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Appendix B  How to Write a Rationale Statement for RSP Portfolio in Livetext

* The Instructions for ENDORSEMENT in the document: Certification Instruction for TIMS
(formally included as an appendix) is now included as a separate document due to its size. This
document will guide you through the process of adding reading specialist to your teaching
certificate.
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 California University of Pennsylvania 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.

Students with disabilities:

... reserve the right to self-identify and when to request accommodations.
... will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
... will present the OSD Accommodation Approval Notice to faculty when requesting accommodations.
... might be required to communicate with faculty for accommodations which specifically involve the faculty.

Requests for approval for reasonable accommodations should be directed to OSD. Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to the OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

The Office for Students with Disabilities (OSD)
Azorsky Building Room 105
724-938-5781

1.1 RSP Faculty

<table>
<thead>
<tr>
<th>RSP Graduate Coordinator:</th>
<th>Mrs. Catherine Hayden <a href="mailto:hayden@calu.edu">hayden@calu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>* Mrs. Catherine Hayden</td>
</tr>
<tr>
<td></td>
<td>Dr. Holly Diehl</td>
</tr>
<tr>
<td></td>
<td>Dr. Diane Nettles</td>
</tr>
<tr>
<td></td>
<td>Dr. Christine Peterson</td>
</tr>
</tbody>
</table>

* Mrs. Hayden is the RSP Coordinator and serves as advisor to all RSP students.

2. Reading Specialist Program

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 Pennsylvania Teaching Certificate.
2.1 Program Description

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 the RSP Portfolio Exit Interview in the last semester of coursework. Passing the PRAXIS II Reading Specialist Exam is not a requirement for graduation, but is a Pennsylvania Department of Education requirement to have reading specialist certification added to your current Pennsylvania Teaching Certificate.

**Master’s Degree in Education with Advanced Certification**

Students pursuing a Master’s Degree in Education who begin the program on or after June 2013 will follow Plan A on the Advisement Sheet 3. (RSP students who entered the program prior to June 2013 will follow the appropriate plan listed on their Advisement Sheet based upon when they entered the program).

To graduate you must complete the program requirements and pass the RSP Portfolio Exit Interview. Then to add the Reading Specialist Certification, you must also pass the PRAXIS II Reading Specialist Test and apply for Endorsement described in a separate document called **Instructions for ENFORCEMENT or the Application for RSP Certification on PA Teaching Certificate** sent to you with this handbook. Formally this document was included as a part of the RSP HandBook, but this information is now included as a separate document due to its size.

**Advanced Certification Only**

Students seeking advanced certification as a Reading Specialist without a Master’s Degree in Education are required to complete between 27-33 courses depending on their course background in special education and teaching English language learners. (RSP students who entered the program prior to June 2013 will follow the appropriate plan listed on their Advisement Sheet based upon when they entered the program).

To graduate you must complete the program requirements and pass the RSP Portfolio Exit Interview. Then to add the Reading Specialist Certification, you must also pass the PRAXIS II Reading Specialist Test and apply for Endorsement described in a separate document called **Instructions for Application for RSP Certification on PA Teaching Certificate** sent to you with this handbook. Formally this document was included as a part of the RSP Handbook, but this information is now included as a separate document due to its size.

**For All Plans**: In order to be eligible for Pennsylvania State Reading Specialist Certification, you must successfully complete:

- all required coursework
- the RSP Portfolio Exit Interview
- the PRAXIS II Reading Specialist Exam

* All RSP Students beginning the program in the Spring 2011 semester and thereafter must meet new Pennsylvania Department of Education requirements to have earned 9 credits in special education and 3 credits in ESL coursework. (You should contact your advisor if you feel you have already met this requirements in your previous undergraduate or graduate work.)

* Be sure to work with your advisor (hayden@calu.edu) when scheduling your 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 with Application Fee
- Official undergraduate transcript documenting completion of a Bachelor of Science Degree in Education with a minimum QPA of 3.0
- Copy of your Pennsylvania Teaching Certificate
- Copies of Act 34, Act 151, Act 114, Act 24 Clearances (Current clearances must be submitted by the end of the first semester. Current clearances are less than one year old)
2.3 LiveText

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 six 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 RSP Portfolio Exit Interview you must have a minimum of two artifacts for each 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 Portfolio Exit Interview you 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 getting 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 still can’t 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 L
- 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.*

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### 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”

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 Applying for 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 Mrs. Hayden, the RSP Coordinator.** The RSP Candidacy form is included on the following page of this handbook. After its review, the RSP Coordinator will forward the Candidacy form to the Graduate Office, and the Graduate Office will send emails to RSP students when their candidacy is confirmed. 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 Pennsylvania Teaching Certificate and copies of Act 34, Act 151, Act 114, and Act 24 Clearances. Information on applying for each of these clearances is further detailed in Section 2.8 of this handbook.
APPLICATION ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE

Please complete this form and send it to the Coordinator of your program at California University of Pa, 250 University Avenue, California, PA 15419.

