



Program Review Submission for Reading and Literacy Credential and Added Authorization Program

1. Program Summary

The USC Reading and Literacy Added Authorization (RLAA) program is designed for educators seeking to develop expertise in literacy instruction. Candidates who participate in the program learn foundational principles and theories of reading and writing instruction and participate in clinical practices/experiences to learn how to diagnose and remediate students' reading needs. The program comprises four courses that span one academic school year. Each course is designed using a combination of asynchronous and synchronous model of online instruction. Courses consist of weekly-modules with pre-recorded lectures, discussion board posts and participation, and synchronous weekly or bi-weekly meetings used to engage in discussions about field work/clinical practices.

FALL Semester	EDUC 528x – Foundations of Reading Instruction EDUC 534x - Diagnosis of Reading Disabilities
SPRING Semester	EDUC 529x – Teaching Writing: Research to Practice EDUC 535x – Remediation of Reading Disabilities

Candidates complete EDUC 528x concurrently with EDUC 534x in the Fall semester and EDUC 529x with EDUC 535x in the Spring semester. The 528x and 529x courses focus on theoretical principles of literacy instruction, whereas 534x and 535x comprehensively apply these theories into practice and which also serve as the fieldwork/clinical practice experience for the program. In 534x, candidates select two case study students at two different levels of literacy development and who have been identified as struggling readers: one student is from grades K- 3 and the second student is from grades 4 -12. Candidates work alongside the two selected case study students throughout the duration of the program and use knowledge and expertise gained in the foundational courses (528x and 529x) to make

instructional recommendations as well as teach diagnostic lessons by applying the theories and principles learned in EDUC 528x and EDUC 529x.

Candidates interested in obtaining the Reading and Literacy Added Authorization are required to have: 1) a clear teaching credential; 2) access to two students with a reading need; 3) access to internet to participate in the program; and 4) completed all four courses with a grade of B+ or higher. Prior to the start of the program, candidates receive an orientation in the form of a synchronous Town Hall about program deliverables, requirements and expectations in order to be eligible to receive the official CTC recommendation for the authorization.

Candidate assessment is conducted throughout the program. Each course includes a set of key assessments that measure candidates' competency of knowledge and skills outlined in the program standards. Candidate assessment consists of proficiency in: the progression of literacy development, data collection and analysis of diagnostic reading and writing assessments, analysis and critique of the research literature of reading instruction, diagnostic lesson planning and application of research-based instruction in reading and writing, and leadership in school/district wide-data analysis and curriculum design in literacy.

Throughout the program, any candidate who does not meet the requirements outlined in course syllabi is provided with one-on-one support by faculty and participates in the program remediation process. Candidates who do not meet the program requirements after the remediation are notified in writing and are not eligible for the formal recommendation to the California Commission on Teacher Credentialing (CTC).

Advisement for candidates is provided weekly for each assignment and throughout the entire program. The program faculty and the director meet periodically with candidates to discuss how the course assignments and fieldwork/clinical practice experiences are preparing them to enter the workforce as literacy experts. Feedback from candidates is also collected at the end of each course via course evaluations.

Program Design

The design of the RLAA program incorporates the [Theoretical Framework and Four Pillars](#) of the USC Rossier School of Education: Leadership, Learning, Accountability and Diversity.

Leadership –Candidates are trained as leaders in literacy instruction by using applied field experiences designed to explore and apply strong theoretical rationale for high-quality literacy practices. Candidates recommend and defend cutting edge literacy instructional practices with their professional colleagues and educational administrators based on literacy data --school wide, grade and classroom level. As a result of completing the program, candidates are prepared to be literacy coaches, curriculum specialists, teacher leaders and mentors. The program courses that best represent the leadership thematic area are EDUC 528x Foundations of Reading Instruction and EDUC 529x The Teaching of Writing: Research and Theory. These two courses provide the theoretical framework specific to literacy learning and associated reading and writing research that leaders in literacy must know how to implement in order to effectively guide students, plan curricula, and mentor novice and seasoned educators.

