



Department of Reading

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Master's Program in Reading Student Handbook

Department of Reading
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Department of Reading Vision and Mission

Vision:

Our literacy teaching and learning create a literate world. Responsive programs and partnerships ensure access for everyone. Faculty members are passionate about their professional goals and contributions to the field of literacy. The quality and prestige of our programs ensure a constant flow of resources for the department, university and those we serve.

Mission:

We educate literacy teachers for service throughout the world. This includes undergraduate, graduate, post-doctoral, and professional development programs in language and literacy education. We specialize in early and adolescent literacy, literacy leadership, and linguistic, cultural and social practices of literacies in and out of school. As a department that strives for excellence, we influence literacy achievement through our unique partnerships with schools and communities.

The Department of Reading provides this handbook to assist in planning academic programs and completing the requirements for the Master's in Reading. The Graduate Catalog contains the essential information for the University and the Graduate School. Students should read and follow all the requirements of the current Graduate Catalog, the TWU Student Handbook, and this handbook.

Master's Program Overview:

The Department of Reading provides study in literacy teaching and learning, with an emphasis on connecting practice and theory, from preschool through adult years. We offer courses at the master's level designed to:

- Allow students to add specialized certifications (Master Reading Teacher and All-Level Reading Specialist)
- Provide professional development for in-service teachers
- Develop leadership skills for educators
- Encourage effective teaching practices

All of our degree and certification programs are fully accredited by the Texas Education Agency/State Board for Educator Certification.

*No more than 6 hours can be brought in from other universities to count toward the TWU Master's Degree in Reading Education. Coursework cannot be older than 5 years old to count toward the degree.

We offer the following degree programs at the Master's Level:

- Master of Education (culminating project – Professional Learning Portfolio)
- Master of Arts (culminating project – Thesis)

We offer programs leading to advanced certification as:

- Master Reading Teacher (EC-12) (see page 19)
- Reading Specialist (EC-12) (see page 19)

Our department also offers services to the community in the form of conferences and expert consultation and advice on literacy teaching and learning.

Graduates of the Department of Reading are leaders in literacy throughout Texas and the United States. We invite you to join us!

Master of Arts/Master of Education in Reading
(see page 21 for Course Descriptions)

Core Reading Requirements (24 hours)

- READ 5423 Literacy: Practice to Theory¹
- READ 5443 Literacy Assessment and Instruction
- READ 5453 Processes and Strategies for Comprehending Texts
- READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring²
- READ 5503 Phonological and Orthographic Systems in Literacy Learning
- READ 5513 Literacy and the Diverse Learner
- READ 5523 Supervision in the Teaching of Reading
- READ 5493 Research in Literacy: Responsive Action in Schools

Children's Literature (3 hours)

- LS 5603 Literature for Children and Young Adults

Focus Area (6 hours; courses must have advisor's approval)

Students, in consultation with the advisor, select two courses for the focus area. Examples of focus areas are ESL/Bilingual Education, Early Childhood Education, Children's Literature, Curriculum and Instruction, Adolescent Literacy.

Research (3-6 hours)³

Choose one of the following after consulting your advisor:

For MEd: (3 hours)

- READ 5963 Seminar in Literacy Research (3 hours in 1 semester, Professional Learning Portfolio required)

For MA: (6 hours; taken in two different semesters)

READ 5983 Thesis **AND**
READ 5993 Thesis

Total for MEd: 36 semester hours
Total for MA: 39 semester hours

- ¹ Prerequisite for all other READ courses.
- ² Prerequisites: READ 5423 and READ 5443
- ³ Prerequisites: READ 5423, READ 5493, and 4 other READ courses in Core.

Benchmarks to Determine Student Progress for the Master's Degree

Admittance to the program → Successful completion of practicum → completion of electronic portfolio → completion of all coursework
→ passing state Reading Specialist certification exam

Blended Master's in Reading Education (60-75% online):

The Blended Master's Programs offer the best of both worlds. Students complete their coursework through a combination of on-campus and online instruction. The program is completed in approximately two and a half years (seven semesters). Students participate in a cohort and will be in class with the same students for most of the program

Students enrolling in a Blended Master's Cohort attend classes on our Denton campus for 3-4 Saturdays each semester, meeting from 9:00 a.m. – 4:00 p.m. The remainder of their learning is completed online. A new cohort begins each fall.

In addition to the required Reading courses, students select two classes for a focus area and also take one children's literature course. The children's literature course will be 100% online. The two focus area classes may be online or blended if the student selects a program that offers distance education courses.

Sequence of Courses for Blended Cohort

Blended: Combining Saturday Face-to-Face Meetings and Online Instruction

The following chart outlines the course sequence for the Blended Master's. Students decide when they take the Children's Literature and Focus Area courses. This decision is made in consultation with the advisor. Students attend classes on campus 3-4 Saturdays each semester. The remainder of the instruction is online.

Semester	Reading Courses		Other Courses
Fall 1	Required Orientation Saturday in August		
Fall 1	*READ 5423 Literacy Practice to Theory		2 Focus Area Courses (must be approved by advisor) LS 5063 Literature for Children and Young Adults
Spring 1	*READ 5443 Literacy Assessment and Instruction		
Summer 1	*READ 5513 Literacy and the Diverse Learner	*READ 5503 Phono/Ortho Systems in Literacy Learning	
Fall 2	Self-scheduled required Mid-program conference with advisor		
Fall 2	READ 5453 Processes & Strategies for Comprehending Texts		
Spring 2	*READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring		
Summer 2	5493 Research in Literacy	*READ 5523 Supervision in the Teaching of Reading	
Fall 3	Self-scheduled required conference with advisor		
Fall 3	READ 5963 Seminar in Literacy Research (complete Digital Professional Learning		

	Portfolio)		
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***These courses are required for Reading Specialist Certification only**

Blended Learning Requirements

The workload and time requirements for the Blended Master's in Reading are no less than those for a face-to-face live course, but students have the added benefits of more flexibility. There are four major components of the class, face-to-face meetings, online engagement, reading, and teaching/tutoring children.

In order to engage in a blended learning environment, students must have access to technology tools to support their learning. Students must have basic computer literacy skills, the tools, and the disposition necessary for independent learning. Students need to consider the following questions for self-analysis.

Do the following statements apply to you?

I am comfortable using a computer and working with various applications.

- I have regular access to the Internet.
- I am able to use web browsers to research information.
- I can confidently write and format documents using a word processing program.
- I use technology (e.g., email) to communicate.
- I can download and install programs onto my computer.
- I understand how to set up files and organizational systems on my computer.

