2.3.c Starting Your RSP Portfolio in LiveText

Start your portfolio only once and then keep adding to it rather than starting many new portfolios and having to copy and move things later.

Steps:

1) To start it the first time: Use the Documents tab in LiveText. Click the “New” button with the green plus sign.

2) You will then choose a folder and a template as follows:

Graduate Students who are already certified teachers:
- **Reading Specialist Program**: Choose the “Reading Specialist” folder and the template for “RSP Portfolio 2011”
• **Superintendents Program**: Choose the “Administrative Program” folder and the template for “Superintendent Letter of Eligibility Candidate Program Portfolio”

• **Principals Program**: Choose the “Administrative Program” folder and the template for “Principal Candidate Program Portfolio”

Students getting their initial teacher certification:

• Those graduating before 2013: Choose the “CALU Common Templates” folder and then choose the “Common Portfolio” template. Give it a name and save it.

• **Secondary** after 2012: Continue to use the CALU Common Portfolio as described just above.
  
  o Undergraduate secondary education students will also need to create a second portfolio for their content area. For this you will choose the “Secondary” folder and choose the portfolio appropriate to your subject area standards (for instance NCSS is National Council for Social Studies, NCTM is National Council for Teachers of Math, ...)

• **Pre-K through 4** graduating after 2012: Choose the folder “PreK through 4” and you will find in that folder a template titled “Portfolio for Pre-K through 4” Choose that template.

• **Grades 4-8** graduating after 2012: Choose the folder “Grades 4-8” and choose the template titled “Portfolio for Grades 4-8”

• **Special Ed plus PreK-4 or 4-8 graduating after 2012.** Choose the folder and template appropriate to your grade band. The special ed standards are folded into the INTASC standards so you will not need to add additional standards.

3) After you find the appropriate folder and template, you will give it a name and click to **“Save as a new document”** Congratulations, you have started your portfolio.

4) You will find it again later in your recent work list on the dashboard page or by using the documents tab and looking at your work.

You can start to put things in right away if you wish. Simply use the “**edit**” buttons on the top right of a box where you wish to make changes. This will open an editing box where you can type in information, add attachments or digital images, or modify your previous work. After working in an area, you will simply hit the **“Save and finish”** button on the top right of the box to go back into your portfolio.

### 2.4 Reading Specialist Candidacy

After completing 6 credits, but before completing 12 credits in the program, students must complete and submit an ADMIT TO CANDIDACY form to the Graduate Office. (All forms can be downloaded from the Cal U Website, Graduate Programs.) To earn Candidacy and continue in the program, students must maintain a 3.0 in the first 6 – 12 credits in the program. In addition, all forms required for admission into the program must have been submitted to the graduate office including a copy of a PA Teaching Certificate and copies of Act 34, Act 151, and Act 114 Clearances.

### 2.5.a Course Information

Core courses (RSP) are offered at the main campus of California University of PA or in some cases, as a web course. Web courses will be identified each semester on the registration site. Some of the other required courses (non RSP) may be offered on campus or at the Southpointe Campus in Canonsburg, PA. All courses may or may not involve a hybrid approach to delivery that involves some on-line components. This is up to the discretion of the professor.
The core courses in the program are coded as RSP. These courses are offered only once each year. Listed below is a schedule of RSP course offering according to semester. Please note that courses are not offered each semester. It is important to plan accordingly.

Core RSP courses are offered only once a year as follows:
RSP 700  fall
RSP 705  fall
RSP 702  spring  (must complete RSP 700 before taking RSP 702)
RSP 734  spring
RSP 706  summer
*RSP 703  summer
*RSP 704  summer

*RSP 703 & 704 must be taken together. This is the capstone course in which you work as a reading specialist assessing and instructing students. To accommodate full time teachers, these two courses begin late June and end late July. (You must complete RSP 702 before taking RSP 703 & 704.)

Non RSP coded courses are not scheduled by the RSP Coordinator. These courses are typically offered more than once a year. Take these courses according to your personal program timeline and based upon when they are offered.

2.5.b Reading Specialist Practicum  (RSP 703 & 704)

The two practicum courses - RSP 703 and RSP 704 – are the culminating experiences offered each summer. Although listed as summer courses, they do not follow the standard university summer course schedule. RSP 703 & 704 typically begin on or near the third week of June and run until the last week of July.

In these two courses you apply what you have learned as you work with children to assess their strengths and needs in reading and writing. You then plan and implement instruction to address those strengths and needs.

Clearances are required for RSP 703 & 704. If your clearances were current when you entered the RSP program and if you did not take a break in course work, your original clearances are acceptable. If you took a break in semesters, you must submit current clearances prior to beginning RSP 703 & 704 otherwise you will be dropped. (Current clearances are those that do not expire prior to the end of the RSP 703 & 704 course in July.)

Due to the nature of these two courses, in which parents/guardians pay for your service in working with their child, there is a strict attendance policy. Failure to meet the attendance requirements will result in an incomplete grade for those two courses. Therefore, it is imperative that you take these two courses in a summer in which you are prepared to meet the required attendance policy.

Attendance Policy for RSP 703 & 704
Due to the nature of RSP 703 & 704 as practicum courses in which: 1) the RSP Candidates fulfills the IRA requirements of working with students to be certified as a reading specialist, and 2) the RSP Candidate provides diagnostic instruction service to parents/students, it is essential that you attend all practicum sessions as described in the tentative course schedule. Attendance will be monitored closely by the professor. If you are absent, for any reason, you must make up any time missed as directed by the professor(s) of the courses. The following attendance policy and procedures must be adhered to for any absences:

1. The professor and parent/caregiver must be notified in ADVANCE of any absences and this must be done in writing. An oral statement of your absence is not adequate. (E-mailing the professor is acceptable, but not acceptable for parent communication.)
2. All absences must be made up on the designated make-up dates (refer to tentative course schedule for exact dates). The make-up dates are after the practicum has ended. If you are unable to make-up your time during the designated dates you will receive an incomplete for the practicum.
3. The professor reserves the right to not permit make-ups or accept late assignments.
2.6 Advisement Sheets

Included on the following pages are Advisement Sheets (i.e. Distribution Sheets) that identify all coursework required for each of the three program plans. It is the responsibility of the RSP student to adhere to their advisement sheet to complete the RSP program and to contact their RSP Advisor for assistance with questions or concerns.

Please note the first Advisement Sheet is for RSP Students who entered the program prior to January 2011.

The second Advisement Sheet is for students who enter the program on or after January 2011.
California University of Pennsylvania  
Reading Specialist Program - Advisement Sheet 2.6.a  
*Students who entered the program prior to January 2011*

Admission Requirements: undergraduate GPA of 3.0; copy of initial Pennsylvania teaching certificate; copies of current Act 34, 151, and 114 clearances.