Candidates must have completed between six (6) and twelve (12) credit hours of graduate work at California University of PA at time of application.

I hereby apply for admission to candidacy for the Master's degree. The following information is provided for consideration by the Graduate Council.

Signature_____________________________________________ Date____________

Name________________________________________________________

Campus Wide ID#_____

Curriculum_________________________________________Degree (MS, MA, MEd, MSW, MAT) ________________

Address________________________________________________________________________

Street City State Zip

Home Phone_________________Work Phone_________________Email________________________

Proposed Date of Graduation____________________________________________________________________

List all graduate courses you have completed at California University of Pennsylvania:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

List all graduate courses in which you are now enrolled:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Total Semester Hours:__________

List all courses completed at another graduate college or university that were transferred to California University of PA:

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Official Use Only-

Candidacy Approved: ____ Advisor/Coordinator: __________________________ Date: ________

Candidacy DENIED: ____ Advisor/Coordinator: __________________________ Date: ________

Candidacy Deferred____ Advisor/Coordinator: __________________________ Date: ________

Comments:
2.5. Course Information

Core courses (RSP) are offered at the main campus of California University of PA or in most 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 online or on campus. 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.

2.5.a Course Information

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSP 700</td>
<td>fall</td>
<td></td>
</tr>
<tr>
<td>RSP 705</td>
<td>fall</td>
<td></td>
</tr>
<tr>
<td>RSP 702</td>
<td>spring</td>
<td>RSP 700</td>
</tr>
<tr>
<td>RSP 734</td>
<td>spring</td>
<td></td>
</tr>
<tr>
<td>RSP 706</td>
<td>summer</td>
<td>RSP 700 &amp; RSP 702</td>
</tr>
<tr>
<td>RSP 703</td>
<td>summer</td>
<td>RSP 700 &amp; RSP 702</td>
</tr>
<tr>
<td>RSP 704</td>
<td>summer</td>
<td>RSP 700 &amp; RSP 702 &amp; RSP 703</td>
</tr>
</tbody>
</table>

*RSP 703 & RSP 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 in late June and end in late July.

*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 and not attend every semester following your program application, you must submit current clearances prior to beginning RSP 703 & 704 otherwise you will not be permitted to complete these courses. (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 3 Advisement Sheets (i.e. Distribution Sheets) that identify all coursework required for you if you are seeking to earn a M. Ed or just seeking certification as a reading specialist. **Please follow the Advisement Sheet that relates to when you entered the program.** Therefore RSP students who entered prior to January 2011 will follow Advisement Sheet 1. Students who entered between January 2011 and June 2013 will follow Advisement Sheet 2. All students who enter the program in the summer of 2013 or later will follow Advisement Sheet 3.

Please note that there are only subtle differences in each sheet. 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.

**Advisement Sheet 1:** RSP students who entered the program prior to January 2011

**Advisement Sheet 2:** RSP students who enter the program after January 2011 but prior to summer 2013

**Advisement Sheet 3:** RSP student who begin the program on or after summer, 2013
California University of Pennsylvania
Reading Specialist Program - Advisement Sheet 1
*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>Project</td>
<td>Master's Thesis</td>
<td>Courses Only</td>
</tr>
</tbody>
</table>

**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

*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.
**California University of Pennsylvania**

**Reading Specialist Program – Advisement Sheet 2**

*Students who begin the program on or after January 2011*

Name:______________________________________________Student ID_________________________

Email: ____________________________ Date Entered Program: _______________________________