SmarterMeasure is an online self-assessment tool that **can help you understand the skills and personal traits necessary to succeed in distance education courses**. Distance education courses are not any easier than traditional courses, are usually not self-paced and often contain more information than corresponding face-to-face courses. Information about your personal strengths and weaknesses, as well as your technical skills, may be helpful to you as you consider taking distance education courses at TWU. The purpose of SmarterMeasure is to help you learn more about skills and traits that have been shown to help students become successful in distance education. The tool may be found at the following web address <http://www.twu.edu/TLT/smartermeasure.asp>

Hardware Requirements

Computer

Students must have access to a computer that meets the technological requirements of the university. Please go to the following website and conduct a systems check to find out if your computer meets the requirements. Students must have access to the internet on a regular basis to participate. It is highly recommended that students do not use school district networks, unless you have secured permission through the school district network

system administrators. School districts will often block some of the applications used in the program like YouTube and wikis. Hot-spot connections through cell services are not sufficient for this program.

<http://www.twu.edu/tlt/system-check.asp>

Webcam and Microphone

Your computer must be equipped with a webcam and microphone. Many laptops and computers now come equipped with webcams and microphones. Students may purchase a standard or USB headphone set.

Scanner

Students will be required to scan documents and student work as part of their required assignments. Please be sure that you have access to a scanner and are familiar with the scanner software.

Digital Video Camera

Students will be required to record teaching via digital video and post teaching clips in a secure and private online environments. You may wish to purchase a digital video camera, although many students find they can use a smartphone or tablet app for this requirement.

TWU Provided Technology Tools

The following are examples of tools provided by the university and department to support distance learning.

Blackboard

Blackboard® (Bb) is an easy to use online course delivery and management system. Using Blackboard's graphical point-and-click interface, instructors can incorporate learning materials from word processing, audio & video, spread sheets, and presentation files without ever learning HTML.

Collaborate

Collaborate is an online classroom space within Blackboard that allows groups of individuals to communicate real-time via video and voice with graphics over the Internet. Students will need the webcams and microphones to participate in Collaborate.

Google Drive

TWU provides access and support for all types of Google accounts. Students may use Google Email, Apps, and Drive in a variety of forms across their program. Individual instructors may use different platforms. Support will be provided by that instructor for training the platform if new technology tools are used.

Admission Process:

1. Apply for Admission to Graduate Study at TWU: Apply online to TWU at <http://www.twu.edu/gradschool/>
 2. Submit required documents to Department of Reading website. See the requirements at <http://www.twu.edu/reading/apply.asp> and submit documents to applyreading@twu.edu.
 - The student's application shows up in the department chair's GMedia queue.
 - The department chair emails the department secretary to find out if the student has submitted their department materials to applyreading@twu.edu.
 - If YES: Department secretary makes an online folder for the student and puts the department materials into it, then emails the department chair that it's ready.
 - If NO: Department secretary emails the student that they need to submit the materials.
 - The department chair completes the admission's rubric and scans it into the student folder. The advisor's name is added to the student folder name.
 - The department chair approves the student in GMedia and sends to the department secretary.
 - The department secretary approves the student in GMedia and sends to the office of Student Support.
 - The department chair sends an email to the student that explains the TEA requirements for taking the TX Reading Specialist Exam at the end of the program and tells him/her to watch for the email and instructions from the Office of Student Support.
- Wait for student to go through the process with the Office of Student Support.
- Student submits required documentation to the Office of Student Support.
 - Office of Student Support sends the student an email and copies both the department chair and the secretary.
 - The Office of Student Support sends the student GMedia file back to the department chair who forwards the application to the Graduate School.
 - The department chair emails the student and copies the advisor.

- If the student does not want to take the TX Reading Specialist Exam at the end of his/her program
 - the GMedia file is sent back to the department chair who forwards it to the Graduate School.
 - the department chair e-mails the student and copies the advisor.

Information about the Graduate School:

The Graduate School establishes the minimum requirements for admission to all graduate degree and certification programs at the University. Those requirements may be found at The Graduate School website: <https://www.twu.edu/gradschool/admission-requirements/> and are listed below.

All applicants are expected to meet the following criteria:

- Hold an earned bachelor's degree or equivalent from a U.S. college or university accredited by a regional or general accrediting agency, or an equivalent degree from a foreign college or university.
- Have a minimum 3.0 GPA for the last 60 hours of undergraduate study and a minimum 3.0 GPA for all prior graduate work. Academic components may choose to consider files of applicants with lower GPAs.
- Satisfy any additional requirements of an individual academic component for admission to a specific graduate program offered by that component. General Requirements for Graduate Admissions to Texas Woman's University:

Test of English as a Foreign Language (TOEFL)

Applicants who have earned an undergraduate degree from a foreign college or university must submit a score of at least 550 (paper), 213 (computer), or 79 (iBT) on the Test of English as a Foreign Language (TOEFL); or on the International English Language Test Service (IELTS) an overall band score of 6.5; or on the Michigan English Language Assessment Battery (MELAB) an overall score of 80 as evidence of English language proficiency. A verbal GRE score of at least 500 may be substituted for the required TOEFL score. Again, students should consult with the academic component regarding specific program criteria for admission.

For admission into degree and certification programs of the TWU Graduate School, all applicants must submit an [online application](#). The application fee must also be submitted according to instructions in the application.

In addition, applicants must submit the following documents to the Office of Student Records, PO Box 425649, Denton, TX 76204:

1. Official transcripts for all undergraduate and graduate study.
2. Official scores for any standardized exams that are required by the academic component offering the program of interest. If a standardized exam is not required by the component, the applicant has the option of submitting scores voluntarily. (A standardized exam is **not** required by the Department of Reading.)

3. Official language proficiency exam score, if the applicant earned an undergraduate degree from a foreign college or university. An English proficiency language exam is not required of international applicants:
 - from countries where English is the primary language of instruction and of the indigenous population; or
 - who have earned a bachelor's or graduate degree from an accredited U.S. college or university. In this case, students who are admitted may be required to take English language instruction if the component determines that supplemental instruction is needed.

Tuition and Financial Aid

Financial aid is available if students are enrolled in six semester credit hours. The following website will provide up-to-date information about how to apply for financial aid. It is possible to maintain six hours per semester across the entire program.

<http://www.twu.edu/finaid/>

For all scholarships, please check the Graduate School and Reading Department websites for deadlines to apply each year.