<table>
<thead>
<tr>
<th>PLAN A**</th>
<th>PLAN B**</th>
<th>PLAN C**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project or Master's Thesis</strong></td>
<td><strong>Courses Only</strong></td>
<td><strong>Certification Program</strong></td>
</tr>
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</table>

### READING - Core Requirements (24 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSP 700</td>
<td>Fund. of Literacy - Theory and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RSP 702</td>
<td>Diag. and Treat. of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>RSP 703</td>
<td>Practicum - Diagnostic Case Studies</td>
<td>3</td>
</tr>
<tr>
<td>RSP 704</td>
<td>Practicum - Remedial Case Studies</td>
<td>3</td>
</tr>
<tr>
<td>RSP 705</td>
<td>Psychology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RSP 734</td>
<td>Content Area Read in Middle/Sec Schools</td>
<td>3</td>
</tr>
<tr>
<td>RSP 706</td>
<td>Adult Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDE 737</td>
<td>Literature and Literacy K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

* Prerequisites required ... see catalog or advisor

### EDUCATIONAL RESEARCH - Requirements (3 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 800</td>
<td>Methods of Research</td>
<td>3</td>
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### Educational Research Electives (Choose 3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 600</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDE 706</td>
<td>Evaluation &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDP 656</td>
<td>Computer Oriented Research</td>
<td>3</td>
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</table>

Research with advisor's approval

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RES 829</td>
<td>Research Project</td>
<td>NA</td>
</tr>
<tr>
<td>RES 849</td>
<td>Master's Thesis</td>
<td>NA</td>
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### RELATED COURSES - Requirements (6 total credits required - unless Certification only)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDE 701</td>
<td>Development &amp; Organization of Curriculum</td>
<td>3</td>
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### Related Courses Electives (Choose 3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDE 700</td>
<td>Fds. &amp; History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 715</td>
<td>Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>PSY 711</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 712</td>
<td>Advanced Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 713</td>
<td>Psychology of Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720</td>
<td>Neuropsychology of Learning Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDP 663</td>
<td>Computer Assisted Instruction (online)</td>
<td>3</td>
</tr>
<tr>
<td>ESP 610</td>
<td>Spec Ed Foundations and Collaboration</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL Credits:**

- **Project:** 38
- **Certification Program:** 30
- **Thesis:** 40

**ALL PLANS REQUIRE**

- Successful completion of Comprehensive exam
- Successful completion of PRAXIS Exams
- Application for certification

In Addition **PLANS A and B** require Application for Candidacy after completion of 6-12 credits
California University of Pennsylvania

Reading Specialist Program – Advisement Sheet  2.6.b
*Students who begin the program on or after January 2011

Name:______________________________________________Student ID_________________________
Email    Date Entered Program:  Phone:

Admission Requirements: An undergraduate GPA of 3.0 is required. In addition, a copy of an initial Pennsylvania teaching certificate must be in your RSP Program File (Early, Middle, and Special Education Department) before admission to the program. If a certificate has not yet been received, submit a letter from your institution that verifies program completion and successful completion of all required PRAXIS Exams. Students who fail to meet this requirement will not be eligible to begin taking courses in the RSP Program.

<table>
<thead>
<tr>
<th>Program</th>
<th>PLAN A</th>
<th>PLAN B</th>
<th>PLAN C</th>
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<tbody>
<tr>
<td></td>
<td>M.Ed with Project/Thesis</td>
<td>M.Ed. without Project/Thesis</td>
<td>Certification Only</td>
</tr>
<tr>
<td>Reading – Core Requirements</td>
<td>21 credits required</td>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>The first four courses must be taken in sequence as listed</td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSP 700  Fund. of Literacy – Theory and Practice</td>
<td>3</td>
<td></td>
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<tr>
<td>RSP 702  Literacy Assessment and Instruction</td>
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<tr>
<td>RSP 703  Practicum – Diagnostic Case Study</td>
<td>3</td>
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<tr>
<td>RSP 704  Practicum – Remedial Case Study</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RSP 705  Psychology of Reading</td>
<td>3</td>
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<td>RSP 706  Adult Literacy</td>
<td>3</td>
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<td>RSP 734  Content Area Reading in Middle/Sec Sch</td>
<td>3</td>
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<tr>
<td>English Language Learners</td>
<td>3 credits required for certification</td>
<td>*EDU 650  Supporting the English Lang Learner</td>
<td>3</td>
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<tr>
<td>Educational Research</td>
<td>3 credits required Plan A &amp; B only</td>
<td>RES 800  Methods of Research</td>
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<td></td>
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<td>ESP 800  Sem Adv Behavior Analysis</td>
<td>3</td>
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<tr>
<td>Related Electives</td>
<td>PLAN A &amp; B: 9 credits required; PLAN C 3-9 credits</td>
<td>(required for certification)</td>
<td>EDE 700  Fds &amp; History of American Ed</td>
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<td>EDE 701  Development &amp; Org of Curriculum</td>
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<td>EDE 706  Evaluation &amp; Measurement</td>
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<td>EDE 715  Teaching Language Arts</td>
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<td>ESP 610  Foundations and Collaboration</td>
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<td>ESP 611  Assessment and Positive Behavior Intv</td>
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<td>ESP 612  Evid Based Prac for K-8 Inclusion</td>
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<td>ESP 623  Evidence Based Prac for 8-12 Inclusion</td>
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<td>ESP 619  Evidence Based Practices for K-12 Inclu</td>
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<td></td>
<td>ESP 701  Intro to Behavior Analysis</td>
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<td>PSY 712  Advanced Psychology of Learning</td>
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<td>PSY 720  Neuropsychology of Learning Disorders</td>
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<td>EDP 600  Statistical Methods</td>
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<td>TOTAL 36</td>
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<td>Research with advisor’s approval</td>
<td>(Plan A only)</td>
<td>RES 829  Research Project</td>
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<td>OR</td>
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<td></td>
<td>RES 849  Master’s Thesis</td>
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<td>TOTAL CREDITS</td>
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<td>40 (Thesis)</td>
</tr>
</tbody>
</table>

* ** All Plans require successful completion of /Portfolio Interview during last semester of coursework
*** Endorsement for Certification requires PRAXIS II RSP Test.
**ADDITIONAL REQUIREMENTS:** See Questions and Answers about the Reading Specialist Program

