



**TPI-US**

# **Arkansas Literacy Review Framework**

## **REVIEW AREA 1: Quality of Literacy Coursework**

### **Overview of the Science of Reading (SOR)**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR competencies. The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating that reading research content knowledge is taught explicitly so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction. Framework indicators and ratings language (Exceeds, Meets, Approaching, Below) are based on the research literature cited at the end of this document.

#### **Essential questions being answered:**

- How well does the program ensure candidates have the foundational knowledge of the SOR research to meet all learners' needs?
- How well does the program prepare candidates to recognize SOR research's importance and identify quality research?
- How well do the course materials and assignments prepare candidates to implement research-based practices with all learners?
- How well are candidates prepared to learn about and use High-Quality Instructional Materials?

## Area of Study: Overview of the Science of Reading

Sources of evidence: Course Syllabi; Schedules; Assignments; Assessments; Observation; and Faculty, Candidate, and Graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<p><b>Depth of Content Knowledge</b></p> <p>Characteristics of high-quality reading:</p> <ul style="list-style-type: none"> <li>● Scarborough’s Rope;</li> <li>● the simple view of reading;</li> <li>● essential components as identified by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, text comprehension);</li> <li>● Ehri’s phases of word reading development;</li> <li>● The Four-Part Processing Model.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) throughout literacy courses.</p>	<p>Coursework instruction and training <b>USUALLY</b> address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) throughout literacy courses.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) throughout literacy courses.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) throughout literacy courses.</p>	
<p><b>Instruction/Materials/Assignments</b></p> <p>Examples of multiple opportunities for connection to classroom practice:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Coursework instruction, materials, and assignments <b>CONSISTENTLY</b> provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.</p>	<p>Coursework instruction, materials, and assignments <b>USUALLY</b> provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.</p>	<p>Coursework instruction, materials, and assignments <b>INCONSISTENTLY</b> provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.</p>	<p>Coursework instruction, materials, and assignments <b>RARELY OR DO NOT</b> provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to SOR (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.</p>	

<p><b>HQIM:</b> Candidates are introduced to and practice critically analyzing instructional materials to understand how to evaluate, select, and use HQIM and curricula to ensure foundational reading instruction is engaging, responsive to the needs of all students, and evidence-based.</p>	<p>The program <b>intentionally and CONSISTENTLY</b> provides learning opportunities, resulting in candidates' ability to fully understand how to evaluate, select, and use curricula to ensure foundational reading instruction is engaging, responsive to the needs of all students, and evidence-based.</p>	<p>The program <b>USUALLY</b> provides learning <b>opportunities for candidates' basic understanding of how</b> to evaluate, select, and use curricula to ensure foundational reading instruction is engaging, responsive to the needs of all students, and evidence-based.</p>	<p>The program <b>INCONSISTENTLY</b> provides <b>learning opportunities, resulting in candidates' limited understanding</b> of how to evaluate, select, and use curricula to ensure foundational reading instruction is engaging, responsive to the needs of all students, and evidence-based.</p>	<p>The program <b>RARELY or DOES NOT</b> provide <b>learning opportunities, resulting in the candidates' inability to understand</b> how to evaluate, select, and use curricula to ensure foundational reading instruction is engaging, responsive to the needs of all students, and evidence-based.</p>	
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## **Concepts of Print Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating concepts of print content knowledge is taught explicitly so that candidates can complete the program with the knowledge and skills necessary for candidates to be effective educators in all areas of concepts of print instruction.

### **Essential questions being answered:**

- How well does coursework ensure candidates can explain how concepts about books and print develop in children and the role they play in supporting learners' word reading?
- How well does coursework ensure candidates demonstrate the requisite knowledge and skills to assess children's print and book concepts?
- How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in developing print and book concepts?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on print and book concepts and their application to teaching practice so that candidates learn how to apply their coursework knowledge?

## Area of Study: Concepts of Print Instruction

**Sources of Evidence: Course Syllabi; Schedules; Assignments; Assessments; Observation; and Faculty, Candidate, and Graduate Interviews**

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● book concepts, including book orientation, turning pages, and where to start reading;</li> <li>● print concepts, including directionality, knowledge of a word and space, and one-to-one correspondence;</li> <li>● the developmental process of letter formation and how it supports transcription fluency.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● book concepts, including book orientation, turning pages, and where to start reading;</li> <li>● print concepts, including directionality, knowledge of a word and space, and one-to-one correspondence;</li> <li>● the developmental process of letter formation and how it supports transcription fluency.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provides candidates with the knowledge, terminology, and skills to define and apply their understanding of:</p> <ul style="list-style-type: none"> <li>● book concepts, including book orientation, turning pages, and where to start reading;</li> <li>● print concepts, including directionality, knowledge of a word and space, and one-to-one correspondence;</li> <li>● the developmental process of letter formation and how it supports transcription fluency.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates the knowledge, terminology, and skills to define and apply their understanding of:</p> <ul style="list-style-type: none"> <li>● book concepts, including book orientation, turning pages, and where to start reading;</li> <li>● print concepts, including directionality, knowledge of a word and space, and one-to-one correspondence;</li> <li>● the developmental process of letter formation and how it supports transcription fluency.</li> </ul>	

<p><b>Instruction/materials/ assignments</b></p> <p>Examples of multiple opportunities for connection to classroom practice are:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> use multiple opportunities for candidates to identify and explicitly plan, model, or teach <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● using shared reading and writing lessons to teach book and print concepts and support beginning writing;</li> <li>● using print referencing during modeling to support print concept development;</li> <li>● using and creating a print-rich environment.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> use multiple opportunities for candidates to identify and explicitly plan, model, or teach <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● using shared reading and writing lessons to teach book and print concepts and support beginning writing;</li> <li>● using print referencing during modeling to support print concept development;</li> <li>● using and creating a print-rich environment.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following:</p> <ul style="list-style-type: none"> <li>● using shared reading and writing lessons to teach book and print concepts and support beginning writing;</li> <li>● using print referencing during modeling to support print concept development;</li> <li>● using and creating a print-rich environment.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following:</p> <ul style="list-style-type: none"> <li>● using shared reading and writing lessons to teach book and print concepts and support beginning writing;</li> <li>● using print referencing during modeling to support print concept development;</li> <li>● using and creating a print-rich environment.</li> </ul>	
<p><b>Assessment</b></p>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.</p>	
<p><b>Diverse learners</b></p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.</p>	

## **Collaborative Communication - Oral Language Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support oral language competencies. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics, and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. The program needs to demonstrate evidence indicating that oral language content knowledge is taught explicitly so that candidates can complete the program with the knowledge and skills necessary for candidates to be effective educators in all areas of oral language instruction.

### **Essential questions being answered:**

- How well does coursework ensure candidates can explain and demonstrate how each language structure impacts literacy components and the reciprocal way that literacy impacts language?
- How well does coursework ensure candidates can explain and demonstrate how to facilitate oral language development, emphasizing reading, writing, speaking, and listening?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- What coursework and training in assessment equip candidates with the knowledge, understanding, and skills to accurately assess, analyze, and utilize the data to drive instruction for oral language?