**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading – Core Requirements</strong> (21 credits required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The first four courses must be taken in sequence as listed</td>
<td>Credits</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>RSP 700 Fund. of Literacy – Theory and Practice</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RSP 702 Literacy Assessment and Instruction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSP 703 Action Research I: Assessment</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RSP 704 Action Research II: Instruction</td>
<td>3</td>
<td></td>
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<tr>
<td>RSP 705 Psychology of Reading</td>
<td>3</td>
<td></td>
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<tr>
<td>RSP 706 Literacy Leadership</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RSP 734 Content Area Reading</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td><strong>English Language Learners</strong> (3 credits required for certification, choose only one)</td>
<td></td>
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<tr>
<td>EDU 650 Supporting the English Lang Learner</td>
<td>3</td>
<td></td>
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<tr>
<td>EDE 704 Introduction to Teaching ESL</td>
<td>3</td>
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<tr>
<td>EDE 709 Develop Cultural Awareness &amp; Sensitivity</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Educational Research</strong> (3 credits required Plan A &amp; B only)</td>
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<tr>
<td>RES 800 Methods of Research</td>
<td>3</td>
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<td>NA</td>
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<tr>
<td>ESP 800 Sem Adv Behavior Analysis</td>
<td>3</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Related Electives</strong> (PLAN A &amp; B: 9 credits required; PLAN C 3-9 credits) (*required for certification)</td>
<td></td>
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<tr>
<td>EDE 701 Development &amp; Org of Curriculum</td>
<td>3</td>
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<tr>
<td>EDE 706 Evaluation &amp; Measurement</td>
<td>3</td>
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<tr>
<td>ESP 610 Foundations and Collaboration</td>
<td>3</td>
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<tr>
<td>ESP 611 Assessment and Positive Behavior Intv</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP 701 Intro to Behavior Analysis</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ESP 612 Evidence Based Practice K-8 Inclu</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ESP 613 Evidence Based Practice 8 – 12 Inclu</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ESP 619 Evidence Based Practices for K-12 Inclu</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PSY 712 Advanced Psychology of Learning</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PSY 720 Neuropsychology of Learning Disorders</td>
<td>3</td>
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</tr>
<tr>
<td>EDP 600 Statistical Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL 36</strong></td>
<td><strong>TOTAL 27-33</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research with advisor’s approval</strong> (Plan A only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RES 829 Research Project</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RES 849 Master’s Thesis</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 (Project)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 (Thesis)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL REQUIREMENTS:** See Questions and Answers about the Reading Specialist Program

*ADDITIONAL REQUIREMENTS:*

**ADDITIONAL REQUIREMENTS:** See Questions and Answers about the Reading Specialist Program
Effective January 1, 2011

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.

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.

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP 610</td>
<td>Special Education Foundations and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ESP 701</td>
<td>Intro to Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ESP 612</td>
<td>Evidence Based Practiced</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(pre-requisites courses required: ESP 610 and ESP 701)</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 650</td>
<td>Supporting the English Language Learner</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: 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.

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

*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.
California University of Pennsylvania

Reading Specialist Program – Advisement Sheet 3
Student Beginning June 2013 or later

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.

Special Education Requirements:   ___Met   ___Not Met   Needs __________________________

Program Options:  

<table>
<thead>
<tr>
<th>PLAN A</th>
<th>PLAN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Ed.</td>
<td>Advanced PA Certification</td>
</tr>
</tbody>
</table>

Reading – Core Requirements (21 credits required)
The first four courses must be taken in sequence

<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 Practice</td>
<td>3</td>
</tr>
<tr>
<td>RSP 702</td>
<td>Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RSP 703</td>
<td>Action Research I: Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RSP 704</td>
<td>Action Research II: Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RSP 705</td>
<td>Psychology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RSP 706</td>
<td>Literacy Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RSP 734</td>
<td>Content Area Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

English Language Learners (3 credits required for certification, choose only one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 650</td>
<td>Supporting the English Lang Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDE 704</td>
<td>Introduction to Teaching ESL</td>
<td>3</td>
</tr>
<tr>
<td>EDE 709</td>
<td>Develop Cultural Awareness &amp;Sensitivity</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Research (3 credits required Plan A only)

<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>
</tr>
<tr>
<td>ESP 800</td>
<td>Sem Adv Behavior Analysis</td>
<td>NA</td>
</tr>
</tbody>
</table>