<http://www.twu.edu/reading/departement-graduate-scholarships.asp>

Scholarships

New Graduate Student (Masters and Doctoral) Scholarships

Part Time Graduate Student Scholarship

Entering part-time graduate students who are starting a doctoral program at TWU for the first time may apply for this scholarship. Renewable up to two years for master's students and three years for doctoral students as long as the recipient maintains a 3.2 GPA and part-time enrollment. Must take 6 hours of coursework each semester.

Award \$500.00

<https://twu.academicworks.com/opportunities/4118>

Dr. Lettie K. Albright Graduate Scholarship in Reading (Masters and Doctoral Students)

The Dr. Lettie K. Albright Graduate Scholarship in Reading was established to provide support for graduate students. This scholarship is to be used for student(s) pursuing a graduate degree in the Department of Reading.

Award \$500.00 for enrollment in 3 hours; \$1000.00 for enrollment in 6 hours

<https://twu.academicworks.com/opportunities/3125>

Lillian Rizzo Spicola Doctoral Scholarship

The Lillian Rizzo Spicola Doctoral Scholarship in Reading was established by Rose Spicola in honor of her mother to provide a stream of income to support scholarships Doctoral students in the TWU Reading Program.

Award \$500.00 for enrollment in 6 hours

<https://twu.academicworks.com/opportunities/3075>

Margaret Griffin Doctoral Scholarship Endowment in Reading

The Margaret Griffin Doctoral Scholarship Endowment in Reading was established to provide a stream of income to support scholarships for Doctoral Students in the TWU Reading Program.

Award: \$500.00 for enrollment in 6 hours

<https://twu.academicworks.com/opportunities/3088>

Mildred McCauley Hawk Master's Scholarship in Reading

The Mildred McCauley Hawk Master's Scholarship in reading provides a unique opportunity for a graduate master's student in Reading Education.

Award \$500.00 for enrollment in 6 hours

<https://twu.academicworks.com/opportunities/3085>

Special note on financial aid for the blended cohorts:

In order to maintain six hours across the entire program students in the Blended Cohort will need to take three focus area courses instead of the two required, making the degree 39 hours rather than 36. If this is the case, please indicate this in your professional goals statement. Then, upon admissions, contact your advisor to schedule a meeting in advance of the orientation to map out your course sequence to ensure financial aid is available.

There are many organizations that offer scholarships to teachers who are pursuing their master's degree. We highly encourage students to seek out information and apply for the scholarships. Student's advisor will help after you secure the information, ensure you are eligible, and complete all necessary forms. A good example of a website that shows some links for scholarships follows.

<http://www.teachingtips.com/blog/2008/07/01/101-scholarships-just-for-teachers/>

Advising Procedures

Overview

Each student is assigned to a faculty member for academic advising. Upon acceptance to the program, the chair of the Department of Reading assigns an academic advisor. The student's advisor is indicated in an acceptance letter. All academic advisors are tenure track faculty who teach in the program.

Immediately after acceptance you should contact your advisor via email to schedule an initial advising appointment. Students at a distance may arrange for advising by phone or videoconference. [You can locate your advisor's email address in the TWU directory.](#)

Advisors work with students throughout their program and provide an important support system aimed at student success. Faculty advisors provide important mentorship throughout the program.

The advisor collaborates with the student to:

- decide on a focus area
- plan an appropriate course sequence and prepare a degree plan
- evaluate the Digital Professional Learning Portfolio during their final semester.

Advising Checkpoints	
Before Beginning Coursework	The student will meet with their assigned advisor before starting classes
Semester 1	The student meets with the advisor by the last month of the first semester. The advisor helps the student decide on a focus area
Semester 2	The student meets with the advisor to develop and file the degree plan. The template for the degree plan may be found on the Graduate School website.
After 12 Semester Credit Hours	To ensure that the student is on track for graduation, student will meet with advisor after 12 semester credit hours. The advisor checks the student's progress in the program and provides mentorship related to professional learning goals.
Semester Prior to Graduation	Student applies for graduation. It is the student's responsibility to check graduation deadlines and file the application.

Final Semester	<p>The faculty member teaching the Seminar in Literacy Development guides the student in completing the Digital Professional Learning Portfolio. The student ensures that the <i>Certification of Final Exam (Coursework Option)</i> is filed in the graduate school, at the mid-semester deadline determined by the graduate school and is signed by the faculty member, the advisor and, the chair. The advisor’s role is to evaluate the finished product. The student should provide the link to the completed portfolio and the evaluation rubric to the advisor at least three weeks before the deadline for filing the Certificate of Final Exam with the graduate school.</p> <p>The faculty member teaching the Seminar in Literacy Research and the advisor complete the evaluation rubric for the portfolio. The advisor submits the rubric to the faculty member teaching the final Seminar in Literacy Research course (READ 5963). The advisor collaborates with the faculty member and the student if revisions to the portfolio are necessary.</p>
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Ongoing Communication

It is the student’s responsibility to contact his/her advisor for appointments. Furthermore, it is the student’s responsibility to meet all filing deadlines related to their degree program. The deadlines and forms are published on the Graduate School website. Students need to check the Graduate School website throughout their program in order to keep up to date with all pertinent information related to their degree and graduation requirements. Students may arrange for virtual/online meetings with their advisors.

Registration

Registration for class is done through Pioneer Portal. Instructions for Registration can be found at:

<http://www.twu.edu/registrar/registration.asp>

Certification and Specialized Training Programs

The Department of Reading offers coursework leading to certification or specialized training. These certificates may be sought along with most master's and doctoral degrees offered by the Department of Reading (subject to department and graduate school approval).

Reading Specialist Certificate

Students who successfully complete a master’s in Reading may apply for an EC-12 Reading Specialist Certificate. Prerequisites for the certificate include:

- Elementary, secondary, or all-level certificate
- Two years full-time classroom teaching experience in a public or accredited private school
- Completed master's degree

- Successful (passing) completion of Reading Specialist TExES exam (151)

Students who successfully complete the Reading Specialist TExES exam (151) can apply for Master Reading Teacher Certification without taking an additional TExES test.

Once all the coursework required for the Texas K-12 Reading Specialist certificate has been completed the department chair will e-mail the TWU Office of Student Support to verify that the candidate has completed the coursework. A copy of the e-mail will be filed in the student's electronic folder in the Department of Reading Education office.