<table>
<thead>
<tr>
<th>Effective January 1, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Those seeking PA certification must also complete the following courses in order to meet PA Chapter 49 Regulations effective for any candidate applying for a PA instructional and/or educational specialist certificate on or after 2011.</td>
</tr>
<tr>
<td>Due to PDE regulations Cal U mandates the following: (a) at least 9 credits of special education/ accommodations and adaptations for students with disabilities in an inclusive setting and (b) at least 3 credits addressing instructional needs of English language learners.</td>
</tr>
<tr>
<td><strong>Courses:</strong></td>
</tr>
<tr>
<td>ESP 610  Special Education Foundations and Collaboration - 3 credits</td>
</tr>
<tr>
<td>ESP 611  Assessment and Positive Behavior Interventions - 3 credits</td>
</tr>
<tr>
<td>ESP 619  Evidence Based Practices for K-12 Inclusion - 3 credits</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>EDU 650  Supporting the English Language Learner - 3 credits</td>
</tr>
<tr>
<td><strong>Note:</strong> If equivalent coursework at the undergraduate level has been or will be completed, the candidate may request a course listed above to be waived that is equivalent to the graduate level course. The program coordinator will review transcripts, course syllabi, etc. to determine whether coursework is equivalent. The program coordinator has the sole discretion to accept or deny any equivalency requests. If a course is determined to be equivalent additional coursework may need to be taken to fulfill requirements for the program and degree.</td>
</tr>
</tbody>
</table>

Equivalent Coursework that will meet PDE requirements for credits in special education

EDU 350 = EDU 650

ESP 610 = ESP 210

ESP 611 = ESP 311

ESP 619 = ESP 412 or 413 or 419
2.6 Registering for courses

RSP Students are not required to seek approval for courses prior to registration but are encouraged to contact their advisor, Dr. Armitage to confirm their choices. armitage@calu.edu

Registration for courses is completed online via the Cal U website. Use the Advisement Sheet to guide your decisions. Please be aware that RSP 702, 703 & 704 have prerequisite courses. Students must take RSP 700 before taking RSP 702. Students cannot register for RSP 703 & 704 until they have completed RSP 702.

If the course you requested is closed, then you must complete a Graduate Add Form and contact the professor of the course to see if you can be added to the course. This decision is up to the discretion of the professor of the course. If permission has been granted to register for a closed course, the completed Add Form is to be sent the OFFICE OF LIFELONG LEARNING (Eberly Building, Room 202, Ext 5840).

**Be advised that if you wait until the first day/night of class to seek admission to a closed section, the Bursar’s Office will charge you a late fee.

2.8 Clearances

Copies of current Act 34, Act 151, and Act 114 Clearances are required to be admitted into the program and must be on file in the Elementary Education office (via the Reading Specialist Coordinator) to be approved for candidacy. However, since clearances expire, they may need to be updated for courses in which you are working with students. To be considered current, the clearances must not expired prior to the end of the course. For example, if the date of issue is July 12, 2008, it will expire on July 12, 2009. As a result, it will not be considered current for the RSP 703 & 704 course which concludes at the end of July.

RSP 702: Current clearances must be submitted to the professor by the third week of class.

RSP 703 & 704: Current clearances must be received by the professor of record no later than April 30. Since this course involves working with children from the community, it is crucial that all RSP candidates provide proof of clearances by April 30 so that the professor can plan appropriately for the number of community students that can be served in this course. Failure to produce current clearances by the deadline will result in you being dropped from the course. Turn in your clearance to the professor, using an envelope on which is recorded: your name, RSP 703 & 704, and name of professor.

- [www.psp.state.pa.us](http://www.psp.state.pa.us) (Act 34 Criminal History Check)- Can get immediately online with credit card payment. If you postal mail the application then it may take 4-6 weeks to receive the clearance. The cost is $10.
- [www.dpw.state.pa.us](http://www.dpw.state.pa.us) (Act 151 Child Abuse Check)- Can get application online but must submit via postal mail. May take 4-6 weeks to receive the clearance by mail. The cost is $10.
- [www.pa.cogentid.com](http://www.pa.cogentid.com) (Act 114 FBI Fingerprinting)- Must complete registration online at pa.cogentid.com. May take 4-6 weeks to receive clearance by postal mail. The cost is $40. New process effective Dec. 1, 2008. Check the PDE website for updates at: http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=125828
2.9 PRAXIS II: Reading Specialist Test

The Reading Specialist Exam must be taken by all students in the Reading Specialist Program. Registration for the PRAXIS can be completed online at www.ets.org/praxis. Reading specialist candidates should register for test number: 5301, which is now offered only as an online test.

Students should plan to take the test when all “certification courses” have been completed (check your advisement sheet) and they feel confident that they have mastered the content. **You must meet the Qualifying Score of 570 or above to pass the test.**

The Content categories include:

I. Linguistic and Cognitive Bases of the Reading Process

II. Comprehension

III. Word Identification

IV. Vocabulary Development

V. Methodologies

VI. Diagnosis and Program Improvement

Applications as well as undated information regarding qualifying scores for Pennsylvania are available online at: www.ets.org/praxis

A copy of the results of the PRAXIS test must be submitted to the RSP Coordinator. This is a requirement for endorsement to add Reading Specialist Certification to your PA Teaching Certificate.

Scores that qualify for passing the test are based upon your graduate QPA and are as follows:

<table>
<thead>
<tr>
<th>QPA</th>
<th>Required minimum score on PRAXIS II RSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 – 2.99</td>
<td>597</td>
</tr>
<tr>
<td>3.1 – 3.25</td>
<td>563</td>
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<tr>
<td>3.26 – 3.50</td>
<td>557</td>
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<tr>
<td>3.51 – 3.75</td>
<td>550</td>
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<tr>
<td>3.76 – 4.0</td>
<td>543</td>
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</tbody>
</table>

2.10 Act 48 Credits

To receive Act 48 credit for coursework you have completed at CalU please complete the Act 48 request form found online at: http://www.calu.edu/academics/colleges/education/act-48/index.htm or attached to this e-mail.

Submit the completed Act 48 form to Jodie Rooney at rooney@calu.edu or fax to her at 724/938-5832. If you have questions about the submission of the form her phone number is 724/938-1584.
2.11 RSP Portfolio Exit Interview Overview

All RSP Candidates must pass the RSP Portfolio Exit Interview to graduate from the program. Exit interviews are administered every semester. To register for the exit interview, contact the Early, Middle and Special Education Office (724-938-4135) early during the semester you are planning to graduate. The RSP Portfolio is organized according to the 6 IRA Standards for Reading Specialist listed below. Exit Interviews will be conducted by RSP faculty.

At the interview you will be asked to display, via Livetext, at least two artifacts from at least 4 IRA Standards. Standards to be presented will be chosen at the time of the interview. You will discuss your knowledge and understanding of the standard, how the artifact addresses the standard, and what you have learned as a reading specialist. (See 2.11b How to Prepare) The panel of interviewers will be made up of at least one faculty from the RSP Program and other faculty members from the EMS Department.

Candidates who do not pass the Portfolio Interview may participate in a second interview. The second interview must be scheduled within two weeks of the first interview.