Learning - Candidates develop pedagogical content knowledge related to reading and writing instruction, learning theory, assessment and intervention. The program employs a social constructive approach that encourages candidates to link theory to practice through course assignments, class activities and through candidate-faculty interactions. The focus is on addressing the diverse learning needs of English Language learners as well as learners with diverse learning needs in reading development. The courses EDUC 534x Diagnosis of Reading Disabilities and EDUC 535x Remediation of Reading Disabilities, provide the primary forum for these experiences to occur. Diagnostic literacy profiles on two struggling readers and detailed diagnostic instructional plans are required and shared between these two courses.

Accountability - Candidates learn about the importance of accountability for the students that they work with, for themselves as literacy leaders and for their colleagues: teachers, school and district administrators. Candidates are required to critique, select, administer and analyze data from literacy related assessments and to design intensive and systematic curricula that require accountability on the part of students and teachers. Courses that best represent the accountability theme include EDUC 534x Diagnosis of Reading Disabilities and EDUC 535x Remediation of Reading Disabilities. In EDUC 534x, candidates conduct diverse, comprehensive, scientifically-based assessments with struggling readers and writers including metacognitive interviews, CLOZE procedures, reading activity inventories, miscue analysis and many other assessments in an effort to diagnose reading and writing difficulties and prescribe instruction to alleviate literacy needs. An assignment for this course, candidates are required to create diagnostic profiles of two struggling readers, at two different levels of literacy development, using data analysis from assessments administered. In EDUC 535x, candidates engage in diagnostic teaching using Barbara Walker's (2011) diagnostic teaching strategies in addition to Moore, R. & Gilles, C. (2005) Retrospective Miscue Analysis. A detailed literacy profile, for each case study student, along with detailed instructional plans is a course requirement.

Diversity - Candidates explore, discuss and learn about issues of equity, diversity and access throughout all courses in the program. The course, EDUC 528x Foundations of Reading Instruction provides readings, videos and a live online discussion that develops candidates as equity literate educators. Topics such as the hidden curriculum, biases, and decolonization of reading curriculum are discussed, and candidates create action steps to analyze their ELA programs, their own pedagogical practices and their personal views on struggling readers/intervention practices. The course EDUC 529x Teaching Writing: Research to Practice provides research-based diversity discussions, pedagogy and assignments, which candidates use to plan units of study that include teaching about different cultures and promotes cultural competency for students. The text, *Handbook of Research on Teaching the English Language Arts* (2017) edited by James Flood, Diane Lapp, James Squire, and Julie Jensen, is a core textbook for these two foundational courses. In the courses EDUC 534x and 535x, candidates continue to examine their own diagnostic and instructional approaches and shift their instruction to make space for students' voice in the teaching and learning process.

Leadership within the credential program

A full-time staff member serves as the Program Director for the RLAA program. The Program Director is a literacy expert and holds a K-12 credential in literacy and also teaches three courses in the program. The Program Director is responsible for: 1) ensuring the program curriculum is up to date and uses the latest research on reading and writing instruction; 2) developing and maintaining partnerships with school administrators and districts to learn about and address K-12 students' reading needs; 3) presenting own research and program findings at reading/literacy conferences; 4) overseeing a part-time assistant Adjunct Professor, who is a full-time literacy coach for a school district and teaches one of the courses in the program; 4) apprising the Assistant Dean of Professional Development program updates/changes, candidates' progress and needs; and 5) maintaining communication with the MAT credential program and School.

Communication within the credential program and with the institution

The Program Director maintains consistent communication with the credential program and the School. This communication takes place through informal and formal meetings with the Director of Accreditation & Credentialing and the Director of the MAT program to discuss cohort make-up, alumni who seek the authorization, curriculum changes/updates, and recommendation to the CA Commission on Teacher Credentialing.