Related Electives (PLAN A: 8-9 credits required depending on your special education background) (PLAN B 3-9 credits, depending on your special education background) To be certified as a reading specialist in PA, you must have 9 credits of special education. If you already met this requirement in your undergraduate program, you may choose from any courses in this list of electives. If you do not have a background in special education you must choose ESP courses as your 9 credits of electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 703</td>
<td>Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDE 701</td>
<td>Development &amp; Org of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELE 701</td>
<td>Teaching and Assessing Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ELE 702</td>
<td>Teaching and Assessing Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDE 713</td>
<td>Language Acquisition and Dev</td>
<td>3</td>
</tr>
<tr>
<td>ESP 610</td>
<td>Foundations and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ESP 611</td>
<td>Assessment and Positive Behavior Intv</td>
<td>3</td>
</tr>
<tr>
<td>ESP 701</td>
<td>Intro to Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ESP 612</td>
<td>Evidence Based Practice K-8 Inclu</td>
<td>3</td>
</tr>
<tr>
<td>ESP 613</td>
<td>Evidence Based Practice 8 – 12 Inclu</td>
<td>3</td>
</tr>
<tr>
<td>ESP 619</td>
<td>Evidence Based Practices for K-12 Inclu</td>
<td>3</td>
</tr>
<tr>
<td>PSY 712</td>
<td>Advanced Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720</td>
<td>Neuropsychology of Learning Disorders</td>
<td>3</td>
</tr>
<tr>
<td>*RES 829</td>
<td>Research Project</td>
<td>2</td>
</tr>
</tbody>
</table>

* Research must be conducted with advisor’s approval and guidance (See RSP Handbook)

*** All Plans require successful completion of /Portfolio Interview during last semester of coursework

*** Endorsement for Certification requires PRAXIS II RSP Test and is not a requirement of Plan A or B.

*** This curriculum/advisement sheet is subject to change based on the Pennsylvania Department of Education requirements.
2.7 Registering for courses

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

Registration for courses is completed online via the Cal U website. Use the Advisement Sheet and the information in your current RSP Handbook to guide your decisions. Please be aware that RSP 702, 703, 704, and 706 have prerequisite courses. Please refer to the chart on page 8 of this RSP Handbook for the prerequisite courses for RSP 702, 703, 704, and 706.

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 to 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 Clearance Requirements

Copies of current Act 34, Act 151, Act 24, and Act 114 Clearances are required to be admitted into the program and must be on file in the Dept. of Early, Middle and Special 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, 2013, it will expire on July 12, 2014.

Use the following information to apply for the required clearances

- www.psp.state.pa.us (Act 34 Criminal History Check)- Can get immediately online with credit card payment. The cost is $10.
- www.dpw.state.pa.us (Act 151 Child Abuse Check) - Can get application online but must submit via postal mail. May take 6 weeks to receive the clearance by mail. The cost is $10.
- http://www.calu.edu/academics/colleges/education/files/PDE%206004%20Arrest%20or%20Conviction%20Form.pdf (Act 24 PDE Arrest or Conviction Form)- Just print & sign the form. No cost.
- www.pacogentid.com (Act 114 FBI Fingerprinting)- Use following directions
  - Log on to Cogent Website.
  - Choose Department of Education.
  - Complete the registration form and print (You will need the registration ID# to have your fingerprints taken and viewed.)
  - Take your registration ID# to the Cogent location of your choice. The nearest center to CalU is the Intermediate Unit #1
    - Hours of operation are 8:00 a.m.–11:30 a.m., Monday through Friday only.
    - In order to be fingerprinted, all applicants must have: a confirmation number, a valid photo ID, and if applicable a Money Order or Cashier’s Check payable to Cogent Systems
    - Fingerprints will be taken at the IU1 Central Office Building, One Intermediate Unit Drive, in Coal Center.
    - The IU1 Fingerprinting Center is located next to the first floor lobby. When arriving at the IU1 Central Office, please check in with the receptionist at the front desk. Please note the Fingerprinting Center will be unavailable on scheduled closings. In case of inclement weather, please call 724-938-3241 ext. 221 to verify availability.
    - Fingerprints will be scanned electronically, sent to the Pennsylvania State Police, submitted by the State Police to the FBI. The FBI will send results to PDE.
    - Results of the Federal Criminal History Report will be forwarded to the applicant by PDE.
  - Keep your receipt. You will receive an official letter from Cogent in the mail. This letter is the clearance you will turn in with your clearances.
2.9 PRAXIS II: Reading Specialist Test  Test #5301 (online)

The PRAXIS II #5301 Reading Specialist Exam must be taken by all students in the Reading Specialist Program who wish to add reading specialist certification to their Pennsylvania Teaching Certificate. 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.

At the time of the publication, a score of 164 is required to pass this test.

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

Be sure to check the Pennsylvania Department of Education information for the current qualifying score to pass your Praxis testing.

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 Pennsylvania Teaching Certificate.