Candidate who do not pass the second attempt, may return the following semester for a third attempt to pass the portfolio interview.

Candidate who do not pass the third attempt will not graduate.

2.11a How to Register for Portfolio Exit Interview

A mass email will be sent to all RSP Candidates announcing registration for RSP Exit Interview. Be sure to respond immediately to indicate your intent to participate. Include the following in your response: Your name, CalU email, and earliest time you can arrive on campus on the date of the interview.

2.11b How to Prepare for the Portfolio Exit Interview

Preparation of the RSP Portfolio:

Two artifacts per standard. Artifacts should be the Performance Assessment Tasks (PAT) from each RSP course, Other assignments from program coursework, and when appropriate, samples of work that directly relate to classroom instruction in reading.

One rationale statement per standard. Write one rationale for each standard in which you explain the standard and document your rationale for placing each artifact in that standard.

Preparation for the RSP Portfolio Interview:

At the RSP Portfolio Interview you will be asked to randomly choose 3 IRA Standards from a “hat”. You will present those standards and one additional standard to be determined by the faculty panel. When presenting each standard you will show the two artifacts you have placed into each standard. You will use these artifacts to clearly articulate your understanding of that IRA Standard, the relationship of each artifact to that standard, and most importantly, the knowledge, skills, and ability that you obtained from that experience and thereby document your expertise regarding that IRA Standard for Reading Specialists.

Thorough preparation of your written rationale is very useful in preparing your for your oral presentation. Be prepared to connect each artifact to the sub-standards within each standard as they are more specific.

The panel will evaluate your understanding the standards and the knowledge and skill you are able to articulate during the interview. Therefore, it is extremely important for you to spend time preparing for this interview by reviewing each IRA Standards as well as the sub-sections of each standard. The panel is looking for more than generic statements. They want to see evidence that you have a deep and thorough understanding of IRA Standards and sub-sections and that you are prepared to apply your knowledge and skill in the role of reading specialist.

See the complete IRA Standards in Section IV of this handbook.
2.11c RSP Portfolio Scoring Rubric

Reading Specialist Portfolio Exit Interview

RSP Candidate____________________________________________________________
Portfolio Interview Date_________________________________________________

Score___________________   Pass                        Fail

*Candidate must score a minimum of 5 points with no standard earning an unsatisfactory rating.
*Candidates who fail the first interview will be given two weeks to revise any areas of concern as identified by the
interview panel and schedule a second interview at which time the candidate can present the standard(s) in question.
*Candidates who fail the second interview are given the one additional opportunity to pass but this cannot occur
until the following semester.
*Candidate who fail all attempts will not graduate from the program.

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IRA STANDARDS

1: Foundational Knowledge: The candidate understands the theoretical and evidence-based foundations of reading and writing processes and instruction.

2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction

4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society.

5: 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.

6: Professional Learning and Leadership: Candidates view professional learning and leadership as a career-long effort and responsibility

<table>
<thead>
<tr>
<th>IRA Standard</th>
<th>Distinguished 3</th>
<th>Proficient 2</th>
<th>Basic 1</th>
<th>Unsatisfactory 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Foundational Knowledge</td>
<td>Provides outstanding evidence of superior knowledge of the foundations of reading and writing processes and instruction</td>
<td>Provides adequate evidence of adequate knowledge of the foundations of reading and writing processes and instruction</td>
<td>Provides limited evidence of knowledge of the foundations of reading and writing processes and instruction</td>
<td>Provides inadequate evidence of knowledge of the foundations of reading and writing processes and instruction</td>
</tr>
<tr>
<td>2: Curriculum and Instruction</td>
<td>Provides outstanding evidence of a wide range of instructional practices, approached,</td>
<td>Provides adequate evidence of a wide range of instructional</td>
<td>Provides limited evidence of a wide range of instructional</td>
<td>Provides inadequate evidence of a wide range of instructional practices, approached,</td>
</tr>
</tbody>
</table>

16
methods, and curriculum materials to support reading and writing instruction.

<table>
<thead>
<tr>
<th>3: Assessment and Evaluation</th>
<th>Provides outstanding evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction</th>
<th>Provides adequate evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction</th>
<th>Provides limited evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction</th>
<th>Provides inadequate evidence of ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Diversity</td>
<td>Provides outstanding evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences</td>
<td>Provides adequate evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences</td>
<td>Provides limited evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences</td>
<td>Provides inadequate evidence of the ability to engage students in literacy practices that develop awareness, understanding, and respect for differences</td>
</tr>
<tr>
<td>5: Literate Environment</td>
<td>Provides outstanding evidence of ability to create a literate environment that fosters reading and writing</td>
<td>Provides adequate evidence of ability to create a literate environment that fosters reading and writing</td>
<td>Provides limited evidence of ability to create a literate environment that fosters reading and writing</td>
<td>Provides inadequate evidence of ability to create a literate environment that fosters reading and writing</td>
</tr>
<tr>
<td>6: Professional Learning and Leadership</td>
<td>Provides outstanding evidence of viewing professional development as a career-long effort and responsibility</td>
<td>Provides adequate evidence of viewing professional development as a career-long effort and responsibility</td>
<td>Provides limited evidence of viewing professional development as a career-long effort and responsibility</td>
<td>Provides inadequate evidence of viewing professional development as a career-long effort and responsibility</td>
</tr>
</tbody>
</table>

**Standard 1: Evidence:**
Candidate: 1.1 Interprets major theories of reading and writing
- Understands literature and research about factors that contribute to reading success
1.2 Summarizes historically shared knowledge base in reading and writing education
1.3 Communicates the importance of fair-mindedness, empathy and ethical behavior in literacy instruction and professional behavior

**Standard 2: Evidence:**
Candidate: 2.1 Demonstrates understanding of the research and literature that undergirds reading and writing curriculum instruction for all students PreK – 12.
2.2 Adapts, as needed instructional approaches and materials to meet the language proficiency needs of students who struggle to learn to read and needs of English Language Learners.
2.3 Demonstrates knowledge of and variety of instructional materials

**Standard 3: Evidence:**
Candidate: 3.1 Demonstrates understanding of various tools for measuring student performance
3.2 Administers and interprets appropriate assessments for students
3.3 Analyses assessment data to make instructional decisions.
3.4 Demonstrates ability to communicate results of assessment to various audiences.

**Standard 4: Evidence**
Candidate: 4.1 Demonstrates understanding of the ways in which certain qualities of diversity influence the reading and writing development of students who struggle with reading and writing.
4.2 Uses curriculum materials and instructional practices that are sensitive to the needs of all students that represent an array of diversity
4.3 Provides students with linguistic, academic, and cultural experiences that link their community with the school.