Structure of coursework and field experiences in the credential program.

The RLAA program is structured using an online asynchronous model. Each course is organized in weekly (EDUC 528x and 529X) and bi-weekly modules (EDUC 534x and 535x) complete with a pre-recorded lecture on a designated topic; assigned readings; a set of resources aligned to the topic of each module; assignments aligned to the topic of study to be completed with case study students; HOW TO videos that provide demonstrations and in-depth explanations of required assignments; and Word document templates as well as sample papers to complete required assignments. Candidates also engage with their peers in discussions posted in the Learning Management System discussion board and during synchronous meetings held weekly. Additionally, each course also includes a set of key assessments that assess candidates' competency in specific areas of the program standards.

Candidates complete the field base/clinical practice requirement by working alongside two case study students from two different levels of literacy development. In the EDUC 534x course, each candidate identifies one student from their own classroom and selects a second case-study student from a different grade level (e.g., K-3 and 4-12). Candidates who teach at an elementary school select a second case study student from their own school, whereas candidates who teach at a secondary school select a second case study student from a feeder school. Each candidate is provided with criteria, as well as coaching from faculty, as they select their case-study students.

Program modifications over the recent two years

A few program modifications have been made in the past two years. These include:

1. Hiring an adjunct assistant professor to teach EDUC 528x Foundations of Reading Instruction (Fall 2018). This course was previously taught by a full-time faculty professor on an overload assignment. Due to having obtained grant specific work, the full-time professor did not have the time needed to teach in the authorization program.
2. Changes to EDUC 528x Foundations of Reading Instruction curriculum include the addition of a new module: Literacy, Diversity and Equity from the Student and Teacher Lens (Fall 2019). The goal of this module is to prepare candidates with the knowledge to critique curriculum using an equity lens; to determine whether curriculum and instructional practices are centered on dominant culture and norms; and to prepare students to learn develop a strong and positive self-identity and how to ask questions about voices and perspectives missing in the curriculum. Candidates convene with program faculty and the Program Director in a synchronous meeting to discuss their learnings and implications/action steps for classroom instruction.
3. Changes to EDUC 534x and 535x took place in 2015 when the CTC required candidates to work with two students at two different levels of literacy development. The goal of this change was to expand candidates' perspectives and experiences working with students outside their grade-level/classroom experiences. This change has resulted in positive responses from candidates.
4. Changes to EDUC 529x Teaching Writing: Research to Practice made in 2015 include the creation of a mentor text resource specifically focused on teaching informative, opinion and argumentative written genres. Each mentor text is then compiled into one resource that is distributed to all candidates.
5. Changes to EDUC 529x Teaching Writing: Research to Practice made in 2015 include candidates to write a letter of recommendation to their school administrator regarding writing instruction. The goal of this assignment was for candidates to use the knowledge gained from their jig-saw research and discussion about writing methods to review and analyze their school's current writing instruction and make recommendations according to their new knowledge.
6. All four courses now include synchronous office hours where candidates receive coaching, mentoring and advising on their work with their case study students, lesson planning, selection of reading strategies to teach, questions on reading research. Candidates also meet to discuss current topics in reading instruction and their implications on curriculum and assessment.

Means for stakeholder input

While interactions during formal program checkpoints are utilized to collect feedback on the broader aspects of the program's experiences, e.g., course evaluations, the School believes strongly in less formal, "high-frequency, high-touch" interactions to gain valuable insights into the affective and day-to-day candidates' experiences throughout the program. Candidates' input and feedback is sought during weekly synchronous coaching meetings with particular attention paid to candidates' perception of the program's effectiveness at preparing them for professional service. Results from such feedback are used to inform faculty discussions, drive course reconfiguration and guide student support services. Data from course evaluations is collected at the end of each semester and is provided to each instructor along with copies of any narrative comments made by candidates. All evaluative data is taken into consideration as improvements to the courses and overall program are made.