Master Reading Teacher Certificate

A Master Reading Teacher is an individual who holds a Master Reading Teacher (MRT) Certificate, which does not require a Master's degree. An MRT's primary duties are to teach reading and to serve as a reading mentor to other teachers (House Bill 2307). At one time MRTs were paid an additional stipend if they taught in a high-needs school, but that funding has been discontinued. Prerequisites for the certificate include:

- Elementary, secondary, or all-level certificate
- Three years full-time classroom teaching experience in a public or accredited private school
- Successful (passing) completion of Master Reading Teacher exam

Courses (or equivalent) required for Reading Specialist Certification and/or Master Reading Teacher Certification:

READ 5423 Literacy: Practice to Theory OR
 READ 5533 Foundations of Early Literacy
 READ 5443 Literacy Assessment and Instruction OR
 READ 5473 Early Detection in Reading (Reading Recovery Teachers)

READ 5523 Supervision in the Teaching of Reading
 READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring OR
 READ 6663 Practicum (Reading Recovery teacher leaders)
 READ 5503 Phonological/Orthographic Language Systems in Literacy Learning
 READ 5513 Reading for Diverse Learners

Total: 18 semester hours

*including 160 hours practicum supervised by site supervisor and field supervisor

TEXAS WOMAN'S UNIVERSITY
Department of Reading
PLANNING SHEET -- NOT AN OFFICIAL DEGREE PLAN
PLEASE MEET WITH YOUR ADVISOR TO PLAN A DEGREE PROGRAM

M.ED. READING*

NAME: _____ COLLEAGUE ID: _____

ADVISOR: _____ DATE: _____

Core Reading Requirements (21 hours)

____ READ 5423 Literacy: Practice to Theory¹
____ READ 5443 Literacy Assessment and Instruction
____ READ 5453 Processes & Strategies for Comprehending Texts
____ READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring²
____ READ 5503 Phono/Ortho Systems in Literacy Learning
____ READ 5513 Literacy and the Diverse Learner
____ READ 5523 Supervision and the Teaching of Reading
____ READ 5493 Research in Literacy

Children's Literature (3 hours)

____ LS 5603 Literature for Children and Young Adults

Focus Area (6 hours; courses must have advisor's approval)

Research (3 hours)³

____ READ 5963 Seminar in Literacy Research (Professional Portfolio)

Total: 36 semester hours

¹Prerequisite for all other READ courses.

²Prerequisites: READ 5423 and READ 5443

³Prerequisites: READ 5423, READ 5493, and 4 other READ courses in Core.

*NOTE: A Master of Arts option is available requiring a thesis (6 hours). If you are interested in this option, please talk with your advisor.

TEXAS WOMAN'S UNIVERSITY
Department of Reading
MASTER READING TEACHER CERTIFICATE

NAME: _____ **SSN:** _____

ADVISOR: _____ **DATE:** _____

Prerequisites for certificate:

- _____ Elementary, secondary, or all-level certificate
- _____ Three years full-time classroom teaching experience in accredited schools
- _____ Successful (passing) completion of Master Reading Teacher exam

Courses (or equivalent) required:

- _____ { READ 5423 Literacy: Practice to Theory¹ OR
READ 5533 Foundations of Early Literacy (advisor approval required for READ 5533)¹
- _____ { READ 5443 Literacy Assessment and Instruction OR
READ 5473 Early Detection in Reading (for Reading Recovery Teachers only; advisor approval required for
READ 5473)
- _____ READ 5523 Supervision in the Teaching of Reading
- _____ { READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring OR
READ 6663 Practicum (for Reading Recovery teacher leaders only;
advisor approval required for READ 6663)
- _____ READ 5503 Phonological and Orthographic Systems in Literacy Learning
- _____ READ 5513 Literacy and the Diverse Learner

Total: 18 semester hours

This is a planning sheet only. Work with an advisor from the reading faculty in planning your coursework.

IT IS YOUR RESPONSIBILITY TO VERIFY THE APPLICABILITY OF ANY COURSES YOU TAKE.

1 Prerequisite for all other READ courses

2 If you are not in the M.Ed. program, you will need to work with a field supervisor and site supervisor and document 16 hr. document.

Course Descriptions

Core Reading Requirements (24 hours)

READ 5423 Literacy: Practice to Theory. Theories, issues, and practices in teaching literacy from early childhood through high school. Understanding and construction of literacy theory and processes in relation to practice; observing learners; informed decision making based on formal and informal assessments; addressing the needs of all learners including second language learners. Field experience required. This course is a prerequisite for all reading courses. Three lecture hours a week. Credit: Three hours.

READ 5443 Literacy Assessment and Instruction. Instruction, analysis and application of research based formal and informal literacy assessments; use of assessments to guide responsive instruction; ability to communicate outcomes and standards to various audiences. Field experience required. Prerequisite: READ 5423. Three hours a week. Credit: Three hours.

READ 5453 Processes and Strategies for Comprehending Texts. Theories and practices related to literacies across a variety of print and non-print texts and genres. Focus on providing optimal environments for comprehension and interpretation of texts and on developing students' independent uses of strategies for engaging with these texts. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit 3 hours.

READ 5503 Phonological and Orthographic Language Systems in Literacy Learning. Focuses on language processes, including phonological and orthographic language systems related to literacy development. Research and theory related to letters, sounds and their relationship, word analysis, and spelling will be used to critique and evaluate reading programs and design customized assessment and instruction. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit 3 hours.

READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring. Clinical experiences in classrooms, small group and individual instruction; diagnosis, analysis and teaching utilizing assessment data and research based practices; application of mentoring and coaching strategies for collaborating with professional colleagues and parents. Field experience required. Prerequisite: READ 5423. (*Highly suggest READ 5503-POPS course above be taken before this course) Three lecture hours a week. Credit 3 hours.

READ 5513 Literacy and the Diverse Learner. Theories, issues, and practices of literacy instruction in various academic settings for EC-12 learners of diverse linguistic, cultural, economic, and academic backgrounds. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit 3 hours.

READ 5523 Supervision and the Teaching of Reading. Problems in improvement of reading instruction; studies in organization and implementation of reading programs. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit 3 hours.

READ 5493 Research in Literacy: Responsive Action in Schools. Critical reading, evaluation and design of research in literacy; understanding of research trends in literacy; effective communication of research for decision-making in literacy at the program-level. Prerequisites: READ 5423,

admission to graduate program, and completions of at least 15 graduate hours in reading. (*Suggested as final course before professional paper or seminar course). Three lecture hours a week. Credit 3 hours.