STUDY GUIDE for PRAXIS II RSP  #5301

The general categories on the test are listed below. For a more in depth look at what is covered in each category, go to the test information/study guide website:  http://www.ets.org/s/praxis/pdf/5301.pdf

I. Assessment and Diagnostic Teaching
II. Reading and Writing Development
III. Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices
IV. Professional Learning and Leadership
V. Analysis of Individual Student Case Study

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

All RSP Candidates must pass the RSP Portfolio Exit Interview to graduate from the program. Portfolio Exit Interviews are administered towards the end of every semester. The RSP Exit 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 each of the six IRA Standards. 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 two faculty members from the RSP Program and possibly a member(s) of the Early, Middle, and Special Education 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 Portfolio Exit Interview. Be sure to respond immediately to Mrs. Hayden hayden@calu.edu to indicate your intent to participate. Include the following in your response:
- Your complete name (including your maiden name, applicable),
- CalU email,
- 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 Exit 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. A list of the required projects from the Reading Specialist Program is included in Appendix A of this handbook, but your portfolio artifacts are not limited to this list.

One rationale statement per standard is required. Write one rationale for each standard in which you address the five questions listed in the Appendix B.

At the RSP Portfolio Exit Interview you will present your knowledge and skill with regard to each of the 6 International Reading Association standards. 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 you for your oral presentation. Be prepared to connect each artifact to the numbered sub-standards within each standard as they are more specific.

The panel will evaluate your understanding of each standard 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 Standard 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 various roles of reading specialist.

- Thoroughly review the complete IRA Standards in Section 4 of this handbook.
- Review the RSP Portfolio Exit Interview Scoring Rubric included in the following section 2.11c.
- Address Appendix A which contains the RSP Artifacts required for the LiveText Portfolio.
- Review Appendix B which contains information on how to write a portfolio rationale, the guiding questions to support your work, and a sample rationale is also included.
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 7 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.

<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>
</tbody>
</table>

IRA STANDARDS

1: Foundational Knowledge: The candidate understands the theoretical and evidence-based foundations of reading and writing processes and instruction.
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.
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 recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.
### Standard 1: Evidence
Candidate:

1.1 Understands 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 Understands the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

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

### Standard 2: Evidence
Candidate:

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

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

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

### Standard 3: Evidence
Candidate:

3.1 Understands types of assessment and their purposes, strengths, and limitations.

3.2 Selects, develops, administers, and interprets assessments, both traditional print and online, for specific purposes.

3.3 Uses assessment information to plan and to evaluate instruction.

3.4 Communicates assessment results and implications to a variety of audiences.

### Standard 4: Evidence
Candidate:

4.1 Recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write.

4.2 Uses a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.
4.3 Develops and implements strategies to advocate for equity.

**Standard 5: Evidence**

Candidate: 5.1 Designs the physical environment to optimize students’ use of traditional print and online resources in reading and writing instruction.
5.2 Designs 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 Uses routines to support reading and writing instruction (e.g. time allocation, transitions from one activity to another, conducting discussion, giving peer feedback).
5.4 Uses a variety of classroom configurations (whole class, small group, and individual) to differentiate instruction.

**Standard 6: Evidence**

Candidate: 6.1 Demonstrates foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2 Displays positive disposition related to one’s own reading and writing and the teaching of reading and writing and pursues the development of individual professional knowledge and behaviors.
6.3 Participates in design, facilitates, leads and evaluates effective and differentiated professional development programs.
6.4 Understands the influence of local, state, or national policy decisions.

**3. Graduation and RSP Endorsement on PA Teaching Certificate**

Graduation and RSP Endorsement are two separate procedures both initiated by the RSP Candidate.

**Graduation from the RSP Program:** Early in your final semester of coursework you must submit to the Graduate Office an application to graduate.

**RSP Endorsement:** Seeking endorsement for reading specialist certification occurs after you have completed the RSP Program (coursework and RSP Portfolio Exit Interview) and have passed the RSP PRAXIS II RSP Test. You apply for Endorsement separately from graduation. To apply for Endorsement review the separate document called Instructions for Application for RSP Certification on PA Teaching Certificate sent to you with this handbook. Formally this document was included as a part of the RSP Handbook, but this information is now included as a separate document due to its size.