## Area of Study: Collaborative Communication- Oral Language Instruction

Sources of Evidence: Course Syllabi; Schedules; Assignments; Assessments; Observation; and Faculty, Candidate and Graduate Interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to facilitate oral language, emphasizing <b>ALL</b> language structures and their reciprocal relationship to each literacy component.</p> <p>Language structures:</p> <ul style="list-style-type: none"> <li>● phonology;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● syntax;</li> <li>● pragmatics/discourse;</li> <li>● orthography.</li> </ul> <p>Literacy components:</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness;</li> <li>● phonics;</li> <li>● fluency;</li> <li>● vocabulary;</li> <li>● comprehension;</li> <li>● writing.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to facilitate oral language, emphasizing <b>MOST</b> language structures and their reciprocal relationship to each literacy component.</p> <p>Language structures:</p> <ul style="list-style-type: none"> <li>● phonology;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● syntax;</li> <li>● pragmatics/discourse;</li> <li>● orthography.</li> </ul> <p>Literacy components:</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness;</li> <li>● phonics;</li> <li>● fluency;</li> <li>● vocabulary;</li> <li>● comprehension;</li> <li>● writing.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to facilitate oral language, emphasizing <b>SOME</b> language structures and their reciprocal relationship to each literacy component.</p> <p>Language structures:</p> <ul style="list-style-type: none"> <li>● phonology;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● syntax;</li> <li>● pragmatics/discourse;</li> <li>● orthography.</li> </ul> <p>Literacy components:</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness;</li> <li>● phonics;</li> <li>● fluency;</li> <li>● vocabulary;</li> <li>● comprehension;</li> <li>● writing.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to facilitate oral language and <b>DO NOT</b> emphasize language structures and their reciprocal relationship to each literacy component.</p> <p>Language structures:</p> <ul style="list-style-type: none"> <li>● phonology;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● syntax;</li> <li>● pragmatics/discourse;</li> <li>● orthography.</li> </ul> <p>Literacy components:</p> <ul style="list-style-type: none"> <li>● phonological/phonemic awareness;</li> <li>● phonics;</li> <li>● fluency;</li> <li>● vocabulary;</li> <li>● comprehension;</li> <li>● writing.</li> </ul>	

<p><b>Instruction/materials/ assignments</b></p> <p>Examples of facilitating engaging conversations about a topic are:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● demonstration videos;</li> <li>● faculty modeling instruction;</li> <li>● funds of knowledge for reading, writing, speaking, and listening.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic with their students so that instruction advances positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic with their students so that instruction advances positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic with their students so that instruction advances positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic with their students so that instruction advances positive learning outcomes for all students.</p>	
<p><b>Assessment</b></p> <p>Examples of evaluating language structures are:</p> <ul style="list-style-type: none"> <li>● facilitating engaging conversations about a topic;</li> <li>● scenarios;</li> <li>● funds of knowledge for reading, writing, speaking, and listening.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to assess students' oral language skills through the evaluation of <b>ALL</b> language structures.</p> <p>Language structures include:</p> <ul style="list-style-type: none"> <li>● pragmatics;</li> <li>● syntax;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● phonology.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to assess students' oral language skills through the evaluation of <b>MOST</b> language structures.</p> <p>Language structures include:</p> <ul style="list-style-type: none"> <li>● pragmatics;</li> <li>● syntax;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● phonology.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to assess students' oral language skills through the evaluation of <b>SOME</b> language structures.</p> <p>Language structures include:</p> <ul style="list-style-type: none"> <li>● pragmatics;</li> <li>● syntax;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● phonology.</li> </ul>	<p>Coursework instruction and training <b>RARELY or DO NOT</b> provide candidates with the knowledge to assess students' oral language skills through the evaluation of language structures.</p> <p>Language structures include:</p> <ul style="list-style-type: none"> <li>● pragmatics;</li> <li>● syntax;</li> <li>● morphology;</li> <li>● semantics;</li> <li>● phonology.</li> </ul>	
<p><b>Diverse Learners</b></p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs and promote positive learning outcomes for every student.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs and promote positive learning outcomes for every student.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs and promote positive learning outcomes for every student.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing, as well as <b>do not</b> provide differentiated instruction to meet learners' needs and thereby promote positive learning outcomes for every student.</p>	

## **Phonological and Phonemic Awareness Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support phonological and phonemic awareness competencies. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support the manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. It is important for the program to demonstrate evidence indicating that faculty teach phonological and phonemic awareness content knowledge in an explicit manner so that candidates can complete the program with the knowledge and skills necessary for candidates to be effective educators in all areas of phonological and phonemic awareness instruction.

### **Essential questions being answered:**

- How well does coursework ensure candidates can explain how phonological and phonemic awareness develops in children and its role in supporting learners' word reading?
- How well does coursework ensure candidates can demonstrate the phonological awareness knowledge and skills needed to assess and teach children phonemic awareness?
- How well does the program ensure that candidates can effectively plan and implement instructional activities to support learners in manipulating sound structures such as syllables, onsets and rimes, and phonemes?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on phonological and phonemic awareness and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

## Area of Study: Phonological and Phonemic Awareness Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes;</li> <li>● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting;</li> <li>● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made;</li> <li>● the differences between phonological and phonemic awareness;</li> <li>● how phonemic awareness contributes to decoding and encoding.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes;</li> <li>● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting;</li> <li>● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made;</li> <li>● the differences between phonological and phonemic awareness;</li> <li>● how phonemic awareness contributes to decoding and encoding.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes;</li> <li>● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting;</li> <li>● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made;</li> <li>● the differences between phonological and phonemic awareness;</li> <li>● how phonemic awareness contributes to decoding and encoding.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of the following:</p> <ul style="list-style-type: none"> <li>● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes;</li> <li>● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting;</li> <li>● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made;</li> <li>● the differences between phonological and phonemic awareness;</li> <li>● how phonemic awareness contributes to decoding and encoding.</li> </ul>	

<p><b>Instruction/materials/ assignments</b></p> <p>Examples of multiple opportunities for connection to classroom practice are:</p> <ul style="list-style-type: none"> <li>● scenarios,</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> use multiple opportunities for candidates to use data to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● phoneme isolation;</li> <li>● phoneme blending;</li> <li>● phoneme segmenting;</li> <li>● phoneme adding and deleting or substituting.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● phoneme isolation;</li> <li>● phoneme blending;</li> <li>● phoneme segmenting;</li> <li>● phoneme adding and deleting or substituting.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● phoneme isolation;</li> <li>● phoneme blending;</li> <li>● phoneme segmenting;</li> <li>● phoneme adding and deleting or substituting.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in:</p> <ul style="list-style-type: none"> <li>● phoneme isolation;</li> <li>● phoneme blending;</li> <li>● phoneme segmenting;</li> <li>● phoneme adding and deleting or substituting.</li> </ul>	
<p><b>Assessment</b></p>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.</p>	
<p><b>Diverse learners</b></p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● neurodiversity,</li> <li>● linguistically diverse,</li> <li>● gifted, and talented.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak and linguistically diverse learners may have due to articulation differences.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak and linguistically diverse learners may have due to articulation differences.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak and linguistically diverse learners may have due to articulation differences.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak and linguistically diverse learners may have due to articulation differences.</p>	

## **Phonics, Orthography, Automatic Word Recognition Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR and structured literacy instruction to include content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and the order in which the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy within a diverse population of learners.

### **Essential questions being answered:**

- How well does coursework ensure candidates can explain how word reading develops in the English language from children’s earliest knowledge of the alphabet (and how those connect to phonemic awareness) to automatic word reading (sight recognition) and how that facilitates fluency and comprehension?
- How well does coursework ensure candidates can demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English?
- How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in breaking down the sounds within spoken language, mapping individual sounds to printed letters, decoding words, analyzing word parts (syllables, morphemes, graphemes), and recognizing and writing both regular and irregular high-frequency words?
- How well does coursework ensure candidates can effectively demonstrate the requisite knowledge and skills needed to assess, plan, and implement instructional activities that use daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- How well does coursework provide knowledge and practice opportunities so that candidates can identify and demonstrate strategies, scaffolds, and feedback to provide all learners to support their accurate and efficient word identification when reading connected text?