Input from candidates' school administrators is sought via a survey and through online synchronous meetings. School administrators are asked to provide input on candidates' pedagogical content knowledge of reading and writing instruction. Feedback collected from school administrators is used to make changes and updates to the program courses. Due to COVID19, the scheduled synchronous meeting for March 2020 was postponed to September 2020.

Input from case study students is collected at every candidate interaction during the EDUC 534x and 535x courses. Students are asked a set of questions that require their input on how they are learning new strategies to make meaning from texts, to identify what is helping them learn and to create personal goals based on these mediated and guided learning experiences. This data is then used by candidates to determine next steps in instruction and by program faculty to determine how to provide target support to candidates.

Course of Study (Curriculum and Field Experience)

Courses in the Fall semester provide candidates with the theoretical understanding to diagnose, plan and select appropriate and effective literacy instruction.

[In EDUC 528x Foundations of Reading Instruction](#) – Candidates develop expertise in literacy research, pedagogy, policy and essential concepts of diversity and equity as they engage in reflective assignments designed to help them create comprehensive literacy instruction/curriculum accessible to all learners. Throughout the course, candidates examine literacy instruction and learning environments using an equity lens to ensure all learners including those with ethnic, cultural, gender, linguistic, socio-economic differences have access to high-quality and research-based instruction. Candidates also engage in critically reflective practices to develop an in-depth understanding of how to use reading strategies and instruction across reading profiles.

[In EDUC 534x Diagnosis of Reading Disabilities](#) – Candidates focus on theoretical, social and practical considerations regarding the causes and classification of reading difficulties within school environments. Candidates work alongside two case-study students to learn how to properly diagnose these students' literacy needs using a comprehensive approach that will help them determine the appropriate instruction required. Through guided reflections and written analysis of data—from assessments and case-study students' perspectives—candidates develop expertise in how to use data to discover useful information that will support instructional decision-making processes as a reading/literacy expert.

Courses in the Spring semester provide candidates with the skills and competencies to design and provide instruction tailored to students' literacy needs.

[In EDUC 529x Teaching Writing: Research to Practice](#) – Candidates develop professional content knowledge for the teaching of writing by exploring the different stages of writing development. A specific focus of the course includes how students’ home language, background knowledge, instructional practices, analysis of assessment data, and interdisciplinary approaches support the development of proficient writers. Different writing methods, types of writing, modalities and technologies are studied to help candidates create and implement curriculum that embeds writing across the disciplines.

[In EDUC 535x Remediation of Reading Disabilities](#) – Candidates learn how to design instruction that is specifically tailored to students’ literacy needs. Using a problem-solving process to remediate students’ reading needs and different research-based instructional methods, candidates learn how to develop students’ metacognitive and self-regulatory skills to meet higher levels of literacy demands. Informed by the other three courses in the program, candidates also create a literacy leadership plan to address an identified need for their school/district. The course concludes with candidates producing a Professional Dossier that catalogues their learning and their students’ achievement throughout the duration of the program.

Coordination of Coursework with Field Work

The RLAA program provides candidates with comprehensive experiences to diagnose and remediate students’ literacy needs across the K-12 grade level span. Candidates are required to select two case study students from two different grade levels: K-3 and 4-12. One case study student must be from the candidates’ own classroom and a second student must be from a different grade level. Candidates who teach at an elementary school select both students from their school whereas candidates who teach at a secondary school select a second case study student from a feeder elementary school.

The field work for the program is embedded in the EDUC 534x Diagnosis of Reading Disabilities and 535x Remediation of Reading Disabilities courses where candidates work alongside their case study students on a weekly or bi-weekly basis throughout the duration of the program. Candidates receive weekly coaching, mentoring, advising and feedback from the course faculty on data collection and analysis from literacy assessments, which are compiled into a Diagnostic Literacy Profile for each case study student. Candidates are also advised on how to determine instructional recommendations, which are part of the diagnostic profiles, using knowledge gained from EDUC 528x Foundations of Reading Instruction course.

