

Updated: September 2015



COLLEGE OF EDUCATION

SCHOOL OF LEARNING & TEACHING

READING INTERVENTION ENDORSEMENT

and

**READING INTERVENTION & ESOL DUAL
ENDORSEMENT**

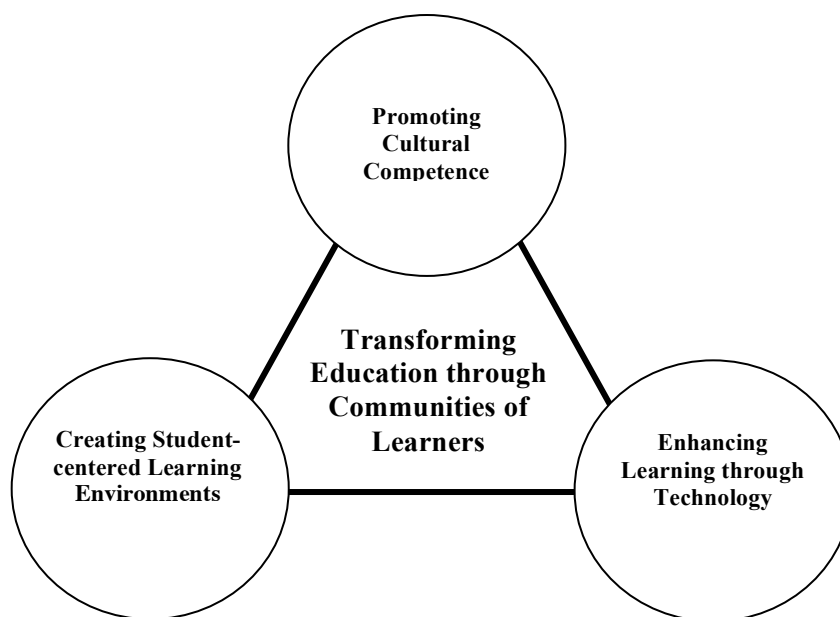
PROGRAM HANDBOOK

MISSION AND STANDARDS

Mission of the College of Education

The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. In our shared vision, the College of Education exemplifies the values of the University, emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility.

Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: (1) Promoting cultural competence; (2) Creating student-centered classrooms; and (3) Enhancing learning through technology. As shown below, these themes summarize our conceptual framework, thus letting all our constituents know what we value.



PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

We are committed to increasing our sphere of influence and deepening our commitment to quality. Thus, our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education is a candidate (March 2008) for national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

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- *The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called “truth.”*
Dan Rather

Reading Intervention Endorsement Program Description

The intent of the Reading Intervention Endorsement at Pacific University is to build on the students’ knowledge of children’s and young adult’s language development and literacy learning processes, and broaden their view of the issues involved for students of all ages as they become proficient readers and writers. The Reading Intervention Endorsement is a 16-semester credit hour program. Candidates earn the Reading Intervention Endorsement at the PreK-12 grade levels.

In addition to coursework, the candidate must pass the Praxis Reading Specialist (5301). Oregon requires a passing score of 164. (<http://www.oregon.gov/tspc/Pages/Testing.aspx>
<http://www.ets.org/praxis/or/>)

Reading Intervention Endorsement coursework:

RDNG 632: Perspectives on Reading

Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. (2 cr.)

RDNG 642: Reading Assessments & Techniques

Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. (3 cr.)

RDNG 645: Developing Literacy in the Content Areas

Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. (2 cr.)

RDNG 650: Leadership for Literacy

Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. (2 cr.)

ESOL 544 Educational Linguistics for ESOL Teachers

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. (3 cr.)

EDUC 633 Literacy and English-language Learners

Candidates will discuss theories and issues in reading and writing in English—as-an-additional language and their implications for instructional practice. Candidates will explore effective reading and writing instructional practices with multilingual learners, and children’s and adolescent literature as they pertain to diversity within a multicultural classroom. (2 cr.)

RDNG 653 ECE/Elem Supervised Reading Specialist Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

OR

RDNG 654 MS/HS Supervised Reading Specialist Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

OR

RDNG 655 PreK-12 Multilevel Supervised Reading Specialist Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

Additional Reading Intervention and ESOL Dual Endorsement Course & Practicum Requirements

With an additional 8 semester credits, candidates can add the ESOL Endorsement along with the Reading Intervention Endorsement to their Oregon Teaching License. Please see the ESOL handbook for additional endorsement requirements and program description.