## Area of Study: Phonics, Orthography, Automatic Word Recognition Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● oral language;</li> <li>● phonological processing;</li> <li>● early alphabet knowledge;</li> <li>● phonology;</li> <li>● orthography;</li> <li>● word analysis (syllables, morphemes, graphemes) and automatic word recognition;</li> <li>● how all facilitate fluency and comprehension.</li> </ul> <p><b>AND</b> coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to include:</p> <ul style="list-style-type: none"> <li>● decoding and encoding skills represented by phonemes and graphemes;</li> <li>● six-syllable types;</li> <li>● multisyllabic words;</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● oral language;</li> <li>● phonological processing;</li> <li>● early alphabet knowledge;</li> <li>● phonology;</li> <li>● orthography;</li> <li>● word analysis (syllables, morphemes, graphemes) and automatic word recognition;</li> <li>● how all facilitate fluency and comprehension.</li> </ul> <p><b>AND</b> coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to include:</p> <ul style="list-style-type: none"> <li>● decoding and encoding skills represented by phonemes and graphemes;</li> <li>● six-syllable types;</li> <li>● multisyllabic words;</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● oral language;</li> <li>● phonological processing;</li> <li>● early alphabet knowledge;</li> <li>● phonology;</li> <li>● orthography;</li> <li>● word analysis (syllables, morphemes, graphemes) and automatic word recognition;</li> <li>● how all facilitate fluency and comprehension.</li> </ul> <p><b>AND</b> coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to include:</p> <ul style="list-style-type: none"> <li>● decoding and encoding skills represented by phonemes and graphemes;</li> <li>● six-syllable types;</li> <li>● multisyllabic words;</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of:</p> <ul style="list-style-type: none"> <li>● oral language;</li> <li>● phonological processing;</li> <li>● early alphabet knowledge;</li> <li>● phonology;</li> <li>● orthography;</li> <li>● word analysis (syllables, morphemes, graphemes) and automatic word recognition;</li> <li>● how all facilitate fluency and comprehension.</li> </ul> <p><b>AND</b> coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to include:</p> <ul style="list-style-type: none"> <li>● decoding and encoding skills represented by phonemes and graphemes;</li> <li>● six-syllable types;</li> <li>● multisyllabic words;</li> <li>● word analysis (syllables, morphemes, graphemes);</li> <li>● automatic word recognition;</li> </ul>	

	<ul style="list-style-type: none"> <li>● word analysis (syllables, morphemes, graphemes);</li> <li>● automatic word recognition;</li> <li>● irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>● word analysis (syllables, morphemes, graphemes);</li> <li>● automatic word recognition;</li> <li>● irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>● word analysis (syllables, morphemes, graphemes);</li> <li>● automatic word recognition;</li> <li>● irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>● irregular words.</li> </ul>	
<p><b>Instruction/materials/ assignments</b></p> <p>Examples of multiple opportunities for connection to classroom practice are:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Coursework instruction, materials, and assignments <b>CONSISTENTLY</b> provide candidates with multiple opportunities to gain knowledge and ability in <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● describing and using a wide variety of texts for a range of instructional purposes (predictable, decodable);</li> <li>● identifying, planning, and delivering systematic multisensory phonics lessons such as: <ul style="list-style-type: none"> <li>○ reading and spelling decodable words both in isolation and connected text;</li> <li>○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe);</li> <li>○ analyzing word parts;</li> <li>○ writing both regular and irregular high-frequency words.</li> </ul> </li> </ul>	<p>Coursework instruction, materials, and assignments <b>USUALLY</b> provide candidates with multiple opportunities to gain knowledge and ability in <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● describing different types of texts and using a wide variety of texts for a range of instructional purposes (predictable, decodable);</li> <li>● identifying, planning, and delivering systematic multisensory phonics lessons, such as: <ul style="list-style-type: none"> <li>○ practicing reading and spelling decodable words both in isolation and connected text;</li> <li>○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe);</li> <li>○ analyzing word parts;</li> <li>○ writing both regular and irregular high-frequency words.</li> </ul> </li> </ul>	<p>Coursework instruction, materials, and assignments <b>INCONSISTENTLY</b> provide candidates with multiple opportunities to gain knowledge and ability in <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● describing different types of texts and using a wide variety of texts for a range of instructional purposes (predictable, decodable).</li> <li>● identifying, planning, and delivering systematic multisensory phonics lessons such as: <ul style="list-style-type: none"> <li>○ practicing reading and spelling decodable words both in isolation and connected text;</li> <li>○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe);</li> <li>○ analyzing word parts;</li> <li>○ writing both regular and irregular high-frequency words.</li> </ul> </li> </ul>	<p>Coursework instruction, materials, and assignments <b>RARELY OR DO NOT</b> provide candidates with multiple opportunities to gain knowledge and ability to:</p> <ul style="list-style-type: none"> <li>● describing different types of texts and using a wide variety of texts for a range of instructional purposes (predictable, decodable).</li> <li>● identifying, planning, and delivering systematic multisensory phonics lessons, such as: <ul style="list-style-type: none"> <li>○ practicing reading and spelling decodable words both in isolation and connected text;</li> <li>○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe);</li> <li>○ analyzing word parts;</li> <li>○ writing both regular and irregular high-frequency words.</li> </ul> </li> </ul>	



<p><b>Assessment</b></p>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to:</p> <ul style="list-style-type: none"> <li>● assess, implement, and interpret valid and reliable formal and informal assessments to utilize data;</li> <li>● be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to:</p> <ul style="list-style-type: none"> <li>● assess, implement, and interpret valid and reliable formal and informal assessments to utilize data;</li> <li>● be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to:</p> <ul style="list-style-type: none"> <li>● assess, implement, and interpret valid and reliable formal and informal assessments to utilize data;</li> <li>● be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.</li> </ul>	<p>Coursework instruction and training <b>DO NOT OR RARELY</b> provide candidates with the knowledge to:</p> <ul style="list-style-type: none"> <li>● assess, implement, and interpret valid and reliable formal and informal assessments to utilize data;</li> <li>● be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.</li> </ul>	
<p><b>Diverse learners</b></p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● evidence-based instructional practices to identify and demonstrate strategies;</li> <li>● scaffolds and feedback that candidates can provide all learners to support their accurate and efficient word identification when reading connected text;</li> <li>● knowledge of how to scaffold phonics instruction for learners who speak other languages or dialects.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● evidence-based instructional practices to identify and demonstrate strategies;</li> <li>● scaffolds and feedback that candidates can provide all learners to support their accurate and efficient word identification when reading connected text.</li> <li>● knowledge of how to scaffold phonics instruction for learners who speak other languages or dialects.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● evidence-based instructional practices to identify and demonstrate strategies;</li> <li>● scaffolds and feedback that candidates can provide all learners to support their accurate and efficient word identification when reading connected text;</li> <li>● knowledge of how to scaffold phonics instruction for learners who speak other languages or dialects.</li> </ul>	<p>Coursework instruction and training <b>DO NOT OR RARELY</b> provide candidates with <b>ANY</b> of the following:</p> <ul style="list-style-type: none"> <li>● evidence-based instructional practices to identify and demonstrate strategies;</li> <li>● scaffolds and feedback that candidates can provide all learners to support their accurate and efficient word identification when reading connected text;</li> <li>● knowledge of how to scaffold phonics instruction for learners who speak other languages or dialects.</li> </ul>	

## **Fluency Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important that the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of fluency instruction.

### **Essential questions being answered:**

- How well does coursework support candidates' knowledge of the relationship of fluency with word-level automaticity and comprehension in the connected text?
- How well does coursework support candidates' knowledge and practice to assess fluent reading using valid and reliable instruments effectively?
- How well does coursework ensure candidates develop evidence-based instruction to support fluent reading?
- How well does coursework provide candidates with the knowledge and application to develop diverse learning opportunities?