Standard 5: Evidence
Candidate: 5.1 Creates an instructional environment accommodates students’ changing needs.
5.4 Understands the use of evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 6: Evidence
Candidate: 6.1 Uses research based information to plan and implement staff development
6.2 Joins and participates in professional literacy organization
3. Graduation and Endorsement for Certification

Upon successful completion of the RSP Program (coursework, comprehensive exam and PRAXIS II: Reading Specialist) candidates must apply for graduation and/or complete appropriate forms to add RSP to the PA Teaching Certificate. Please note that these are two separate procedures. The RSP Candidate is responsible for initiating each procedure.

3.1 Endorsement for Certification

Endorsement for certification is a separate and different process than application for graduation. You will not receive endorsement on your PA Teaching Certificate until you follow the procedures to apply for Certification. Be advised that the entire process of certification takes at least 6-8 weeks from the time you submit your application packet.

California University of PA
College of Education and Human Services
Procedure for Teacher Certification

In order to apply for your Pennsylvania Teaching Certificate you must do the following: Please read this message in its entirety very carefully! Please also note that this is information to clarify the process. Use the instructions provided by PDE in the link below.

Part I:
Successfully complete a Teacher Education Program (graduate, undergraduate or post-baccalaureate) with a degree in hand or a transcript that is endorsed by your program advisors.

Take and pass the required Praxis exams for your specific program. You MUST list PA Department of Education and Cal U as recipients for all Praxis scores. PDE will no longer accept copies of the scores from Cal U.

Part II:
The PA Department of Education recently began an electronic application process for teacher/professional certification. The Teacher Information Management System (TIMS) is available and can be accessed at this link:
http://www.education.state.pa.us/portal/server.pt/community/certifications/7199

Complete directions for this procedure can be found in Appendix A

California University of PA
College of Education and Human Services
Donna Gilmore
Keystone Hall Suite 200B/Box 3
250 University Avenue
California, PA 15419-1394

Part III:
Additional Instructions for: Reading Specialist, Non-Student Teaching Graduate/Post Baccalaureate Programs, Communication Disorders, and Counselor Ed Students only:
You must provide an endorsement form (included on the next two pages) to your department so that you can be cleared for teacher certification submission. Complete the top portion of the endorsement form and include:

- ✓ unofficial transcript
- ✓ praxis scores
- ✓ teaching certificate
to your department/program director.
California University of Pennsylvania
College of Education & Human Services
Endorsement for Pennsylvania Certification

Instructions – The candidate will gather the necessary documents listed below. The candidate will also electronically enter the appropriate information where required on this form, print it, and take it to the advisor/faculty reviewer/program coordinator for review and signature. Be sure copies of all documents listed below are attached to this form in the order listed below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Cal U Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td>Program Completed</td>
</tr>
<tr>
<td></td>
<td>Semester/Year completed student teaching (if applicable)</td>
</tr>
</tbody>
</table>

Check One: [ ] Graduate Degree & Certification [ ] Graduate Certification Only [ ] Post Baccalaureate Certification

**REQUIREMENTS FOR INITIAL CERTIFICATION**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required Courses: C or better required (Attach completed advisement sheet, copy of transcript(s), highlighting all courses listed below including grades)</td>
<td></td>
</tr>
<tr>
<td>a. Required courses in the major</td>
<td></td>
</tr>
<tr>
<td>b. Composition – 3 cr. Hours</td>
<td></td>
</tr>
<tr>
<td>c. American/English Literature – 3 cr. Hours</td>
<td></td>
</tr>
<tr>
<td>d. Mathematics – 6 cr. Hours</td>
<td></td>
</tr>
<tr>
<td>2. All Praxis I and II exams are passed (Attach score reports)</td>
<td></td>
</tr>
<tr>
<td>3. Achieved at least a “Satisfactory” rating on all categories of the PDE 430 form (Only Teacher Certification candidates)</td>
<td></td>
</tr>
<tr>
<td>4. Final Overall GPA (must be 3.00 or greater) GPA:</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

**REQUIREMENTS FOR ADD-ON CERTIFICATION**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attach completed advisement sheet</td>
<td></td>
</tr>
<tr>
<td>2. Praxis II exams for subject area being added (Attach score report)</td>
<td></td>
</tr>
<tr>
<td>3. Copy of current Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Completion of Approved Program

This is to verify that the student listed above has completed an approved program and is eligible to apply for certification.

Approval Signature

Advisor/Faculty Reviewer ____________________________ Date |

Chairperson/Program Coordinator ____________________________ Date

Revised 2006
3.2 Application for Graduation

RSP Candidates must apply for graduation on-line at www.calu.edu (quicklinks), (graduate school), (forms) prior to the deadline that is published in current semester schedules. The application is sent to the Graduate Office.

Graduation is NOT automatic.
Students must apply before the deadline.

3.3 General Tentative Timeline

- **After acceptance to Graduate School:**
  - ✓ Meet/talk with advisor
  - ✓ Register for class(es)
  - ✓ If you are planning to write a Thesis or Research Project, begin planning with your advisor now.

- **Apply for Candidacy after completion of 6-12 credits.**
  (Graduate Office – form is found at the Graduate School website. When grades are posted to your transcript you may then submit the form to your faculty advisor for candidacy consideration.)

- **Upon Approval for Candidacy: Continue taking classes.**

- **During your last year:**
  - ✓ Plan to take the PRAXIS AFTER completion of coursework.
  - ✓ Plan to apply for Graduation (forms can be found online at the Graduate School website).
  - ✓ Plan to apply for Endorsement for Advanced Certification. (Forms can be found online at the Graduate School website.)

- **1st and 2nd week of your last semester:**
  - ✓ Apply for Graduation (Graduate Office).
  - ✓ Register to for your RSP Portfolio Exit Interview.

- **Last semester or after completing all required certification courses:**
  - ✓ Take and pass the PRAXIS.

- **After you complete required courses for certification and receive a final transcript:**
  - ✓ Apply for Certification (Two completed packets to RSP Coordinator)

***Once your certification application is processed on campus, it takes approximately 8 weeks for it to arrive in the mail.***

---

**Office Locations**

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>Keystone, Room 201</td>
<td>724-938-4125</td>
</tr>
<tr>
<td>Graduate Schoo</td>
<td>Dixon Hall, Room 315</td>
<td>724-938-4187</td>
</tr>
<tr>
<td>Early, Middle and Special Ed De</td>
<td>Keystone, Room 302</td>
<td>724-938-4135</td>
</tr>
</tbody>
</table>
4. International Reading Association RSP Standards

Listed below are the standards that are the underlying basis of our Reading Specialist here at California University of Pennsylvania. These standards, developed by the International Reading Association (IRA), describe what reading professionals should know about the literacy process and the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels.