ESOL 450/550 Cultural Constructs and Diversity in ESOL Education

This course is designed to equip ESOL teacher candidates to possess competency in cultural, linguistic, educational and ethnic issues present in educating English-language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. (2 cr.)

ESOL 460/560 Foundations of ESOL Methods

This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. (2 cr.)

ESOL 464/564 ESOL Methods, Assessment, and Technology

This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. (2 cr.)

ESOL 472/572 ECE/Elem Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

OR

ESOL 474/574 MS/HS Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

OR

ESOL 476/576 Multilevel Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

In addition to coursework, the candidate must pass the NES-ESOL exam. Oregon requires a minimum score of 228.

(http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html)

Practicum Experience

Reading Intervention Endorsement candidates are expected to complete 90-hours of supervised practicum experience or its equivalent and required by the Oregon TSPC (see the appendices for the relevant OAR for this requirement). Much of this time will be spent observing their mentor teacher and the students while the teacher leads lessons; and discussing assessment, planning, and teaching techniques related to the instruction of struggling readers. It is appropriate for Reading Intervention Endorsement candidates to be given an opportunity to lead daily lessons with at least one small group of children or adolescents. The Reading Intervention Endorsement candidate is also expected to assist you in planning for small group and/or whole class activities. Candidates are encouraged to attend school-, district-, and state-wide meetings, in-services, and workshops that address the needs of readers and writers.

Candidates are strongly encouraged to prepare for two focus area strands: early childhood (grades pk-4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 9-12). Candidates who are authorized to teach at K-12 levels will split their 90-hour practicum between the two grade levels. The Reading Intervention Endorsement candidates are responsible for maintaining a log of their teaching and planning activities at the school.

Throughout the experience, Reading Intervention Endorsement candidates should schedule regular conference times with their mentor teachers to share observations, raise and answer questions,

socialize, and plan. Reading Intervention Endorsement candidates should plan carefully with their mentors, submitting unit or lesson plans in advance to facilitate review and discussion, as the need arises.

Acting as liaison between the school and Pacific University is the university supervisor who will visit to observe the Reading Intervention Endorsement candidates a minimum of two times during each 90-hour practicum. Reading Intervention Endorsement candidates should also regularly update their university supervisor with their progress in the Reading Intervention practicum.

At the conclusion of a supervised Reading Intervention practicum course, Reading Intervention Endorsement candidates receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards). The grade, given by the university supervisor, incorporates feedback and recommendations from Reading Intervention Endorsement candidate's mentor. At the end of each semester, the College of Education will assess individual progress toward meeting the program requirements.

Reading Intervention Endorsement Candidates' Role

During the 90-hour practicum, the Reading Intervention Endorsement candidates moves from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The Reading Intervention Endorsement candidates' primary responsibilities are to:

- Develop competence in six key areas as set by TSPC:
 - (1) Foundational Knowledge and Dispositions
 - (2) Instructional Strategies and Curriculum Materials
 - (3) Assessment, Diagnosis and Evaluation
 - (4) Creating a Literate Environment
 - (5) Professional Development
 - (6) Leadership: Guidance and supervision of paraprofessionals.
- Maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times.
- Attend all classes and meetings regularly and punctually.
- Earn a C or better in all course work. Candidates who earn a C- or below will not be allowed to continue in the program until the course in which the substandard grade was earned is retaken and the candidate receives a grade of C or above.
- Develop, with the mentor teacher(s), a schedule for teaching responsibilities.
- Encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment.
- Learn and adhere to school, district, and state rules and policies pertaining to the school's Reading Intervention program.

The Mentor Teacher's Role

The mentor teacher serves as the primary guide, support and model for the Reading Intervention Endorsement candidate while sharing classroom responsibilities and expertise. Through regular planning and feedback, the mentor teacher will suggest, demonstrate, analyze, evaluate, and reinforce learning experiences.