Children's Literature (3 hours)

LS 5603 Literature for Children and Young Adults. Survey of literature and reference materials for children and young adults. Emphasis on reading interests, professional evaluation, educational uses, and readers' advisory. Three lecture hours per week. Credit 3 hours.

Focus Area (6 hours-courses must have advisor's approval)

Example Focus Areas: Early Literacy/Reading Recovery, Early Childhood, Adolescent/Secondary Literacy, ESL/Bilingual, Literacy Leadership, and Library Science

Many of the courses for the focus areas are offered through online or blended delivery. Please see the Graduate Catalog for Reading courses taught on an as-needed basis.

Research (3 hours)

READ 5963. Seminar in Literacy Research. Completion and presentation of research based professional portfolio; development of professional goals; development and implementation of professional research-based presentations. Prerequisites: READ 5423, READ 5493, and 4 other READ courses in the core. Credit: Three hours

Total for M.Ed.: 36 hours

Note: A Master of Arts option is available requiring completion of a thesis (6 hours). If you are interested in this option, please talk with your advisor.

Policies (Probation, etc.)

Please see the Texas Woman's University Graduate Catalog.

<http://www.twu.edu/downloads/graduate-school/GRADcatalog2012-14web.pdf>

Can only bring 6 hours from an outside EPP and coursework cannot be older than 5 years to count toward master's degree.

Professional Organizations and Links to Standards

[International Reading Association](http://www.reading.org) (<http://www.reading.org>)

[IRA Standards for Reading Professionals](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx) (<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>)

[Alpha Upsilon Alpha](http://www.reading.org/General/AdvocacyandOutreach/AlphaUpsilonAlpha.aspx) (<http://www.reading.org/General/AdvocacyandOutreach/AlphaUpsilonAlpha.aspx>)

The Department of Reading sponsors the Eta Rho Chapter of Alpha Upsilon Alpha, an honor society affiliated with the International Reading Association.

[National Council of Teachers of English](http://www.ncte.org) (<http://www.ncte.org>)

[Literacy Research Association](http://www.literacyresearchassociation.org/) (<http://www.literacyresearchassociation.org/>)

[American Reading Forum](http://www.americanreadingforum.org) (<http://www.americanreadingforum.org>)

[Association of Literacy Educators and Researchers](http://www.aleronline.org/) (<http://www.aleronline.org/>)

Texas Education Agency Reading Specialist Standards

(https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Practicum Requirement

Texas Education Agency requires 160 clock hours of practicum experience work related to the work of a certified Reading Specialist. This work may include:

- Working with students: individual or small-group, intervention during a reading/language arts block of instruction (candidates will be able to select the children they will teach).
- Assessing
- Writing an assessment profile
- Lesson planning, teaching, and reflecting on the lessons taught
- Peer-coaching/providing feedback to colleagues
- Helping teachers in the classroom
- Presenting at faculty meetings, conferences, or professional development sessions
- Meeting with parents

Each candidate will find a building or district level Site Supervisor (Certified Reading Specialist or Principal) who will agree to supervise the literacy practicum and sign-off on the total hours.

- The Site Supervisor must agree to conduct one face-to-face teaching observation to include a pre-conference, observation, and post conference.
- The Field Supervisor (TWU faculty member who holds a Reading Specialist certification) will provide support and conduct one face-to-face teaching observation and interact with the candidate on two teaching video assignments (all the observations, both face-to-face and online will include a pre-conference, observation, and post conference and feedback).

Candidate will keep a professional log of teaching (including hours and standards connected to the lessons. See *Practicum Handbook* for forms and examples.

Digital Professional Learning Portfolio

The Digital Professional Learning Portfolio (PLP) is the capstone experience/project for the MEd in Reading at Texas Woman's University. The PLP is a standalone digital showcase portfolio, aligned with the [International Reading Association's Standards for Reading Professionals](#).

All students seeking a M.Ed. degree are expected to create a digital collection of work in a wiki workspace provided by the Reading Department. During the final semester students select exemplars from the digital collection, reflect on the exemplars, and make plans for future professional learning. In an effort to create an ongoing professional digital presence, the student continues to revise and refine the PLP past program completion. Reading Department faculty evaluate the PLP during the final semester of a student's program using a PLP rubric found at the end of this document. What follows is a graphic and text representation of the PLP, the components, the processes, and how it is evaluated.

Portfolio Components

The PLP has 4 major components: the introduction, exemplars with background and reflective statements, IRA matrix, and professional learning goals.

A description of each component follows:

Introduction

The introduction must have three components: a narrative introduction to the student, a resume, and a statement of technology expertise.

Narrative Introduction

The narrative introduction must provide a clear introduction to the student. It provides a very brief overview of professional experiences and goals general enough to address potential audiences such as a colleague, a future employer, or a graduate school application reviewer.

Résumé

The resume must be a 1-2 page professional resume in digital and downloadable format.

Technology Expertise

The statement must be a concise explanation of the student's competencies related to the use of hardware, software, and web tools.

Exemplars

Selection of Exemplars

After careful review of the International Reading Association's Standards for Reading Professionals students review their digital collection of work stored on a wiki workspace. A minimum of four exemplars must be selected in order to demonstrate competency. One example of academic writing in the form a research synthesis must be included in the portfolio. The exemplars may cover multiple standards. Student work or video selected for inclusion must have written consent and be redacted. Only first names of children may be used in any portfolio exemplar.

Background

The portfolio is a standalone website. Readers must be able to navigate the portfolio and understand the context and content from the portfolio rather than rely on a presentation provided verbally outside of the portfolio. As a result, each exemplar must have background for readers. Students

must provide a clear and very concise context for readers who are unfamiliar with the program or the student.

Reflective Statements

Each exemplar must have a reflective statement of approximately 200-500 words. The reflective statement must provide a rationale for selection of the exemplar by pointing the reader to exactly what and how the student’s competency is demonstrated. The reflective statement must be concise, yet clear and representative.

Matrix: International Reading Association’s Standards for Reading Professionals.

Students create a matrix of the IRA standards and how they connect to the exemplars. The titles of the exemplars and the major standards must be included. An example is included for clarity.

Standards	Curriculum and Professional Development	Vocabulary Research	Assessment	Video Analysis
1. Foundational Knowledge	1.1, 1.2, 1.3	1.1, 1.2	1.1, 1.3	
2. Curriculum & Instruction	2.3	2.1, 2.2, 2.3		2.2, 2.3
3. Assessment & Evaluation		3.3, 3.4	3.1, 3.2, 3.3, 3.4	3.2, 3.3, 3.4
4. Diversity	4.1, 4.2		4.1, 4.2	4.2
5. Literate Environments	5.1	5.3	5.2, 5.3	5.2, 5.3, 5.4
6. Professional Learning & Leadership	6.1, 6.2	6.2, 6.3	6.1, 6.2	6.2

Professional Learning Goals

Students must write at least 2 professional learning goals that are explicitly connected to the IRA standards. For each goal at least two very specific action steps must be explained.