## Area of Study: Fluency Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency to <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● word-level automaticity and comprehension in connected text;</li> <li>● accuracy and decoding;</li> <li>● rate and automatic word recognition;</li> <li>● prosody and comprehension.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency to <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● word-level automaticity and comprehension in connected text;</li> <li>● accuracy and decoding;</li> <li>● rate and automatic word recognition;</li> <li>● prosody and comprehension.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency to <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● word-level automaticity and comprehension in connected text;</li> <li>● accuracy and decoding;</li> <li>● rate and automatic word recognition;</li> <li>● prosody and comprehension.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on the following:</p> <ul style="list-style-type: none"> <li>● word-level automaticity and comprehension in connected text;</li> <li>● accuracy and decoding;</li> <li>● rate and automatic word recognition;</li> <li>● prosody and comprehension.</li> </ul>	
<p><b>Instruction/materials/ assignments</b></p> <p>Examples of multiple opportunities for connection to classroom practice are:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> use multiple opportunities in <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● applying and developing evidence-based instruction designed to support fluent reading;</li> <li>● incorporating automaticity at the phoneme level, word, phrase, and connected text.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> use multiple opportunities in <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● applying and developing evidence-based instruction designed to support fluent reading;</li> <li>● incorporating automaticity at the phoneme level, word, phrase, and connected text.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> use multiple opportunities in <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● applying and developing evidence-based instruction designed to support fluent reading;</li> <li>● incorporating automaticity at the phoneme level, word, phrase, and connected text.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> use multiple opportunities in the <b>ANY</b> of the following:</p> <ul style="list-style-type: none"> <li>● applying and developing evidence-based instruction designed to support fluent reading;</li> <li>● incorporating automaticity at the phoneme level, word, phrase, and connected text.</li> </ul>	

<b>Assessment</b>	<p>Coursework instruction and training <b>ALWAYS</b> provide candidates with the knowledge to assess and determine oral reading fluency across <b>ALL</b> subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to assess and determine oral reading fluency across <b>MOST</b> subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to assess and determine oral reading fluency across <b>SOME</b> subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to assess and determine oral reading fluency across subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).</p>	
<b>Diverse learners</b>  Such as: <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	<p>Coursework instruction and training <b>ALWAYS</b> provide candidates with the knowledge and application to provide all learners scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and application to provide all learners scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and application to provide all learners scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and application to provide all learners scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.</p>	

## Vocabulary Instruction

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support vocabulary competencies. The area of study approaches vocabulary in all aspects of literacy as an evolving concept and process, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

### Essential questions being answered:

- How well does the program provide candidates with the knowledge of research-based practices for vocabulary development?
- How well does the program provide candidates with opportunities to engage in varied language experiences across contexts (grammatical function of words, grade-appropriate literary devices, etc.)?
- How well does the program address the relationship between vocabulary and comprehension?

### Area of Study: Vocabulary Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>• the various types of vocabulary (listening, speaking, reading, and writing) across contexts;</li> <li>• how to teach oral and academic vocabulary with explicit word learning strategies;</li> <li>• how to teach vocabulary through strategies that are more implicit in nature, such as listening to others' language, independent reading, and read-alouds;</li> <li>• how vocabulary affects comprehension;</li> <li>• how to develop word</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>• the various types of vocabulary (listening, speaking, reading, and writing) across contexts;</li> <li>• how to teach oral and academic vocabulary with explicit word learning strategies;</li> <li>• how to teach vocabulary through strategies that are more implicit in nature, such as listening to others' language, independent reading, and read-alouds;</li> <li>• how vocabulary affects comprehension;</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>• the various types of vocabulary (listening, speaking, reading, and writing) across contexts;</li> <li>• how to teach oral and academic vocabulary with explicit word learning strategies;</li> <li>• how to teach vocabulary through strategies that are more implicit in nature, such as listening to others' language, independent reading, and read-alouds;</li> <li>• how vocabulary affects</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of:</p> <ul style="list-style-type: none"> <li>• the various types of vocabulary (listening, speaking, reading, and writing) across contexts;</li> <li>• how to teach oral and academic vocabulary with explicit word learning strategies;</li> <li>• how to teach vocabulary through strategies that are more implicit in nature, such as listening to others' language, independent reading, and read-alouds;</li> </ul>	

	<p>consciousness;</p> <ul style="list-style-type: none"> <li>● structural analysis to support morphological awareness;</li> <li>● knowledge of word origin;</li> <li>● syntax;</li> <li>● cognates (vocabulary/vocabulario) and false cognates (exit to leave, exit to success).</li> </ul>	<ul style="list-style-type: none"> <li>● how to develop word consciousness;</li> <li>● structural analysis to support morphological awareness;</li> <li>● knowledge of word origin;</li> <li>● syntax;</li> <li>● cognates (vocabulary/vocabulario) and false cognates (exit to leave, exit to success).</li> </ul>	<p>comprehension;</p> <ul style="list-style-type: none"> <li>● how to develop word consciousness;</li> <li>● structural analysis to support morphological awareness;</li> <li>● knowledge of word origin;</li> <li>● syntax;</li> <li>● cognates (vocabulary/vocabulario) and false cognates (exit to leave, exit to success).</li> </ul>	<ul style="list-style-type: none"> <li>● how vocabulary affects comprehension;</li> <li>● how to develop word consciousness;</li> <li>● structural analysis to support morphological awareness;</li> <li>● knowledge of word origin;</li> <li>● syntax;</li> <li>● cognates (vocabulary/vocabulario) and false cognates (exit to leave, exit to success).</li> </ul>	
<p><b>Instruction/materials/ assignments</b></p> <p>Examples of opportunities for connection to classroom practice are:</p> <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p>Instruction, materials, and assignments <b>CONSISTENTLY</b> provide opportunities for candidates to demonstrate how to select and explicitly teach <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● specific vocabulary words (Tier 1, Tier 2, Tier 3);</li> <li>● meaningful word parts (morphemes);</li> <li>● word meanings using learner-friendly definitions.</li> </ul> <p><b>AND</b> instruction, materials, and assignments <b>CONSISTENTLY</b> allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).</p>	<p>Instruction, materials, and assignments <b>USUALLY</b> provide opportunities for candidates to demonstrate how to select and explicitly teach <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● specific vocabulary words (Tier 1, Tier 2, Tier 3);</li> <li>● meaningful word parts (morphemes);</li> <li>● word meanings using learner-friendly definitions.</li> </ul> <p><b>AND</b> instruction, materials, and assignments <b>USUALLY</b> allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).</p>	<p>Instruction, materials, and assignments <b>INCONSISTENTLY</b> provide opportunities for candidates to demonstrate how to select and explicitly teach <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● specific vocabulary words (Tier 1, Tier 2, Tier 3);</li> <li>● meaningful word parts (morphemes);</li> <li>● word meanings using learner-friendly definitions.</li> </ul> <p><b>AND</b> instruction, materials, and assignments <b>INCONSISTENTLY</b> allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).</p>	<p>Instruction, materials, and assignments <b>RARELY OR DO NOT</b> provide opportunities for candidates to demonstrate how to select and explicitly teach <b>ANY</b> of the following:</p> <ul style="list-style-type: none"> <li>● specific vocabulary words (Tier 1, Tier 2, Tier 3);</li> <li>● meaningful word parts (morphemes);</li> <li>● word meanings using learner-friendly definitions.</li> </ul> <p><b>AND</b> instruction, materials, and assignments <b>RARELY OR DO NOT</b> allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).</p>	
<p><b>Assessment</b></p>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the: knowledge to assess formally and formatively across a variety of contexts (oral and written);</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the: knowledge to assess formally and formatively across a variety of contexts (oral and written);</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the: knowledge to assess formally and formatively across a variety of contexts (oral and written);</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the: knowledge to assess formally and formatively across a</p>	

	opportunity to analyze the data to inform instruction.	opportunity to analyze the data to inform instruction.	opportunity to analyze the data to inform instruction.	variety of contexts (oral and written); opportunity to analyze the data to inform instruction.	
<b>Diverse Learners</b>  Such as: <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages.  <b>AND</b> coursework instruction and training <b>ALWAYS</b> provide differentiated instruction to meet all learners’ needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training <b>USUALLY</b> provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages.  <b>AND</b> coursework instruction and training <b>MOSTLY</b> provide differentiated instruction to meet all learners’ needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages.  <b>AND</b> coursework instruction and training <b>SOMETIMES</b> provide differentiated instruction to meet all learners’ needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages.  <b>AND</b> coursework instruction and training <b>RARELY OR DO NOT</b> provide differentiated instruction to meet all learners’ needs and include instruction in supporting English learners in developing vocabulary.	