Perhaps the most difficult and challenging responsibility of a mentor teacher is to allow the Reading Intervention Endorsement candidates to develop a personal teaching style. While the university expects the Reading Intervention Endorsement candidate to work within the general curriculum that has been established in the school and to follow all school rules and procedures, the Reading Intervention Endorsement candidate should also be given opportunities to try alternative instructional approaches and develop curriculum material in areas that have been approved by the mentor teacher.

Among other responsibilities, mentor teachers will

- Provide the Reading Intervention Endorsement candidate with a faculty handbook or source of information pertaining to building and district policies.
- Introduce the Reading Intervention Endorsement candidate as a colleague to students and staff.
- Invite the Reading Intervention Endorsement candidate to all state-, district-, and school-wide meetings and in-services in which supporting students as readers and writers is the key topic.
- Create an atmosphere of acceptance for the Reading Intervention Endorsement candidate with the students, staff, and community.
- Guide the Reading Intervention Endorsement candidate in setting goals and objectives through planning, writing and revising lesson plans using a variety of teaching strategies, measuring and evaluating student growth, and designing feedback techniques.
- Inform the Reading Intervention Endorsement candidate concerning background information of students and introduce available resource persons and materials.
- Provide feedback on lesson planning and teaching following observations of the Reading Intervention Endorsement candidate's teaching.
- Consult regularly with the university supervisor about the Reading Intervention Endorsement candidate's progress.
- Assist the Reading Intervention Endorsement candidate in developing an individual teaching style.
- Assist in developing and monitoring the Reading Intervention Endorsement candidate's progress on the TSPC Standards.
- Recommend a Pass/No Pass grade based on the Reading Intervention Endorsement candidate's proficiency and completion of practicum requirements.
- Submit the mentor teacher's evaluation (located in the appendices) to the Reading Intervention Endorsement program coordinator as a written assessment of the candidate's literacy instruction competency as set forth by the TSPC standards.

Reading Intervention Endorsement Candidate Placements

Reading Intervention Endorsement candidates are placed with mentor teachers who currently hold a Reading Specialist or Reading Intervention endorsement and have a minimum of three years teaching experience. Typically Reading Intervention and Reading Specialist Endorsed teachers serve students across multiple age groups and grade levels.

Early Childhood/Elementary Education

Students require two placements for early childhood education in grades K-4, and for elementary education in grades 3-6 in a Title One classroom or with the school's or district's Reading Specialist.

Elementary/Middle School (K-12)

Students require two placements: one in an elementary school at the upper elementary level (any of grades 3-6) and one in a middle school (grades 6-8) or in a high school (grades 9-12). Each placement is approximately 45-hours.

Middle School/High School

Students require two placements: one in a middle school and one in a high school in a reading support class or in the candidates' endorsement area with an a Reading Specialist or Reading Intervention endorsed teacher. Each placement is approximately 45-hours.

Criteria and Selection of Mentor Teachers

Mentor teachers are responsible for a major portion of the *learning to teach* process. Criteria and selection procedures reflect the importance of this person's role in educating teachers. School districts and university faculty collaborate in the selection of mentor teachers. The following selection criteria have been reviewed and approved by the University's Educational Consortium. The mentor teacher requirements include the following:

- Preparation in supervising, evaluating, and/or instructing Reading Intervention Endorsement candidates.
- A minimum of three years of successful classroom teaching preferably in the district, and at least one year in that particular school.
- A current Oregon teaching certificate with appropriate Reading Specialist or Reading Intervention endorsement for current assignments.
- Demonstrated competence as a teacher.
- A positive, professional attitude and enthusiasm for teaching.
- Understanding effective teaching strategies.
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents.
- Skills in evaluating the performance of Reading Intervention Endorsement candidates and willingness to constructively share the evaluation with the Reading Intervention Endorsement candidate and university supervisor.
- Ability to work cooperatively with the Reading Intervention Endorsement candidate and university supervisor.
- Willingness to participate in meetings with the Reading Intervention Endorsement candidate and supervisor. These meetings will include, but not be limited to, an initial meeting during inservice week and a mid-placement conference.