The IRA Standards are currently used by the National Council for Accreditation of Teacher Education (NCATE). In addition, they are also used by the Pennsylvania Department of Education (PDE) in the creation of certification and licensure requirements. Thus, the University’s Graduate Reading Program has incorporated these standards in the design, implementation, and assessment of its program.

**Standard 1: Foundational Knowledge**

**Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, candidates:**

1.1- Understand major theories and empirical research that describes the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components (Including word recognition, language comprehension, strategic knowledge, and reading/writing connection).

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.

1.3- Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement

**Standard 2: Instructional Strategies and Curriculum Materials**

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

2.1- Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.

2.3- Use a wide range of texts (narrative, expository poetry, etc.) and traditional print and online resources.

**Standard 3: Assessment and Evaluation**

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

3.1- Understanding types of assessment and their purposes, strengths, and limitations

3.2 Select, develop, administer, and interpret assessments, both traditional print and online, for specific purposes.

3.3 Use assessment information to plan and to evaluate instruction.

3.4 Communicate assessment results and implications to a variety of 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. As a result, candidates:

4.1 Recognize, understand and value the form of diversity that exist in society and their importance in learning to read and write.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.

4.3 Develop and implement strategies to advocate for equity.

**Standard 5: 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 assessments. As a result, candidates:

5.1 Design the physical environment to optimize students’ use of traditional print and online resources in reading and writing instruction.

5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

5.3 Use routines to support reading and writing instruction (e.g. time allocation, transitions from one activity to another, conducting discussion, giving peer feedback).

5.4 Use a variety of classroom configurations (whole class, small group, and individual) to differentiate instruction.

**Standard 6: Professional Learning and Leadership**

Candidates view professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2 Display positive disposition related to one’s own reading and writing and the teaching of reading of and writing and pursue the development of individual professional knowledge and behaviors.

6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.

6.4 Understand and influence local, state, or national policy decisions.

(Based on the IRA publication, *Standards for Reading Professionals*, 2010)

### 5.0 References


California University of PA
College of Education and Human Services
Procedure for Teacher/Administrative/Professional Certification
The PA Department of Education (PDE) recently began an electronic application process for teacher/administrative/educational certification. In order to apply for your Pennsylvania Teaching/Administrative/Educational Certificate you must create a user account and an electronic application in the Teacher Information Management System (TIMS). Please read this information very carefully in its entirety. Please also note that this is information to clarify the certification process. This process is not affiliated in any way with California University of PA. Use the instructions provided in this document and PDE in the link below.

Part I: Before You Begin:
1. Successfully complete a Teacher Education/Administrative/Professional Program (graduate, undergraduate or post-baccalaureate) with a degree-in-hand or a transcript that is endorsed by your program advisors.
2. Take and pass the PA State required Exam(s) for your specific program. You MUST list PA Department of Education and Cal U as a recipient for all Exam scores. PDE will no longer accept copies of the scores from the University.
3. Have your final GPA in hand. You can view this on your unofficial transcript that includes your cumulative or final GPA. Do not submit your application before final grades have been posted. View your unofficial transcript by logging into VIP on the Cal U Website or request an official transcript from Academic Records.
4. Know your area(s) of certification for which you are applying. You can choose more than one area of certification by holding the control key on your keyboard and clicking the certification areas.
5. Have the User Guide instructions open and available in another window as you complete the application for each section of the application process at the link below)
http://www.education.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2
6. Keep in mind that this application process is for the certification preparation program you just completed.
Answer all questions with this preparation program in mind.
7. Not EVERY screen shot is included in these instructions, but most are included.

Part II: Create Your User Account
To Register for a Teacher Information Management System (TIMS) User Account:
Go to http://www.portal.state.pa.us/portal/server.pt/open=514&objID=506890&mode=2
In the upper left-hand corner under Log In, choose “Register.” Complete the registration form.
Teacher Certification Instructions – Created by Donna J. Gilmore 04-2012
For User ID – you pick your user ID

For Password – you pick your password. Password must be 8-32 characters and have one upper case, one lowercase, one number, and one special character (above numbers on keyboard)

For Log-in Question: You create your own question and answer.

Once all fields are completed click continue/submit.

On the next screen, click continue, then log out

Log-in Help Tips:
http://www.portal.state.pa.us/portal/server.pt/community/department_information/7203/help/1044073

Frequently Asked Questions:
http://www.portal.state.pa.us/portal/server.pt/community/department_information/7203/frequently_asked_questions/510958

Part III: Assign California University of PA as an affiliation. Complete this part 24 hours after you create your user account:
The first time you log in after creating your account, you will see this screen. You must complete all fields.
WRITE DOWN and SAVE YOUR PPID NUMBER!

Log in to TIMS using this route:

Log in to your TIMS user account at this link following these instructions:
http://www.portal.state.pa.us/portal/server.pt/community/TIMS/20476/page/1033139
1. Click Log In (screenshot above) and enter your Username and Password
2. Choose the photo “TEACHERS” in the center of the screen.
3. Choose the blue TIMS logo in center of the screen.
4. Choose “Access TIMS” in the blue navigation bar under “Teacher Information Management System TIMS”
5. Access the TIMS Dashboard by clicking “here” under Log In Status toward the bottom of screen.
6. When you reach the dashboard after logging in, choose Update/View my Profile

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Go to page 5.

Make sure you choose “Yes” to allow institutions to view or search your applications otherwise no one will be able to see your information.

On page five, choose IHE and search for “California University of PA” as an affiliation with Kevin A. Koury as the IHE. Put in today’s date as the issue date.

Save your changes

Part IV: (Complete this part after final grades are submitted the semester you graduate/finish.)
Create your teacher/administrative/educational certification application. The application process is cumbersome so be patient and read carefully:

☐ Log in to your TIMS user account at this link following these instructions:
http://www.portal.state.pa.us/portal/server.pt/community/TIMS/20476/page/1033139
a. Log in by choosing “Log In” on right upper side of screen. Enter your username and password.
b. Click the “Teacher” link picture in center of page.
c. Click the Blue TIMS logo in lower center of page.
d. Click Access TIMS in right side of navigation bar underneath large TIMS word.
e. Click Access the TIMS application by clicking “here” under Log In Status toward the middle of screen.
g. Select Credential Type using dropdown. Scroll if necessary.
h. Your Requested Credential Type is one of the following. You must choose one of these options:
i. Instructional I-61 (any K-12 TEACHING certificate)
ii. Educational Specialist I-31 (School Psychologist or Guidance).
iii. Administrative I-75 (Principal)
iv. Letter of Eligibility-90 (SLE)

i. Choose “Click here to select certification subject area to be requested”
j. Based on your choice in “h.” above, your next option will be different for each credential type. See screenshots below.