## **Text Comprehension Instruction**

**Context/rationale:** This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, fieldwork, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. It is important for the program to demonstrate evidence indicating comprehension content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

### **Essential questions being answered:**

- How well does coursework ensure candidates demonstrate knowledge of the components, processes, and interactive factors involved in developing skilled reading comprehension?
- How well does coursework ensure candidates develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different language and literacy learning levels?
- What coursework and training provide candidates with the knowledge of effective assessment practices to inform differentiated reading comprehension instruction and intervention?
- How well does the coursework develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension and critical reasoning?
- What coursework and training support candidates in developing strategies for designing a text-rich classroom environment in which reading is purposeful and helps learners build new knowledge?
- What connections (e.g., scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?



## Area of Study: Text Comprehension Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge—1</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and skills on which text comprehension and development depend, including <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● listening comprehension skills as a precursor to reading comprehension;</li> <li>● proficient word reading;</li> <li>● background knowledge;</li> <li>● vocabulary;</li> <li>● awareness of sentence sense and text structure (genre study);</li> <li>● inference making (use of vocabulary and background knowledge);</li> <li>● comprehension monitoring;</li> <li>● metacognition strategies for comprehending.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and skills on which text comprehension and development depend, including <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● listening comprehension skills as a precursor to reading comprehension;</li> <li>● proficient word reading;</li> <li>● background knowledge;</li> <li>● vocabulary;</li> <li>● awareness of sentence sense and text structure (genre study);</li> <li>● inference making (use of vocabulary and background knowledge);</li> <li>● comprehension monitoring;</li> <li>● metacognition strategies for comprehending.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and skills on which text comprehension and development depend, including <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● listening comprehension skills as a precursor to reading comprehension;</li> <li>● proficient word reading;</li> <li>● background knowledge;</li> <li>● vocabulary;</li> <li>● awareness of sentence sense and text structure (genre study);</li> <li>● inference making (use of vocabulary and background knowledge);</li> <li>● comprehension monitoring;</li> <li>● metacognition strategies for comprehending.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and skills on which text comprehension and development depend, including the following:</p> <ul style="list-style-type: none"> <li>● listening comprehension skills as a precursor to reading comprehension;</li> <li>● proficient word reading;</li> <li>● background knowledge;</li> <li>● vocabulary;</li> <li>● awareness of sentence sense and text structure (genre study);</li> <li>● inference making (use of vocabulary and background knowledge);</li> <li>● comprehension monitoring;</li> <li>● metacognition strategies for comprehending.</li> </ul>	
<b>Depth of content knowledge—2</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and skills focused on how text comprehension is affected by the characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and skills on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.</p>	

			takes place.		
<b>Depth of content knowledge—3</b>	Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners’ understanding of the text.	Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners’ understanding of the text.	Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners’ understanding of the text.	Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners’ understanding of the text.	
<b>Instruction/materials/ assignments</b>  Examples of multiple opportunities for connection to classroom practice are: <ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	Coursework instruction and training <b>CONSISTENTLY</b> use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>● evidence-based comprehension strategies which develop skills such as: <ul style="list-style-type: none"> <li>○ proficient word reading;</li> <li>○ background knowledge activation;</li> <li>○ vocabulary;</li> <li>○ awareness of sentence sense;</li> <li>○ text structure;</li> <li>○ inference making;</li> <li>○ metacognition.</li> </ul> </li> </ul>	Coursework instruction and training <b>USUALLY</b> use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address <b>MOST</b> of the following: <ul style="list-style-type: none"> <li>● evidence-based comprehension strategies which develop skills such as: <ul style="list-style-type: none"> <li>○ proficient word reading;</li> <li>○ background knowledge activation;</li> <li>○ vocabulary;</li> <li>○ awareness of sentence sense;</li> <li>○ text structure;</li> <li>○ inference making;</li> </ul> </li> </ul> metacognition.	Coursework instruction and training <b>INCONSISTENTLY</b> use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address <b>SOME</b> of the following: <ul style="list-style-type: none"> <li>● evidence-based comprehension strategies which develop skills such as: <ul style="list-style-type: none"> <li>○ proficient word reading;</li> <li>○ background knowledge activation;</li> <li>○ vocabulary;</li> <li>○ awareness of sentence sense;</li> <li>○ text structure;</li> <li>○ inference making;</li> <li>○ metacognition.</li> </ul> </li> </ul>	Coursework instruction and training <b>RARELY OR DO NOT</b> use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address: <ul style="list-style-type: none"> <li>● evidence-based comprehension strategies which develop skills such as: <ul style="list-style-type: none"> <li>○ proficient word reading;</li> <li>○ background knowledge activation;</li> <li>○ vocabulary;</li> <li>○ awareness of sentence sense;</li> <li>○ text structure;</li> <li>○ inference making;</li> </ul> </li> </ul> metacognition.	
<b>Assessment</b>	Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge to assess,	Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge to assess, implement, and	Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge to assess,	Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge to assess,	

	implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	
<b>Diverse learners</b>  Such as: <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different language and literacy learning levels.	Coursework instruction and training <b>USUALLY</b> provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different language and literacy learning levels.	Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different language and literacy learning levels.	Coursework instruction and training <b>RARELY OR DO NOT</b> provide the candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different language and literacy learning levels.	

## **Writing Instruction**

**Context/rationale:** It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and increase writing motivation. Assessing students' writing strengths and weaknesses leads to effective, targeted, and informed interventions.

### **Essential questions being answered:**

- How well does coursework provide candidates with the content knowledge of foundational content and processes of writing?
- How well does coursework aim to develop a repertoire of strategies for teaching and differentiating writing across the curriculum?
- How well does coursework prepare candidates to understand learners as diverse individuals on different developmental trajectories as writers who have different understandings of academic language and who are motivated to write through choices in topics and formats?
- How well does coursework prepare candidates to develop a repertoire of ways to assess learners' writing based on grade-level learning progressions?
- How well does coursework prepare candidates to design instruction integrating reading and writing?