In the Spring semester, candidates continue to receive weekly coaching, mentoring, advising and feedback from the course faculty on lesson planning, reading strategy selection, goal setting and self-reflection on lesson delivery and interactions with their case study students. Coaching and mentoring is provided via feedback on lesson plans before they are taught, co-planning, strategy selection, lesson delivery approaches and teaching goal setting to case study students. Feedback throughout both courses is provided on assessment write-ups uploaded to the LMS’s discussion board and Dropbox and through weekly synchronous meetings.

Types of Coursework in Critical Areas (e.g. English learners for all initial teaching programs)

Critical areas of reading instruction that address the needs of English Language Learners are embedded throughout the program. Course lectures, assigned readings, critical reflective journals, assignments with case study students and additional videos/resources are provided to ensure candidates understand the progression of language acquisition and literacy development for ELLs. Candidates also use this knowledge as they select their case study students, administer plans and teach reading lessons.

Assessment of Candidates

Candidates are assessed throughout the program to determine competency of program standards. Assessment is conducted via seven key assessments, described below, includes a criteria chart or rubric to document candidates' learning and mastery of the content:

[EDUC 528x Foundations of Reading Instruction](#)

Key Assessment # 1: Reading Development and Strategy Use Paper – candidates assess one student's reading development and use of strategies to make meaning from a narrative and expository text. Using notes from students' read alouds, candidates write a paper that documents the student's current reading development progression in reading, the use of strategies the students was observed using to read the texts and provide a retelling for each text. (See: [Criteria Chart for Reading Development and Strategy Use Paper](#)).

Key Assessment #2: Article Critique – candidates select a language and literacy research article in an area of interest to review and critique how the research presented contributes to the field of reading instruction, what the article ignores, connections to Common Core State Standards and 21st Century Skills. Candidates also include a course of action to apply what they learned from the research. (See: [Criteria Chart for Article Critique Paper](#)).

[EDUC 534x Diagnosis of Reading Disabilities](#)

Key Assessment# 3: Diagnostic Literacy Profile - candidates administer weekly diagnostic literacy assessments to determine their student's literacy needs. Candidates analyze data, report results in a written report for each assessment administered using a template provided and receive feedback from the course faculty. Each of these assessments is then compiled into a Diagnostic Literacy Profile for each case study student. (See: [Criteria Chart for Preliminary](#) and [Final Diagnostic Profiles](#)).

[EDUC 529x Teaching Writing: Research to Practice](#)

Key Assessment # 4: Recommendation Letter on Writing Instruction – candidates read, review and discuss different writing methods to analyze their school's current writing curriculum. Based on knowledge gained from the writing methods research and discussion, candidates write a letter to their school administrator making a recommendation to address students' writing needs. Candidates also make connections between reading and writing instruction. (See: [Criteria Chart for Recommendation Letter on Writing Instruction](#)).

Key Assessment # 5: Content Area Writing Plan – candidates create a unit of study focused on writing instruction in a content area. Units of study include a writing method, reading, writing, listening and speaking standards, reading strategies, mentor texts, the process of writing and graphic organizers, criteria charts and rubrics used to assess students' writing development. (See: [Criteria Chart for Content Area Writing Plan](#)).

[EDUC 535x Remediation of Reading Disabilities](#)

Key Assessment # 6: Diagnostic Teaching Video & Paper and Instructional Literacy Profile. Candidates have to teach a minimum of three diagnostic lessons to each of their case study students; they select one lesson for each student to write a reflection paper on their lesson plan, delivery and interactions with their students. A reflection tool is provided for candidates to determine areas of strength, growth and needs. Candidates submit the selected video lessons and reflective paper for faculty feedback. (See: [Criteria Chart for Diagnostic Teaching](#)).