**3.1 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.

**3.2 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.
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:

- Praxis scores
- Teaching certificate
- Unofficial transcript

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>CalU Email Address:</td>
</tr>
<tr>
<td>City / State / Zip</td>
<td></td>
</tr>
<tr>
<td>Program:</td>
<td>Date Program Completed:</td>
</tr>
</tbody>
</table>

Check One:
- O Master’s of Education with Reading Specialist Certification
- O Advanced Reading Specialist Certification Only

Do Not Write Below This Line.

REQUIREMENTS FOR DEPARTMENT ENDORSEMENT FOR PENNSYLVANIA CERTIFICATION

<table>
<thead>
<tr>
<th>YES</th>
<th>N / A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has completed all required courses of an approved PDF program.</td>
<td></td>
</tr>
<tr>
<td>Student has passed all required major courses with a grade of C or better.</td>
<td></td>
</tr>
<tr>
<td>Students has achieved at least a “Satisfactory” rating on all categories of the PDE 430 Statewide Evaluation Form for Student Professional Knowledge &amp; Practice.</td>
<td></td>
</tr>
<tr>
<td>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 respected certificate.</td>
<td></td>
</tr>
</tbody>
</table>

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.
3.3 General Tentative Timeline

- After acceptance to Graduate School:
  √ Consult with your advisor (email, telephone call, or face-to-face conference)
  √ Register for your class(es)
  √ If you are planning to write a Thesis or Research Project, begin planning with your advisor immediately. You must gather your advisor’s approval and signature by the end of your first semester if you plan on completing a Thesis or Research Project.

- Apply for Candidacy after completion of 6-12 credits.
  Forms can be downloaded from the Cal U Website, Graduate Programs.
  http://www.calu.edu/academics/colleges/graduate-school/index.htm
  For your convenience, the current RSP Candidacy Form is included on the following page of this handbook. When grades are posted to your transcript you may then submit the form to your advisor for candidacy.

- Approval for Candidacy: Allows you to continue taking classes.

- During your last year:
  √ Plan to apply for Graduation the first or second week of your last semester. (Forms can be found online at the Graduate School website).
  √ Prepare your RSP Portfolio Exit Interview using Livetext.
  √ Register for your Portfolio Exit Interview according to directions in this handbook.
  √ Plan to take the PRAXIS AFTER completion of coursework, if seeking RSP Endorsement.

- Take the PRAXIS II RSP if seeking PA Certification as a reading specialist.

- After you complete required courses for certification and receive a final transcript:
  √ Apply for Endorsement.

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

California University of Pennsylvania’s Office Locations:

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education and Human Services (Endorsement)</td>
<td>Keystone, Room 201</td>
<td>724-938-4125</td>
</tr>
<tr>
<td>School of Graduate Studies &amp; Research (Admission, Candidacy, Graduation)</td>
<td>Eberly Hall, Room 202</td>
<td>724-938-4187</td>
</tr>
<tr>
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4. International Reading Association Standards for Reading Specialists

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 and 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 recognize the importance of, demonstrate, and facilitate 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. (2007-08). *Graduate catalog*. Retrieved July 21, 2013 from [http://www.calu.edu/current-students/academic-resources/catalogs/graduate/gradcatalog.htm](http://www.calu.edu/current-students/academic-resources/catalogs/graduate/gradcatalog.htm)


International Reading Association
800 Barksdale Road
Newark, DE 19714-8139 USA
http://www.reading.org/

IRA Standards
http://www.reading.org/Resources/ProfessionalDevelopment/Accreditation/NCATE_Standards_for_Reading_Professionals.aspx
Appendix A

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 Performance Assessment Task, 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: Instructional Strategies Presentation

RSP 702
• PAT: Classroom/Teacher Coaching Report
• Running Record Report
• Interest Inventory Report
• Attitude Survey Report
• Informal Reading Inventory

RSP 703 and RSP 704
• PAT: Action Research – Child Study
• Literacy Profile
• Staff Development Project

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

RSP 706
• PAT: Literacy Leadership Field Report

RSP 734
• PAT: Lesson framework for a content area textbook (grades 6-12) in four sections that including comprehension, writing, vocabulary, and assessments for a chapter chosen from the textbook.
Appendix B

Writing a Rationale Statement for RSP Portfolio

Just a Reminder: You will just write one rationale for each standard including information from both artifacts.

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. Try writing a rough draft of your first rationale by following these steps in the order presented. 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. (2014):

1. **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.

2. **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.

3. **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.

4. **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.

5. **Now what?** Share the ways that you might use what you have learned from this experience in your future teaching experiences (Campbell, Melenyzer, Nettles & Wyman, 2014)
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.