## Area of Study: Writing Instruction

Sources of evidence: course syllabi; schedules; assignments; assessments; observation; and faculty, candidate, and graduate interviews

Criteria	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Depth of content knowledge</b>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● how writing occurs across the curriculum to enhance content learning;</li> <li>● how processes for teaching higher-level cognitive skills are content and genre-specific and have various formats and purposes;</li> <li>● how writing is a developmental and recursive process, and children develop fine motor control at different rates;</li> <li>● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing;</li> <li>● how reading and writing instruction and practice have reciprocal benefits.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● how writing occurs across the curriculum to enhance content learning;</li> <li>● how processes for teaching higher-level cognitive skills are content and genre-specific and have various formats and purposes;</li> <li>● how writing is a developmental and recursive process, and children develop fine motor control at different rates;</li> <li>● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing;</li> <li>● how reading and writing instruction and practice have reciprocal benefits.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● how writing occurs across the curriculum to enhance content learning;</li> <li>● how processes for teaching higher-level cognitive skills are content and genre-specific and have various formats and purposes;</li> <li>● how writing is a developmental and recursive process, and children develop fine motor control at different rates;</li> <li>● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing;</li> <li>● how reading and writing instruction and practice have reciprocal benefits.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the knowledge, terminology, and skills to define and apply their understanding of:</p> <ul style="list-style-type: none"> <li>● how writing occurs across the curriculum to enhance content learning;</li> <li>● how processes for teaching higher-level cognitive skills are content and genre-specific and have various formats and purposes;</li> <li>● how writing is a developmental and recursive process, and children develop fine motor control at different rates;</li> <li>● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing;</li> <li>● how reading and writing instruction and practice have reciprocal benefits.</li> </ul>	
<b>Instruction/materials/ assignments</b>  Examples of multiple opportunities for connection to classroom practice are:	Coursework instruction and training <b>CONSISTENTLY</b> use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including	Coursework instruction and training <b>USUALLY</b> use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including <b>MOST</b> of	Coursework instruction and training <b>INCONSISTENTLY</b> use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including	Coursework instruction and training <b>RARELY OR DO NOT</b> use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including:	

<ul style="list-style-type: none"> <li>● scenarios;</li> <li>● peer teaching;</li> <li>● fieldwork;</li> <li>● faculty modeling instruction;</li> <li>● demonstration videos.</li> </ul>	<p><b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● modeling and scaffolding;</li> <li>● demonstrating lessons that support learners’ development as writers;</li> <li>● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.</li> </ul>	<p>the following:</p> <ul style="list-style-type: none"> <li>● modeling and scaffolding;</li> <li>● demonstrating lessons that support learners’ development as writers;</li> <li>● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.</li> </ul>	<p><b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● modeling and scaffolding;</li> <li>● demonstrating lessons that support learners’ development as writers;</li> <li>● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>● modeling and scaffolding;</li> <li>● demonstrating lessons that support learners’ development as writers;</li> <li>● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.</li> </ul>	
<p><b>Assessment</b></p>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with the ability to do <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>● utilize informal and formal writing assessments as a process for determining learners’ understanding of various language structures and reading components, such as phonics, vocabulary, and syntax;</li> <li>● interpret and implement valid and reliable data; effectively plan and provide instructional activities that support student learning.</li> </ul>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with the ability to do <b>MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>● utilize informal and formal writing assessments as a process for determining learners’ understanding of various language structures and reading components, such as phonics, vocabulary, and syntax;</li> <li>● interpret and implement valid and reliable data; effectively plan and provide instructional activities that support student learning.</li> </ul>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with the ability to do <b>SOME</b> of the following:</p> <ul style="list-style-type: none"> <li>● utilize informal and formal writing assessments as a process for determining learners’ understanding of various language structures and reading components, such as phonics, vocabulary, and syntax;</li> <li>● interpret and implement valid and reliable data; effectively plan and provide instructional activities that support student learning.</li> </ul>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with the ability to:</p> <ul style="list-style-type: none"> <li>● utilize informal and formal writing assessments as a process for determining learners’ understanding of various language structures and reading components, such as phonics, vocabulary, and syntax;</li> <li>● interpret and implement valid and reliable data; effectively plan and provide instructional activities that support student learning.</li> </ul>	
<p><b>Diverse learners</b></p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● neurodiversity;</li> <li>● linguistically diverse;</li> <li>● gifted and talented.</li> </ul>	<p>Coursework instruction and training <b>CONSISTENTLY</b> provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development so that instruction supports positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>USUALLY</b> provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development so that instruction supports positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>INCONSISTENTLY</b> provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development so that instruction supports positive learning outcomes for all students.</p>	<p>Coursework instruction and training <b>RARELY OR DO NOT</b> provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development so that instruction supports positive learning outcomes for all students.</p>	



## REVIEW AREA 2: Quality of Field-Based Experiences

**Context and rationale:** Field-based experiences allow candidates to apply the knowledge they acquire through program coursework. It is essential that all candidates receive high-quality feedback and supervision during the field experience.

**Essential questions being answered:**

- What opportunities do candidates have to practice and apply coursework learning in field-based experiences or make connections to practice?
- How well does the program ensure candidates receive high-quality field placements that support evidence-based literacy practices and the use of high-quality instructional materials (HQIM)?
- How well do the field placements and practice prepare candidates to implement evidence-based practices with all learners?

Criteria Category 2: Field-Based Experiences					
Sources of evidence: connections to practice; handbooks; interviews with candidates, cooperating teachers, and university supervisors; selection of cooperating teachers; candidate observations; oral and written feedback; training for cooperating teachers and supervisors; connections to coursework; and partnership involvement					
Indicator	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Selection of clinical placement schools</b>	High-quality placements ensure that teacher candidates gain <b>substantial practical experience</b> to develop their teaching skills effectively in schools that are <b>high performing and/or improving over the past two years, a substantial portion of which</b> have a diverse student body (to include SES and/or ethnicity).	Placements ensure that teacher candidates gain <b>practical experience</b> to develop their teaching skills effectively in placements where <b>most schools</b> are high performing and/or improving over the past two years, <b>some of which</b> have a diverse student body (to include SES and/or ethnicity).	Placements inconsistently ensure that teacher candidates gain <b>practical experience</b> to develop their teaching skills effectively in placements where <b>some schools</b> are high performing and/or improving over the past two years, <b>some of which</b> have a diverse student body (to include SES and/or ethnicity).	Placements <b>do not ensure</b> that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity).	



<p><b>Selection of cooperating teachers (mentor teachers)</b></p>	<p>Cooperating teachers are <b>consistently chosen</b> based on demonstrated effectiveness and capacity to serve as a mentor for SOR instruction.</p>	<p>Cooperating teachers are <b>often chosen</b> for their effectiveness and capacity to serve as a mentor for SOR instruction.</p>	<p>The program <b>has selection criteria</b> that cooperating teachers be chosen for effectiveness and capacity to serve as a mentor for SOR instruction, but <b>cooperating teachers inconsistently have these.</b></p>	<p>There is <b>no clear rationale</b> for choosing cooperating teachers for their effectiveness OR their capacity to serve as mentors for SOR instruction.</p>	
<p><b>Candidates have opportunities to observe models of effective and evidence-based early literacy practice in PK–3 classrooms:</b></p> <ul style="list-style-type: none"> <li>● in-person;</li> <li>● virtually;</li> <li>● via video.</li> </ul>	<p>The program <b>intentionally</b> provides multiple <b>opportunities for all candidates to observe</b> models of effective and evidence-based early literacy practice in PK–3 classrooms.</p>	<p>The program provides <b>some opportunities for candidates to observe</b> models of effective and evidence-based early literacy practice in PK–3 classrooms.</p>	<p>The program <b>inconsistently</b> provides <b>experiences for candidates to observe</b> models of early literacy practice in PK–3 classrooms.</p>	<p>The program <b>does not or rarely</b> provides <b>experiences resulting in candidates’ inability to observe</b> models of effective and evidence-based early literacy practice in PK–3 classrooms.</p>	
<p><b>Candidates’ field-based placements provide them with opportunities to use HQIM in reading instruction.</b></p>	<p>The program <b>intentionally ensures</b> all candidates’ field-based placements provide them with opportunities to use HQIM.</p>	<p>The program <b>generally ensures</b> that candidates’ field-based placements provide them with opportunities to use HQIM.</p>	<p>The program <b>inconsistently ensures</b> that candidates’ field-based placements provide them with opportunities to use HQIM.</p>	<p>The program <b>does not or rarely ensures</b> that candidates’ field-based placements provide them with opportunities to use HQIM.</p>	
<p><b>Responsibilities in pre- and practicum experiences build to candidate readiness for full responsibility in the licensure role such that candidates are prepared to demonstrate their ability to:</b></p> <ul style="list-style-type: none"> <li>● implement evidence-based practices of foundational skills, engaging with a complex text, and writing;</li> <li>● evaluate and adapt curricular materials to support play-based, culturally responsive, and evidence-based instruction;</li> <li>● support students experiencing reading difficulties;</li> <li>● administer valid and</li> </ul>	<p>The program <b>intentionally ensures</b> that candidates’ responsibilities in pre- and practicum field-based experiences build for full responsibility in the licensure role.</p>	<p>The program <b>generally ensures</b> that candidates’ responsibilities in pre- and practicum field-based experiences build for full responsibility in the licensure role.</p>	<p>The program <b>inconsistently ensures</b> that candidates’ responsibilities in pre- and practicum field-based experiences build for full responsibility in the licensure role.</p>	<p>The program <b>does not or rarely ensures</b> that candidates’ responsibilities in pre- and practicum field-based experiences build for full responsibility in the licensure role.</p>	