Instructional Literacy Profile - candidates compile this report as a companion to the Diagnostic Literacy Profile by using three diagnostic lessons taught to address students' identified reading needs. The Instructional Literacy Profile documents case study students' progression and growth in reading development and outlines a future plan for instruction. (See: [Criteria Chart for the Instructional Literacy Profile](#)).

Key Assessment # 7: Literacy Leadership Plan - candidates collect and analyze school-wide data to determine a school-wide literacy need. Candidates work alongside school administrators and other stakeholders to develop a comprehensive literacy plan informed by the research literature in reading to address the identified need. (See: [Criteria Chart for the Literacy Leadership Plan](#)).

Table 1 below outlines the course sequence and delivery model for the program.

Table 1: Reading and Literacy Added Authorization Course Sequence

Location	Delivery Model	Pathway
National and International	Online Asynchronous and Synchronous	<p>Candidates complete asynchronous course requirements using a weekly or biweekly module format.</p> <p>Candidates complete the field base requirement of the program by working alongside two case study students from two different levels of literacy development. They use their own classroom to identify one student to serve as a case-study student and select a second case-study student from a grade level to gain experience diagnosing and remediating students' reading needs form a different grade level (e.g., K-3 and 4-12).</p>

2. Organizational Structure

The RLAA program is offered through the Office for Professional Development at USC Rossier School of Education. The program offers 18 Continuing Education Units (CEUs) thereby not charging USC tuition fees to candidates interested in this authorization. This decision was made in 2007 to make the program affordable for anyone interested in pursuing expertise in literacy instruction.

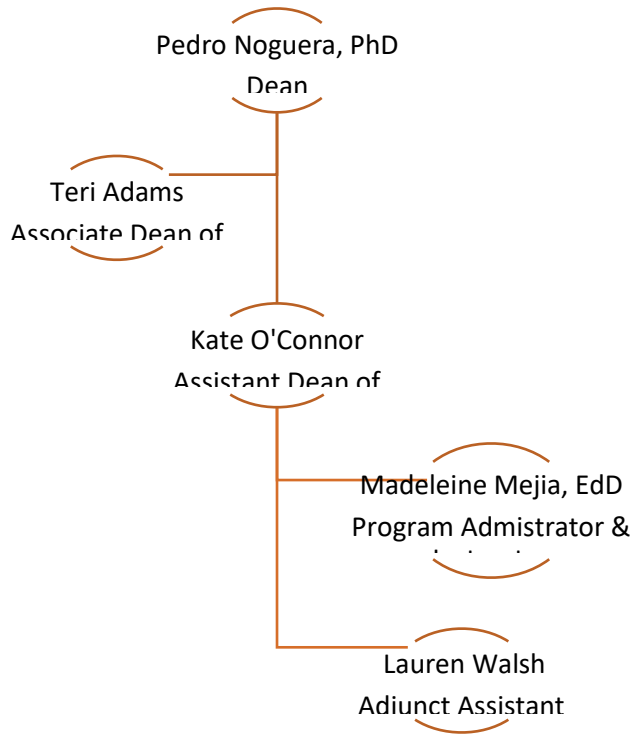
The Office of Professional Development is managed by an Assistant Dean who reports to the Associate Dean of Administration and Finance, who in turn reports directly to the School Dean. A full-time Program Director and staff member, expert in literacy instruction and who holds a K-12 literacy credential, oversees the program and also teaches three courses: EDUC 354x, EDUC 55x and 529x. The Program Director reports to the Assistant Dean.

A part-time adjunct Assistant Professor, who is a full-time literacy coordinator for a school district and who holds a reading and literacy authorization teaches EDUC 528x. The part-time adjunct Professor reports to the Program Director.

Since the design of the program includes field-based experiences embedded in the 534x and 535x courses, the program director/instructor for these courses is responsible for the coaching, mentoring and advisement of candidates as they complete the field-based requirements of the program.