Instruction I-61 looks like this. Notice the page numbers to view more certification areas. Also, if you are applying for more than one area at this time, i.e. Elementary/Special, hold the Control Key on your keyboard while choosing both areas.

Educational Specialist I-31 looks like this. Choose your certification area. If both Elementary and Secondary School Counselor, hold the Control Key on your keyboard while choosing both areas.

Administrative I-75 looks like this. You have just one choice.

Superintendent Letter of Eligibility -90. Choose Superintendent K-12th (1150)
k. If you make a mistake, Choose “Cancel” and begin again. If you have chosen the correct area(s) choose “Include Selected Certification Subject Area(s) in My Application.”
l. Answer the preliminary questions (shown below) Note: If your certification area(s) is not correct or you thought you choose two areas and they both don’t show here, click “Click here to select certification subject area to be requested” and choose again.

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Questions:
Did you complete your Educator Preparation Program for the credential type and certification subject area listed above at a single Pennsylvania Institution? YES
Did you complete your Educator Preparation Program for the credential type and certification subject area listed above at more than one institution (either in Pennsylvania, out-of-state, or a combination of in state and out of state? NO
Did you complete your Teacher or Administrator Preparation Program more than 7 years ago? NO
m. Click continue
Are you sure you want to proceed with this application? YES
n. Answer ALL background questions carefully
o. Complete the Affidavit at the bottom of this page
p. Click continue
Please review the instructions and the required documentation listed under the help icon at the top of the page.
An incorrect answer in this section may significantly delay the processing of your application. “Please click OK to continue with this application or Cancel to review the instructions.” Click OK
q. Step 1: Demographic Information:
   □ Make sure all information is correct.
   □ Choose your Gender and complete your address.
   □ Put in your mailing address if different from Resident Address or click box.
   □ Enter an email address
   □ Enter telephone number(s) (not required but strongly recommended)
   □ Citizenship status (Non-US students choose Green Card please)
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□ If granted a credential, I give my permission to provide demographic information to prospective employers for the purpose of employment. YES, if you want to be visible to potential employers!
r. Click “Next”
NOTE: See the page numbers and summary under Application Status. If you need to move around, use these page numbers. The next button will take you in order, but if you need to go back use these or the back button only!
This is where the application may vary for each certification area. For purposes of these instructions, the certification area is Instruction I-61. So after this point, your questions may look differently if you are one of the other areas. (I’m sorry, but I cannot view more than one application.) Step 2 Educational Information
There is no education information on file for this applicant. Click the Add New button below to add education.

s. Click “Add New”
t. Under Institution Name “Click here to Search” Use “California University of PA”
u. Choose “Select”
v. Select Contact Official Name. It will be Kevin A. Koury. The rest of the fields will then complete.
w. Answer the Educator Preparation Program AND Authorization Questions!

Questions:
Did you receive any Degree/High School Diploma/GED while at this institution?
Anyone who graduated and received a degree should answer YES. If you were in a Post Baccalaureate or Certification-Only Program answer NO.
If YES to degree you must know your degree type conferred, i.e. Bachelors, Masters – Date Conferred (month year) and GPA

x. Click here to add Major Subject Area See Screenshot below.
Notice the PAGE NUMBERS to find the alphabetized Graduation Subject Area (red arrow below) or search by Major Subject Area (blue arrow below).
y. Select major subject area.

Did you attend an educator preparation program while at this institution? YES YES YES!

z. “Click here to add Educator Preparation Program”

☐ Choose drop down box and choose Educator Preparation Program Name OR CHECK THE BOX
“Educator Preparation Program not in the list above” if not listed.

☐ Choose Program Level: Undergraduate/Graduate.

☐ Program Level Type: Traditional.

☐ Attendance Start Date: MM/YYYY.

☐ End/Anticipated Graduation Date: MM/YYYY DO NOT ADVANCE THE DATE!

MUST BE IN

THE CURRENT MONTH COMPLETING YOUR PROGRAM.

aa. Answer Remaining Questions:
I authorize the listed institution to view my certification test scores……..related to this application. YES
I authorize the listed institution to view my current application in its entirety……..completed by this institution.

YES
bb. If you have made any mistakes you can “Edit” or “Trash” your application here using trash
can symbol. If you are a dual major (i.e. Elementary/Special or Guidance
Elementary/Secondary, add new to add the second major and go through the steps “s”
through “aa” again.

**Step 3: Certification Information.** If you have other (previous) certifications, they
should be listed here. If
they are not, don’t panic. The information will come in at some point.
cc. Click “Next”

**Step 4: Work Experience Information.** If this is your first (initial) teacher
certification click “Next.”
There is nothing to enter here. Student teaching or substitute work does not count.
If you have work experience as a Full-Time PUBLIC SCHOOL TEACHER not a
substitute or long-term
substitute, or non-public school teacher. Click “Add New”

**Step 5: Application Requirements and Proof Documents**
Don’t panic by anything you see on this page or anything that states “not received” just
yet! This will change as
items are provided and matched with other records.

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**Application Summary:**
Review the information carefully. Scroll down to #8 Fees & Payments. It should say
$100.00. If any other
amount is listed, email Gilmore@calu.edu and let her know.

☐ Check the Code of Conduct Questions boxes.

☐ Print Application then **Proceed to Submit**

**Payment Processing:** Read the Instructions

☐ Complete Billing Information Fields

☐ Complete Payment Information Fields
If you want to pay by credit card, select “credit card” and complete the information. If
you want to mail
PDE a money order, choose “money order.” If you choose “money order” you must click
the box “I
agree to submit a money order with coversheet.”

dd. Click **Process Payment and Submit Application**

I cannot submit my application so we part ways here. When you submit, you should
be able to print your
cover sheet.

☐ Once the application is successfully submitted print your cover sheet. It will list any
“additional documents
needed.”

☐ Your cover sheet packet will include a medical history form. If you are a new teacher
applicant, meaning you do
not hold a teaching certificate at this time, you must have this medical history form attached to
the cover sheet or
the PDE 338G form completed by your physician and return it to PDE with the signed cover
sheet using the
If you already hold a teaching certificate, you do not need to submit a completed medical history form.

Mail the signed cover sheet, along with any additional documents as required directly to PDE as instructed. DO NOT STAPLE AND DO NOT FOLD.

Using the View Test Scores Link, verify that your Exam Scores are visible in your TIMS User Account. If your scores are not visible, you must order them through ETS. PDE will not accept copies from you or Cal U.

Common Errors:
Some common errors that cause applications to be rejected by PDE are:
1. The correct University was not chosen.
2. Your program was completed at one University – even if you had transfer credits, if you chose more than one University, you will default to an out-of-state application.
3. For Teacher Certification only, you did not answer the yes/no questions under Ed Prep Program.
4. If you are applying for an advanced program – you did NOT complete your program more than 7 years ago.
5. You must choose a Certification Subject Area.
6. If you currently hold other teaching certificates, you are “adding new.”
7. Skipping any question or tab in the application process.
8. If you were in a graduate program and “graduate” does not come up as a choice, choose undergraduate.