Design

Although the portfolio has required components, students have some freedom in the design of the portfolio to represent unique aspects of their learning experiences. Students may create a new wiki space on pbwork.com or they may self-select a website builder. The following are some examples available as of Spring 2012.

- Wordpress <http://wordpress.org/>
- Weebly <http://www.weebly.com>
- Wix wix.com,
- Buddypress <http://buddypress.org/>

Students must use a consistent organizational structure that includes a home page and webpages that group related information into the requirements of the portfolio. The design must make effective use of headings, fonts, bullet points and white space to enhance the visual appeal of the content and to increase readability. When possible the exemplar or key components should be shown on the page rather than relying on the reader to download the example.

Student must select high quality graphics and multimedia when appropriate to enhance and clarify the content. All image and multimedia sources with captions or annotations must be cited or appropriate attributions must be provided. All text must be free from errors in grammar, capitalization, punctuation, or spelling.

Process

During the last semester, students create portfolios in collaboration with the instructor and other students in the course. Portfolios must be completed two weeks in advance of the TWU Graduate School's deadline for "final examinations." Two faculty members, the instructor and the student's advisor, review the portfolio using the PLP rubric and sign the form for final examination. The review will take place over one week, leaving the student one week to make revisions if necessary.

It is assumed students will only place exemplary work in the portfolio and will not submit work that needs substantial revision. The instructor of the course or the student's advisor may direct a student to locate another exemplar or revise an exemplar selected.

Examples

The following two examples show the use of PBworks and Weebly to create Digital Professional Learning Portfolios from the first blended cohort. The students created the portfolios under a slightly different set of requirements, thus there is some variety from the components describe in this document.

Tabitha Vasquez <http://tabithavasquezprofessionalportfolio.pbworks.com/w/page/46643179/FrontPage>

Program Rubrics

READ 5443 Literacy Assessment and Instruction

[Assessment Profile Rubric](#)

READ 5463 Practicum in Literacy: Analysis of Teaching and Mentoring

[Assessment Profile Rubric](#)

[Instructional Change Rubric](#)

READ 5963 Seminar in Literacy Research

[Master's in Reading Professional Learning Portfolio Rubric](#)

READ 5443 Assessment – The instructor should complete two rubrics for each candidate – one for a primary child and one for an older child.

READ 5463 Practicum – The instructor should complete one rubric for each candidate. If two assessment profiles are completed in the course, the instructor may choose which of the two to submit for program data collection.

ASSESSMENT PROFILE RUBRIC – READ 5443 (Assessment) and READ 5463 (Practicum)					
Criteria	Exemplary - 4	Proficient - 3	Developing - 2	Unsatisfactory - 1	
1. Assessing Literacy Learning	Candidate will select, develop, and administer a range of traditional print and/or electronic assessments in the evaluation of literacy learning.	Candidate provides detailed evidence of understanding, selecting, and using a range of assessment tools and practices. Administration of the assessments was <i>highly</i> organized and <i>all</i> materials were prepared. All assessments and notes were included in the profile.	Candidate provides evidence of general understanding of use of a range of assessments tools and practices. Administration of the assessments was organized and <i>most</i> of the materials were prepared. Assessments were included in the profile without notes OR some	Candidate provides some evidence of general understanding of use of a range of assessment tools and practices. Administration of the assessments lacked organization and <i>some</i> of the materials were prepared. Some assessments were included in the profile	Candidate provides little to no evidence of a general understanding of a range of assessment tools and practices. Administration of the assessments lacks organization and prior preparation of materials. Assessments and notes included in the profile were inadequate.

			of the assessments and notes were included in the profile.	without notes OR some of the assessments were included with minimal notes.	
2. Scoring and Analyzing Assessments	Candidate will score, summarize, and analyze information from traditional print and/or electronic assessments.	<p>Candidate provides detailed evidence of knowledge of scoring and analyzing a range of assessment tools and practices.</p> <p>Scoring/analysis of assessments reflect a depth of understanding of assessment procedures and observation techniques.</p> <p>Scoring and analysis of assessments and observations are presented in an extremely clear, concise, and professional manner, free of errors.</p>	<p>Candidate provides evidence of a general knowledge of scoring and analysis of a range of assessment tools and practices.</p> <p>Scoring/analysis of tests reflect a general understanding of assessment procedures and observation techniques.</p> <p>Scoring and analysis of assessments and observations are presented in a concise and professional manner, almost free of errors.</p>	<p>Candidate provides some evidence of a general knowledge of scoring and analysis of some assessment tools and practices.</p> <p>Scoring/analysis of tests reflect some understanding of testing procedures and observation techniques.</p> <p>Scoring and analysis of testing/observations are.</p>	<p>Candidate provides little evidence of knowledge of the scoring and analysis of assessment tools and practices.</p> <p>Scoring of assessments fails to reflect understanding of assessment procedures and observation.</p> <p>Representation of assessments and observations lacks organization and accuracy.</p>

Criteria	Exemplary - 4	Proficient - 3	Developing - 2	Unsatisfactory - 1	
3. Identifying Patterns Across Assessments	Candidate will synthesize and interpret assessment outcomes in order to describe patterns in literacy development.	<p>Candidate provides detailed evidence of ability to identify students' literacy proficiencies and difficulties.</p> <p>Interpretation of assessment outcomes clearly describes patterns</p>	<p>Candidate provides evidence of ability to identify students' literacy proficiencies and difficulties.</p> <p>Interpretation of assessment outcomes describes patterns of responding across</p>	<p>Candidate provides some evidence of ability to identify students' literacy proficiencies and difficulties.</p> <p>Interpretation of assessment outcomes describes some patterns of responding across</p>	<p>Candidate provides little to no evidence of ability to identify students' literacy proficiencies and difficulties.</p> <p>Interpretation of assessment outcomes does not describe some pattern of responding</p>