Figure 1 below shows the organizational structure for the program.

Figure 1: Reading and Literacy Added Authorization Organizational Chart



3. Faculty Qualifications

1) The Reading and Literacy Added Authorization program is taught by a full-time staff member who is a literacy expert, holds a K-12 literacy credential and who has created the program curriculum. This full-time staff member is also the Program Director who oversees and directs all aspects of the authorization program. A part-time Adjunct Assistant Professor, who is a Literacy Coach at a local school district teaches one of the courses. Table 2 below provides an overview of the program instructors.

Table 2: Overview of Program Instructors

Name	Status	Courses
Madeleine Mejia, EdD	Full-time staff	EDUC 534x – Diagnosis of Reading Disabilities EDUC 535x – Remediation of Reading Disabilities EDUC 529x – Teaching Writing: Research to Practice
Lauren Walsh	Part-time Adjunct Assistant Professor	EDUC 528x – Foundations of Reading Instruction

[Job Description](#)

4. Course Sequence

The program follows a direct course sequence outlined in the School’s website and all program materials. The sequence can be found here: <https://rossier.usc.edu/programs/pd/reading/curriculum/>

5. Course Matrix

The [program matrix](#) is aligned to the program standards set forth by the CA Commission on Teacher Credentialing (CTC).

6. Fieldwork and Clinical Practice

The field work and clinical practice for the RLAA program is conducted with two case study students from two different levels of literacy development e.g., grades K-3 and 4-12. One student is selected from the candidate’s classroom and a second student is selected from a different grade level within the school (applies to candidates who teach in an elementary school setting) or a feeder school (applies to candidates who teach at a secondary school setting).

Field work and clinical practice takes place in two courses: EDUC 534x Diagnosis of Reading Disabilities and EDUC 535x Remediation of Reading Disabilities. In addition to the required fieldwork/clinical practice hours included in Table 4, candidates view pre-recorded lectures on reading assessment and instructional practices, attend synchronous meetings to ask questions and discuss take-aways from lectures, readings and How-To videos provided.

Table 4 : Hours Required for Fieldwork/Clinical Practice

Course	Number of Hours of Fieldwork Clinical Practice	Breakdown of Clinical Practice Hours
EDUC 534x Diagnosis of Reading Disabilities	40 hours total	10-15 hours administering diagnostic assessments 10 hours analyzing data to write assessment reports 15 hours of supervised clinical experience (e.g., feedback on data analysis, coaching and mentoring on assessment use)
EDUC 535x Remediation of Reading Disabilities	55 hours total	6 hours of Reading Miscue Analysis (RMA) administration with students, reading conversations, and goal setting with each student 12-15 hours lesson planning (6 lessons total) 12 hours teaching lessons to case study students 15-20 hours of supervised clinical experience (e.g., feedback on lesson plans, co-planning with candidates, coaching and mentoring on strategy selection, lesson delivery, reflective conversations, goal setting for candidates.

Memorandum of Understanding (MOU)/Partnership Agreement -at the beginning of the program, candidates are required to inform their school administrator/principal of their participation in the program and to explain program requirements regarding the field work/clinical practice. A participation document is completed and signed by both parties, which serves as a partnership agreement. Candidates who have to select a second case study student from a feeder school inform their school principal as well as the administration from the second school to obtain permission. Parents of the case study students are also informed and are asked to sign an Authorization Release form, which provides permission for candidates to diagnose the case study students' reading needs and video-record instruction provided. Candidates conduct all work with case study students in a school setting.

Published Manuals/Handbooks or Advising Materials -The [RLAA Handbook](#) provides candidates with information about the program, clinical experiences, and requirements for the recommendation to the CTC.