Part V: You’re almost done! You must do this part so the Dean’s Office knows you have an application pending!
Scan your printed and signed cover sheet to Gilmore@calu.edu BEFORE you mail it to PDE.
If you are a graduate student, post baccalaureate student or certification only student who did not student teach this semester, you must submit the attached endorsement form and requested items to your department for signature so that the Dean’s office knows that you have met all requirements of your program.

California University of Pennsylvania
College of Education & Human Services
Department Endorsement for Pennsylvania Certification

Student Instructions – The candidate will electronically enter the appropriate information where required on this form, print it, and provide it to the program director/department chair for review and signature. Please provide copies of the documents listed below with this form:
□ Copy of all required Praxis results
□ Copy of current teaching certificate (if applicable)
Name Student ID:
Mailing Address
City/State/Zip
Cal U Email
Address
Program: Date Program
Completed:
Check One: Graduate Degree & Certification Graduate Certification Only
Post Baccalaureate Certification
Do Not Write Below This Line:
Requirements Needed for Department Endorsement for PA Certification YES N/A
Student has completed all required courses of an approved PDE program.
Student has passed all required major courses with a grade of C or better.
Student has achieved at least a “Satisfactory” rating on all categories of the PDE 430 Statewide Evaluation Form for Student Professional Knowledge & Practice.
To the best of my knowledge and belief, the candidate is known and regarded by the preparing institution as a person of good moral character and possesses those personal qualities and professional knowledge and skill which warrant issuance of the requested certificate.
Final GPA
Student has a passing GPA according to current PDE regulations.
Praxis
Student has taken and passed all required Praxis Exams according to current PDE regulations.
Completion of Approved Program
I have verified and affirmed that the student listed above has completed all program requirements of an approved PDE program and is eligible to apply for certification.
Approval Signature
________________________________
Program Director or Dept. Chairperson Date
Appendix B

Reading Specialist Program Artifacts for LiveText

The purpose of this document is to provide you with a list of possible artifacts from each RSP Course that can be used in your LiveText Portfolio. The course PAT will be a required artifact for each IRA Standard. You can choose from the list of possibilities for your second artifact for each standard.

RSP 700
- PAT:

RSP 702
- PAT: Mini Case Study
- Running Record Report
- Interest Inventory Report
- Attitude Survey Report

RSP 703
- PAT: Case Study Report
- Literacy Profile
- Staff Development Power Point or Presentation Outline
- Student formal and informal assessments from practicum experience

RSP 704
- PAT: Case Study Report
- Literacy Profile
- Staff Development Power Point or Presentation Outline
- Student formal and informal assessments from practicum experience

RSP 705
- PAT: Synthesis of four articles on literacy theory and a Prezi or Glog presentation that connects theory to practice. Four parts.

RSP 706
- PAT:

RSP 734
- PAT: Lesson framework for a content area textbook (grades 6-12) that includes comprehension, writing, vocabulary, and assessments for a chapter chosen from the textbook. Four Parts
Appendix C
How to Write a Rationale Statement

One Rationale Statement per IRA Standard

To further demonstrate your understanding of each standard and to assist you in appropriately connecting each artifact to the standard of your choice you will be required to write a rationale statement that is no longer than one page in length. Writing a rationale for the first time can be somewhat intimidating. That need not be the case. In fact, rationales have a predictable pattern that makes their composition easier. Once you understand the pattern and the basic questions that rationales answer, you will write them with greater ease. Try writing a rough draft of your first rationale by following these steps in the order presented. This exercise will help you become acquainted.

There should be one rationale statement for each IRA Standard. You should address each artifact within that one rationale statement. To assist you in writing rationale statements, you should use the following guiding questions as presented in How to develop a professional portfolio: A manual for teachers. (2010):

**What is the Experience?** Describe the assignment or experience the artifact represents. Describe the assignment or experience clearly enough to be understood by a reader of your portfolio who is unfamiliar with your work and your class assignments.

**What is the artifact?** Identify the artifact. Will you use a letter of recommendation, a lesson plan, a summary, or perhaps a research paper to document this experience? Remember that an experience can be documented with more than one artifact. Make a note of the artifact or collection of artifacts that you intend to use.

**So What?** Write about the skills, competencies or understanding that you gained through this experience. Write down all the skills, competencies, or understandings that you gained through this experience. How did this experience or class assignment benefit you and better prepare you for teaching? For some experiences you will have one major gain or outcome; for other more complex experiences such as field experiences in classrooms, you will have many competencies that you gained. Write about how this experience will better prepare you to fulfill the role of a Reading Specialist.

**Where and Why?** State the standard in which you are placing the artifact and tell why you chose to place it in that standard. Under what standard will you file this artifact and why there? To answer this question you need to review your list of outcomes in step 4 to see their relation to the standards you are using. Put a circle around the most important thing you learned from this experience. You should file your work under the standard that best connects to the most important
benefit of this experience, even if the experience provided a host of other benefits.

Now what? Share the ways that you might use what you have learned from this experience in your future teaching experiences   (Campbell, Cignetti, Melenyzer, Nettles & Wyman, 2010)

Sample Rationale Statement
Rationale:   IRA Standard 3 Assessment and Evaluation relates to a reading specialist’s knowledge of a variety of assessments given to make decisions about instruction in reading and writing. In my coursework I have learned about several forms of assessment such as formal assessment, informal assessment, and curriculum based assessment. I understand that three important questions should drive my decisions regarding what assessment to utilize: 1) What do I want to know? 2) Why do I want to know it? and 3) What assessment tool will best provide this information?
I have included several artifacts that document my ability to use a variety of assessments based upon what I want to know and why I want to know it. When I wanted to learn about a student’s attitude toward reading I used an Attitude Survey. I used an Interest inventory when I wanted to plan instruction for a particular student that incorporated topics of interest to that student. I used a curriculum-based running record to determine a student’s strengths and needs in fluency. I also implemented an informal reading inventory to gather information about a student’s strengths and needs in word recognition, reading fluency, and comprehension to drive instructional decisions. The Mini Case Study Artifact is a report that I wrote in RSP 702 that summarizes the results of each of these assessments. It also includes instructional recommendations based upon the assessment data.
I believe these artifacts document my ability to use a variety of assessment tools. It also documents my ability to choose appropriate assessment tools based upon the purpose of the assessment and to use the assessment results to plan appropriate instruction. As a future reading specialist I plan to utilize all types of assessments to make decisions about instruction. I also hope to serve as a resource to others in making appropriate decisions about assessment based upon the three driving questions.