reliable assessments and use data to inform instruction.					
<p>Candidates have opportunities in a classroom setting to apply learning about language and literacy development in multilingual children and implement evidence-based instructional practices that match the strengths and needs of multilingual students in their class.</p> <p>Candidates can engage in virtual or simulated instructional environments with multilingual children when that is not possible.</p>	The program <b>intentionally ensures</b> that all candidates have field-based experiences to apply learning about language and literacy development in multilingual children and to implement evidence-based instructional practices that match the strengths and needs of multilingual students in their classroom setting.	The organization <b>generally ensures</b> that candidates have field-based experiences to apply learning about language and literacy development in multilingual children and to implement evidence-based instructional practices that match the strengths and needs of multilingual students in their classroom setting.	The organization <b>inconsistently ensures</b> that candidates have field-based experiences to apply learning about language and literacy development in multilingual children and to implement evidence-based instructional practices that match the strengths and needs of multilingual students in their classroom setting.	The organization <b>does not or rarely ensures</b> that candidates have field-based experiences to apply learning about language and literacy development in multilingual children and implement evidence-based instructional practices that match the strengths and needs of multilingual students in their classroom setting.	
Candidates have the opportunities in a classroom setting to apply learning about students who experience difficulty reading, such as students with dyslexia, and to implement Tier 1 and 2 evidence-based instructional practices that match the strengths and needs of these students in their class.	The program <b>intentionally ensures</b> that all candidates' field-based experiences provide them with opportunities to apply learning about students who experience difficulty reading and implement Tier 1 and 2 evidence-based instructional practices matching the students' strengths and needs.	The program <b>generally ensures</b> that candidates' field-based experiences provide them with opportunities to apply learning about students who experience difficulty reading and implement Tier 1 and 2 evidence-based instructional practices that match the students' strengths and needs.	The program <b>inconsistently ensures</b> that candidates' field-based experiences provide them with opportunities to apply learning about students who experience difficulty reading and implement Tier 1 and 2 evidence-based instructional practices matching the students' strengths and needs.	The program <b>does not or rarely ensures</b> that candidates' field-based experiences provide them with opportunities to apply learning about students who experience difficulty reading and implement Tier 1 and 2 evidence-based instructional practices that match the students' strengths and needs.	
Mentor teachers are skillful in implementing evidence-based practices, use HQIM in their classrooms, and can coach candidates in the analysis and evaluation of literacy practices and instructional materials for foundational reading instruction skills.	The program <b>intentionally ensures</b> that all supervising practitioners are skillful in implementing evidence-based practices, use HQIM, and can coach candidates in analyzing and evaluating literacy practices and instructional materials for foundational reading instruction skills.	The program <b>generally ensures</b> that supervising practitioners are skillful in implementing evidence-based practices, use HQIM, and can coach candidates in analyzing and evaluating literacy practices and instructional materials for foundational reading instruction skills.	The program <b>inconsistently ensures</b> that supervising practitioners are skillful in implementing evidence-based practices, use HQIM, and can coach candidates in analyzing and evaluating literacy practices and instructional materials for foundational reading instruction skills.	The program <b>does not or rarely ensures</b> that supervising practitioners are skillful in implementing evidence-based practices, use HQIM, and can coach candidates to analyze and evaluate literacy practices and instructional materials for foundational reading instruction skills.	

<p>The program ensures that early literacy faculty, program supervisors, and supervising practitioners effectively guide, support, and evaluate candidates in applying evidence-based instructional practices in field-based experiences through high-quality training.</p>	<p>The program <b>intentionally ensures</b> that early literacy faculty, program supervisors, and supervising practitioners effectively guide, support, and evaluate candidates applying evidence-based instructional practices in field-based experiences through high-quality training.</p>	<p>The program <b>generally ensures</b> that early literacy faculty, program supervisors, and supervising practitioners effectively guide, support, and evaluate candidates in applying evidence-based instructional practices in field-based experiences through high-quality training.</p>	<p>The program <b>inconsistently ensures</b> that early literacy faculty, program supervisors, and supervising practitioners effectively guide, support, and evaluate candidates applying evidence-based instructional practices in field-based experiences through high-quality training.</p>	<p>The program <b>does not or rarely ensures</b> that early literacy faculty, program supervisors, and supervising practitioners effectively guide, support, and evaluate candidates in applying evidence-based instructional practices in field-based experiences through high-quality training.</p>	
<p>Quality of written and oral feedback</p>	<p><b>Accurate written and oral feedback</b> after each required observation has a clear link to <b>evidence of student learning</b> during the observed lesson, <b>strategically</b> builds on previous feedback, and identifies <b>key action steps for improvement</b>.</p>	<p><b>Accurate written and oral feedback</b> after each required observation <b>generally ensures</b> a clear link to <b>evidence of student learning</b> during the observed lesson, builds on previous feedback, and identifies <b>key improvement action steps</b>.</p>	<p><b>Written and oral feedback</b> after each required observation is <b>inconsistent</b> and/or <b>inconsistently builds</b> upon previous feedback, <b>does not link</b> to student learning and/or <b>does not directly identify action steps for improvement</b>.</p>	<p><b>Written and oral feedback</b> after each required observation is <b>inaccurate</b> and/or <b>does not link</b> to student learning and <b>does not identify</b> key action steps for improvement.</p>	
<p>Student engagement and candidate impact on student learning</p>	<p><b>All students are engaged</b> in learning during the observed lesson, and candidate teaching <b>consistently advances</b> student learning during the observed lesson.</p>	<p><b>Most students are engaged</b> in learning during the observed lesson, and candidate teaching <b>consistently advances</b> student learning for most students during the lesson.</p>	<p><b>Students are inconsistently engaged</b> in learning during the observed lesson, and candidate teaching <b>inconsistently advances</b> student learning.</p>	<p><b>Few students are engaged</b> in learning during the observed lesson, and candidate teaching <b>does not contribute to</b> student learning.</p>	

## **REVIEW AREA 3: Quality of Performance Management and Continuous Improvement**

**Rationale/Context:** This review area examines whether and how program leadership—at all levels—utilizes data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Performance management and continuous improvement gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Performance management and continuous improvement also includes systematic and regular attention to the quality of program coursework and faculty teaching, considering their impact on relevant program outcomes and all candidates' ability to teach well due to the quality of course content and faculty teaching. This judgment area is the driving force for the other judgment areas.

Quality assurance through effective performance management and continuous improvement takes place by building and sustaining a culture of improvement that directly engages all organization members. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program and follow-up monitoring to gauge the impact of these improvement actions. The inspection also focuses on the quality and accuracy of data the program and its partners use to assess its own performance, particularly whether observation score data that program supervisors collect and report accurately reflect observed candidate practice and shows developing skills across time through successive observations.