Syllabi - Course syllabi include:

[EDUC 528x - Foundations of Reading Instruction](#)

[EDUC 534x - Diagnosis of Reading Disabilities](#)

[EDUC 529x - Teaching Writing: Research to Practice](#)

[EDUC 535x - Remediation of Reading Disabilities](#)

Assessment instruments -

6.1 - [Reading Development and Strategy Use Paper](#)

6.2 - [Article Critique](#)

6.3 - [Preliminary](#) and [Final Diagnostic Literacy Profile](#)

6.4 - [Recommendation Letter on Writing Instruction](#)

6.5 - [Content Area Writing Plan](#)

6.6 -[Diagnostic Teaching Video & Paper](#) and [Instructional Literacy Profile](#)

6.7 - [Literacy Leadership Plan](#)

7. Credential Recommendation

Candidates are assessed throughout the program in order to determine candidacy for the official recommendation to the CA Commission on Teacher Credentialing (CTC) to obtain the Reading and Literacy Added Authorization. The curriculum in each course for the program is interconnected and informs the work of other courses. The knowledge gained in EDUC 528x informs the targeted instructional reading and writing recommendations (whole group, small group, independent and home school connections) candidates' make when completing case study students' Diagnostic Literacy Profiles in EDUC 534x. Likewise, candidates use the knowledge gained from data analysis in 534x to prepare, plan and teach targeted diagnostic lessons in EDUC 535x. In EDUC 529x candidates use knowledge from all three other courses to prepare writing units in content areas to support the reading and writing development of their

students. These competencies and dispositions are assessed via several key assessments embedded throughout each course and program.

The program also requires that all students complete each course with a grade of B+ or higher in order to receive the recommendation to the CTC. Candidate progress is monitored using a [Summative Assessment Form](#), which is completed by the Program Director and Adjunct Faculty. If at any time during the program, a candidate is not meeting this requirement, an intervention complete with one-on-one meetings, coaching and support is enacted to ensure candidates are successful at completing course/program requirements.

[7.1 Credential Verification Checklist](#)

Moving toward program improvement in the Reading and Literacy Credential and Added Authorization

The following are a set of proposed changes to be made to each of the courses based on candidates' feedback from the 2019-2020 cohort. These changes will be implemented in the next iteration of the program and are based on candidates' feedback and the director's observations of candidates' knowledge and skills regarding teaching online.

EDUC 528x – Foundations of Reading Instruction

1. Expand on the Diversity, Equity and Reading Instruction Module. This module was added in Fall 2019. A set of readings were provided that addressed: a) the hidden curriculum; b) anti-racist pedagogy; c) biases in reading instruction. The module required participants to meet live synchronously to discuss their take-aways from the readings.

Proposed changes: Create some assignments based on this module for candidates to implement in their classroom. For example: review their current reading programs to identify any biases in the curriculum; analyze their classroom libraries to determine if it predominantly supports the dominant narrative; analyze delivery of instruction to determine whether culturally relevant pedagogies are effectively implemented throughout the school year. This change is based on candidates' feedback on the module.

2. Include readings about reading instruction conducted online- synchronous and asynchronous models

EDUC 534x – Diagnosis of Reading Disabilities

1. Include readings about administering assessments online using a synchronous format.
2. Include HOW TO videos of teachers administering running records, spelling and writing assessments in an online synchronous format
3. Include HOW TO videos of online tools to conduct assessments (e.g., Zoom, Google Meet, etc.).

EDUC 529x – Teaching Writing: Research to Practice

1. Include readings, articles and sample lesson plans of writing instruction using an online format- synchronous and asynchronous.
2. Include HOW TO videos of writing instruction in an online format, both synchronous and asynchronous.
3. Include readings, articles on best strategies and delivery practices to support ELLs as writers

EDUC 535x – Remediation of Reading Disabilities

1. Include readings, articles and sample lesson plans of reading instruction using an online format – synchronous and asynchronous.
2. Include HOW TO videos of reading instruction in an online format, both synchronous and asynchronous.
3. Include HOW TO videos to develop a culture of literacy in an online format.