		of responding across assessments, reflecting theoretically sound and research-based understanding of literacy development.	assessments, reflecting a general understanding of literacy development.	assessments, reflecting a limited understanding of literacy development.	across assessments, reflecting a lack of understanding of literacy development.
4. Creating Assessment Reports	Candidate will communicate results of assessments to at least two audiences. Communication will concisely summarize a child's literacy development.	<p>Candidate exhibits detailed evidence of the ability to communicate assessment information.</p> <p>Assessment report contains neutral and non-judgmental language describing patterns in literacy development.</p> <p>Candidate clearly advocates for the child and addresses and competencies prior to confusions.</p> <p>Assessment report is limited to a description and analysis of results without moving into anticipated teaching.</p>	<p>Candidate exhibits evidence of the ability to communicate assessment information.</p> <p>Assessment report contains mostly neutral and non-judgmental language describing patterns in literacy development.</p> <p>Report contains no assumptions related to external factors outside of literacy learning.</p> <p>Candidate advocates for the child and addresses both competencies and confusions.</p> <p>Assessment report includes a description and analysis of results with limited reference to anticipated teaching.</p>	<p>Candidate exhibits some evidence of the ability to communicate assessment information.</p> <p>Assessment report describes patterns of literacy development.</p> <p>Report contains few assumptions related to external factors outside of literacy learning.</p> <p>Candidate advocates for the child addressing confusions with mention of competencies.</p> <p>Assessment report includes some description and analysis of results with references to anticipated teaching.</p>	<p>Candidate exhibits little evidence of the ability to communicate assessment information.</p> <p>Assessment report contains judgmental and/or negative language to describe patterns in literacy development.</p> <p>Report contains many assumptions related to external factors outside of literacy learning.</p> <p>Assessment report addresses primarily confusions with little to no mention of competencies.</p> <p>Assessment report includes little to no description and analysis of results and focuses on anticipated teaching.</p>

READ 5463 Practicum – The instructor should complete one rubric for each candidate.

Practicum Instructional Change Rubric READ 5463					
	Criteria	Exemplary – 4	Proficient – 3	Developing - 2	Unsatisfactory - 1
1. Planning Instruction Based on Assessment	Candidate will use assessment information to plan, evaluate, and revise instruction.	Candidate effectively analyzes in-depth assessment data and uses results in planning instruction to meet student needs.	Candidate analyzes assessment data and uses results in planning instruction to meet student needs	Candidate uses some assessment data in planning instruction to meet student needs.	Candidate uses limited or no assessment data in planning instruction. Instruction does not clearly meet student needs.
2. Reflective Teaching Over Time	Candidate will be reflective in planning, teaching, and adjusting instruction based on the ongoing needs of the student.	<p>Candidate effectively uses ongoing assessment data and observation from the previous lesson to plan the next lesson.</p> <p>Candidate clearly shows that appropriate text, materials, and/or resources are adjusted as needed to support student learning throughout the series of lessons.</p> <p>Candidate clearly adjusts teaching interactions to the student’s level of understanding in order to support active problem-solving, moving toward independence.</p>	<p>Candidate uses ongoing assessment data and observation from the previous lesson in planning the next lesson.</p> <p>Candidate shows that appropriate text, materials, and/or resources are adjusted as needed to support student learning throughout the series of lessons.</p> <p>Candidate adjusts teaching interactions to the student’s level of understanding in order to support active problem-solving, moving toward independence</p>	<p>Candidate at some point used assessment data and observation from the previous lesson in planning the next lesson.</p> <p>Candidate shows some evidence of the importance of adjusting text, materials, and/or resources as needed to support student learning throughout the series of lessons.</p> <p>Candidate shows some evidence of the importance of adjusting to the student’s level of understanding in order to support active problem-solving, moving towards independence.</p>	<p>Candidate does not use ongoing assessment data and observation from the previous lesson to plan the next lesson.</p> <p>Candidate does not show evidence that appropriate text, materials, and/or resources are adjusted as needed to support student learning throughout the series of lessons.</p> <p>Candidate does not adjust teaching interactions to the student’s level of understanding in order to support active problem-solving, moving toward independence.</p>

3. Professionalism	Candidate will present information in a professional manner, maintaining a tentative stance and refraining from making unsupported assumptions.	Candidate prepares and presents documents in a professional manner according to the assignment directions. All documents are <i>free</i> of errors of convention. Report contains no assumptions related to external factors outside of literacy learning.	Candidate prepares and presents most documents in a professional manner according to the assignment directions. All documents contain few errors of convention. Report contains no assumptions related to external factors outside of literacy learning.	Candidate prepares and presents most documents in a professional manner according to the assignment directions. Documents contain errors of convention. Report contains some assumptions related to external factors outside of literacy learning.	Candidate's documents lack professional presentation and fail to conform to the assignment directions. Errors of convention inhibit reading of the report. Report contains <i>unsupported</i> assumptions.
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The final portfolio should be reviewed by the instructor in READ 5963 and by the student's advisor. The instructor is responsible for reporting both scores to the department.

Masters of Education in Reading Portfolio Rubric - READ 5963 Seminar				
Candidates must list the exemplars for each standard for the rubric.	Exemplary 4	Meets Standard 3	Partially Proficient 2	Unsatisfactory 1
<i>Standard I</i> Foundational Knowledge Exemplars:	Candidate exemplars illustrate highly sophisticated understanding of literacy theory and research. Candidate reflective statements show critical inquiry into research and theory resulting in the development of new and innovative understandings.	Candidate exemplars illustrate clear understanding of literacy theory and research. Candidate reflective statements show inquiry into research and theory resulting in the development of new understandings.	Candidate exemplars illustrate understanding of literacy theory and research. Candidate reflective statements show some inquiry into research and theory.	Candidate exemplars show an emerging understanding of literacy research and theory. Candidate reflective statements show a beginning understanding of inquiry.
<i>Standard II</i> Curriculum and Instruction Exemplars:	Candidate exemplars illustrate an in-depth and sophisticated understanding	Candidate exemplars illustrate an in-depth understanding of effective	Candidate exemplars illustrate an understanding of effective teaching practices.	Candidate exemplars show an emerging understanding of effective teaching