Core concepts of performance management and continuous improvement are full engagement of all members of the organization and partners in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the program's culture.

### **Essential questions being answered:**

- How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance in literacy coursework and field experiences and make improvements to the program? How often?

- What is the quality of data that the program collects and uses, and who uses it? How does the program monitor its data quality and seek to improve it where needed?
- Does the program have—and use—quality control gates, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data does the program use to make these decisions?
- Does the program have intervention plans for weaker candidates? Does it have intervention plans for those candidates unable to meet performance improvement goals?
- How does the program monitor and take steps to improve the quality of coursework and teaching?
- How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?
- How does program leadership take action as a result of information? At what frequency? What steps does it take to monitor the results of action leadership has taken to make improvements?
- How do programs and partners work together to ensure quality experiences for candidates to learn and use literacy-focused HQIM?
- How do programs and district partners ensure candidates have high-quality experiences in classrooms to practice and apply learning from coursework?

**Likely sources of evidence for this judgment area:**

- Data over time (including teaching observations, evaluations, surveys, employment outcomes, the impact of candidates and graduates on student learning)
- Observations of teacher candidates teaching and program courses
- Courses taught through multiple sections or at multiple sites
- Observation of feedback provided to candidates
- Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
- Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
- Program handbooks, memorandums of understanding, and/or other program documents
- Program or individual candidate improvement plans, action plans, and results of the interventions
- Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes

## Quality of Performance Management and Continuous Improvement

**Sources of evidence: memorandums of understanding, employer surveys, governance meeting notes, coursework data, data about coursework connections, field-based experiences, interviews, partnership involvement, and use of HQIM**

Indicator	4 – Exceeds	3 – Meets	2 – Approaching	1 – Below	N/A
<b>Quality of data the program collects and uses</b>	The program collects and uses multiple sources of high-quality data that are internally and externally validated to monitor ongoing performance of literacy coursework and field experiences.	The program <b>usually</b> collects and uses multiple sources of high-quality data that are internally and externally validated to monitor the ongoing performance of literacy coursework and field experiences.	The program <b>inconsistently</b> collects and uses multiple sources of high-quality data that are internally and externally validated to monitor the ongoing performance of literacy coursework and field experiences.	The program <b>rarely or does not collect</b> and use multiple sources of high-quality data that are internally and externally validated to monitor the ongoing performance of literacy coursework and field experiences.	
<b>Internal quality control gates (or checkpoints) and intervention plans</b>	Program leadership monitors candidate performance through internal performance checkpoints and <b>utilizes literacy data</b> to ensure that all candidates <b>exceed high standards</b> of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has <b>formal interventions</b> (including a counseling out process) for teacher candidates who do not meet program performance standards.	Program leadership monitors candidate performance through internal performance checkpoints. It utilizes <b>literacy data</b> to ensure that all candidates <b>meet high-performance standards</b> before moving into the next phase of their teacher preparation. The program has <b>formal interventions</b> (including a counseling out process) for teacher candidates who do not meet program performance standards.	Program leadership <b>inconsistently monitors candidate performance</b> and inconsistently utilizes literacy data to ensure that candidates <b>meet standards</b> of performance before moving into the next phase of their teacher preparation. The program <b>inconsistently utilizes interventions</b> (including a counseling out process) for teacher candidates who do not meet program performance standards.	Program leadership <b>rarely or does not monitor candidate performance</b> and inconsistently utilizes literacy data to ensure that candidates <b>meet performance standards</b> before moving into the next phase of their teacher preparation. The program <b>does not utilize interventions</b> (including a counseling out process) for teacher candidates who do not meet program performance standards.	
<b>Quality of monitoring</b>	Program leadership has a <b>formal organized system</b> through which program leadership uses high-quality data to <b>regularly and systematically monitor</b> the overall quality of coursework, field experiences, observation, and feedback system employed	Program leadership has an <b>informal set of processes</b> through which program leadership <b>usually makes use of good data to monitor</b> overall quality of coursework, field experiences, the observation	Program leadership <b>inconsistently monitors</b> overall quality of coursework, field experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of	Program leadership <b>does not take steps to monitor</b> the quality of coursework, candidate fieldwork experiences, and/or the program’s observation and feedback practices. Supervising teachers <b>do not</b>	

	to support the development of teacher candidates, candidate performance, and key program outcomes. This includes <b>regular examination</b> of observation and feedback instruments and practices as well as <b>regular training</b> for supervising teachers'	and feedback system employed to support the development of teacher candidates, candidate performance, and key program outcomes. This includes a <b>review</b> of observation and feedback instruments and practices, as well as <b>regular training</b> for supervising teachers.	observation and feedback instruments and practices is not regular, nor is training for supervising teachers.	<b>receive at least annual training</b> to ensure consistency of approach in giving feedback to teacher candidates.	
<b>Monitoring coursework quality, coursework teaching quality, and coursework clinical connections</b>	Program leaders <b>systematically monitor the quality of coursework and teaching and take steps</b> to ensure there are <b>strong connections</b> between program coursework and the program's clinical component, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.	Program leaders have an informal system in place to <b>monitor the quality of coursework and teaching and</b> to ensure there are <b>good connections</b> between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.	Program leaders <b>inconsistently monitor the quality of coursework and teaching</b> and do not ensure the presence of good coursework clinical connections, and/or they inconsistently monitor how well information is shared between the faculty who teach courses and those who supervise candidate clinical performance.	Program leaders <b>do not monitor</b> the quality of coursework and teaching to ensure good coursework clinical connections.	
<b>Quality improvement planning</b>	The program has a <b>formal system for improvement planning</b> informed by <b>high-quality data</b> , involving <b>all relevant stakeholders</b> in continuous improvement activities and resulting in <b>action plans</b> with <b>measurable goals</b> . There is a <b>sustained cycle</b> of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes.	The program's quality improvement activities usually make use of <b>good-quality data</b> and involve <b>many key stakeholders</b> to produce action plans with measurable goals. However, <b>there is no formal system</b> in place that supports a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes.	The program <b>inconsistently</b> makes use of improvement plans based on monitoring data to develop action steps that result in stronger outcomes for individuals and groups of teacher candidates and completers.	Quality improvement plans are <b>not used to examine the effectiveness</b> of the program and secure further improvements in outcomes for individual and groups of teacher candidates and completers.	

<p><b>Partnerships between the program and districts/schools improve candidate experiences with opportunities to learn and use HQIM aligned to the Literacy Review Criteria.</b></p>	<p>The program <b>ensures that</b> all partnerships with districts provide candidates access to HQIM.</p>	<p>The program <b>ensures that most</b> partnerships with districts provide candidates access to HQIM.</p>	<p>The program <b>inconsistently ensures that</b> partnerships with districts provide candidates access to HQIM.</p>	<p>The program <b>does not ensure that</b> partnerships with districts provide candidates access to HQIM.</p>	
<p><b>Programs consistently evaluate partnerships on their ability to provide candidates with a wide variety of experiences needed for readiness to teach evidence-based early literacy instruction.</b></p>	<p>The program <b>intentionally monitors and evaluates</b> all partnerships with districts to ensure candidates have a wide variety of experiences needed for readiness to teach evidence-based early literacy instruction.</p>	<p>The program <b>generally monitors and evaluates</b> partnerships with districts to ensure candidates have a wide variety of experiences needed for readiness to teach evidence-based early literacy instruction.</p>	<p>The program <b>inconsistently monitors and evaluates</b> partnerships with districts to ensure candidates have a wide variety of experiences needed for readiness to teach evidence-based early literacy instruction.</p>	<p>The program <b>does not or rarely monitors and evaluates</b> partnerships with districts to ensure candidates have a wide variety of experiences needed for readiness to teach evidence-based early literacy instruction.</p>	

### Resources for TPI-US Arkansas Framework Development



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