	<p>of effective teaching practices.</p> <p>Candidate reflective statements show critical inquiry into teaching practices resulting in the development of new and innovative understandings.</p>	<p>teaching practices.</p> <p>Candidate reflective statements show inquiry into teaching practices resulting in the development of new understandings.</p>	<p>Candidate reflective statements show some inquiry into teaching practices.</p>	<p>practices.</p> <p>Candidate reflective statements show a beginning understanding of inquiry.</p>
<p><i>Standard III</i> Assessment and Evaluation Exemplars:</p>	<p>Candidate exemplars show a highly sophisticated and critical knowledge of assessment and evaluation.</p> <p>Candidate exemplars clearly illustrate analysis of student assessment in order to customize instruction.</p> <p>Candidate reflective statements illustrate critical inquiry into assessment and evaluation resulting in the development of new and innovative understandings.</p>	<p>Candidate exemplars show a critical knowledge of assessment and evaluation.</p> <p>Candidate exemplars illustrate analysis of student assessment in order to customize instruction.</p> <p>Candidate reflective statements illustrate critical inquiry into assessment and evaluation resulting in the development of new understandings.</p>	<p>Candidate exemplars show knowledge of assessment and evaluation.</p> <p>Candidate exemplars illustrate analysis of student assessment in order to plan instruction.</p> <p>Candidate reflective statements illustrate inquiry into assessment and evaluation.</p>	<p>Candidate exemplars show emerging understanding of assessment and evaluation.</p> <p>Candidate exemplars illustrate emerging analysis of student assessment in order to plan instruction.</p> <p>Candidate reflective statements show emerging reflection on assessment and evaluation.</p>

Candidates must list the exemplars for each standard for the rubric.	Exemplary 4	Meets Standard 3	Partially Proficient 2	Unsatisfactory 1
<p><i>Standard IV</i> Diversity Exemplars:</p>	<p>Candidate exemplars show an in-depth and critical understanding of literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society,</p>	<p>Candidate exemplars illustrate an in-depth understanding of literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society,</p>	<p>Candidate exemplars show an understanding of literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society, especially as they relate to</p>	<p>Candidate exemplars show an emerging understanding of the forms of diversity that exist in society and their importance in learning to read and write.</p>

	<p>especially as they relate to learning to read and write.</p> <p>Candidate reflective statements show critical inquiry into issues of diversity resulting in the development of new and innovative understandings of literacy practices.</p>	<p>especially as they relate to learning to read and write.</p> <p>Candidate reflective statements show inquiry into issues of diversity resulting in the development of new and innovative understandings of literacy practices.</p>	<p>learning to read and write.</p> <p>Candidate reflective statements show inquiry into issues of diversity.</p>	<p>Candidate reflective statements show emerging reflection on issues of diversity.</p>
<p><i>Standard V</i> Literate Environment Exemplars:</p>	<p>Candidate exemplars show an in-depth understanding of how to create an enriched environment that optimizes the integration of foundational knowledge, best instructional practices, a variety of curriculum materials, and appropriate formative and summative assessments.</p> <p>Candidate reflective statements illustrate a sophisticated understanding of how a literate environment fosters advanced literacy growth.</p>	<p>Candidate exemplars show a clear understanding of how to create an environment that enhances research-based instructional practices, various curriculum materials, and appropriate assessments.</p> <p>Candidate reflective statements illustrate a clear understanding of a literate environment that fosters literacy growth.</p>	<p>Candidate exemplars show an understanding of how to create an environment that encourages the integration of research-based knowledge, instructional practices, curriculum materials, and assessments.</p> <p>Candidate reflective statements illustrate an understanding of a literate environment that fosters literacy growth.</p>	<p>Candidate exemplars show an emerging understanding of how to design an environment that implements instructional practices, curriculum materials, and assessments.</p> <p>Candidate reflective statements show beginning understandings of a literate environment that fosters literacy.</p>

Candidates must list the exemplars for each standard for the rubric.	Exemplary 4	Meets Standard 3	Partially Proficient 2	Unsatisfactory 1
<p><i>Standard VI</i> Professional Learning and Leadership Exemplars:</p>	<p>Candidate exemplars illustrate in depth evidence of planning and implementing professional learning</p>	<p>Candidate exemplars demonstrate understanding of the connection between professional learning and</p>	<p>Candidate exemplars demonstrate partial use of research in professional learning and literacy</p>	<p>Candidate exemplars demonstrate a cursory understanding of professional learning and leadership.</p>

	<p>grounded in a sound research base that is data driven, intensive, on-going, and job-embedded.</p> <p>Candidate exemplars demonstrate active leadership roles in the profession.</p> <p>Candidate reflective statements show critical inquiry into research and practice that inform professional learning and leadership in literacy.</p>	<p>leadership in school literacy learning.</p> <p>Candidate reflective statements show inquiry into research and practice that inform professional learning and leadership in literacy.</p>	<p>leadership.</p> <p>Candidate reflective statements show partial inquiry into research and practice that inform professional learning and leadership in literacy.</p>	<p>Candidate reflective statements show limited efforts to inquiry into research and practice that inform professional learning and leadership in literacy.</p>
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	Exemplary 4	Meets Standard 3	Partially Proficient 2	Unsatisfactory 1
Organization	Uses a consistent organizational structure that includes grouping related information, defines specialized vocabulary and/or provides an organized home page.	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a home page.	Uses a loosely defined organizational structure which attempts to group similar items.	Fails to provide a consistent organizational structure, and information is difficult to locate.
Text layout	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes minimal use of headings, fonts, bullet points and white space to enhance visual appeal and readability.	Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability.
Hyperlinks	Includes links to websites or documents that enhance the information presented.	Includes links to websites or documents, but not all links enhance the information presented.	Includes links to websites or documents which add little value to the information presented.	Does not include any links, or the links selected are of poor quality and do not add any value to the information presented.

Graphics and multimedia	Selects high quality graphics and multimedia when appropriate to enhance and clarify the content. Acknowledges all image and multimedia sources with captions or annotations.	Selects graphics and multimedia which are mostly high quality and enhance and clarify the content. Acknowledges most image and multimedia sources with captions or annotations.	Selects many low-quality graphics and multimedia which do not enhance the content. Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	Selects no graphics, or uses only low-quality graphics and multimedia which do not enhance the content. Fails to acknowledge any image or multimedia sources, either with a caption or an annotation.
Citations and attribution	Consistently uses standard bibliographic format to cite sources. Accurately cites all sources of information to support the credibility and authority of the information presented.	Uses standard bibliographic format to cite sources most of the time. Most sources are cited accurately, and support the credibility of the information presented.	Does not use standard bibliographic format to cite sources, and citations are incomplete. Few sources are cited accurately, and they fail to adequately support the credibility of the information presented.	Does not cite any sources. Does not provide any accurate information about sources used.
Writing/mechanics	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.	Edits the text, but errors in grammar, capitalization, punctuation and spelling distract or impair readability. (3 or more errors)	Edits the text but numerous errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major revision is required. (more than 5 errors)