The Building Administrator

In assuming responsibility for Reading Intervention Endorsement candidates within the building, the building administrator will

- Assist in selecting mentor teachers;
- Orient the Reading Intervention Endorsement candidate to the school's philosophy, policies, regulations and the physical plant;
- Help the Reading Intervention Endorsement candidate become acquainted with the school staff;

- Confer with the mentor teacher about the Reading Intervention Endorsement candidate's progress;
- Suggest teachers or schools as possible observation sites;
- Communicate with the university supervisor.

The University Supervisor

The university supervisor serves as the liaison between the public schools and Pacific University. The university supervisor will

- Inform the district personnel about the program expectations and requirements;
- Meet with the mentor teacher and Reading Intervention Endorsement candidate to plan, implement, and evaluate the experience;
- Visit and observe the Reading Intervention Endorsement candidate's performance a least twice during each 90-hour placement;
- Confer with the Reading Intervention Endorsement candidate and mentor teacher after observations, and supply copies of written reports for the Reading Intervention Endorsement candidate, mentor teacher, building administrator, and the School of Learning & Teaching;
- Schedule conferences with the Reading Intervention Endorsement candidate and mentor teacher to evaluate the experience;
- Consult with the Reading Intervention Endorsement candidate to discuss the Reading Intervention Endorsement candidate's progress with any portfolio requirements;

Evaluation of Reading Intervention Endorsement Candidates

Reading Intervention Endorsement candidates are evaluated according to their mastery of Pacific University's Reading Intervention Endorsement candidate competencies. These are organized around six major areas set by TSPC:

- (1) Foundational Knowledge and Dispositions
- (2) Instructional Strategies and Curriculum Materials
- (3) Assessment, Diagnosis and Evaluation
- (4) Creating a Literate Environment
- (5) Professional Development
- (6) Leadership: Guidance and supervision of paraprofessionals.

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. Near the conclusion of the practicum, the Reading Intervention Endorsement candidate, mentor, and university supervisor will each complete the appropriate Reading Intervention Endorsement candidate evaluation forms. A three-way conference is held with the Reading Intervention Endorsement candidate, the mentor teacher, and the university supervisor.

In cases of disagreement concerning the Reading Intervention Endorsement candidate's final evaluation, students should appeal to the appropriate appellate body.

Policies Regarding Reading Intervention Endorsement Candidates

Dress: Reading Intervention Endorsement candidates are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences: Prompt and regular attendance is essential. When Reading Intervention Endorsement candidates must be absent, it is essential that they notify the mentor teacher and the university supervisor as early as possible and certainly prior to the time school begins on the morning of the absence.

Vacations: Reading Intervention Endorsement candidates follow the school district's schedule for holidays, in-service days, and plan for inclement weather days.

Liability: School districts do not provide liability coverage for Reading Intervention Endorsement candidates; however, Reading Intervention Endorsement candidates may have homeowner's insurance policies that include personal liability insurance. This policy usually does not provide coverage while working as non-paid employees. In addition, insurance companies may regard the placement site as the party responsible for providing personal liability insurance for non-paid students. Those who have their own personal liability policy may wish to ask their agents about the limits and coverage of their policies. One option is the policy included in a membership in student NEA-OEA Educators Employment Program. This policy is summarized in a brochure/application available on request from the NEA-OEA at 1-800-858-5505.

Oregon Laws and Reading Intervention Endorsement Candidates

According to Oregon school law, school boards may contract with approved teacher education institutions to allow the use of their schools for training students of approved teacher education institutions.

Reading Intervention Endorsement candidates or interns have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses and endorsements.

Reading Intervention Endorsement candidates may not serve as substitute teachers. In the absence of the mentor teacher, a regular substitute teacher **must** be assigned to the class.

Procedures for Dealing with Deficiencies in Practicum Student Performance, Removal and/or Termination of a Practicum Student from Placement

When a university supervisor becomes aware of a serious problem with the teaching performance of a practicum student, the following procedures apply:

1. Notify the School of Learning Campus Director and set up a meeting to include the Campus Director, mentor teacher, university supervisor and practicum student.
2. The university supervisor and the mentor teacher will have all observation reports and the completed practicum evaluations.
3. At that meeting the following should occur:
 - a. The practicum student is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
 - b. A plan is devised for the practicum student to correct deficiencies.
 - c. A timeline for correcting the deficiencies is determined.
 - d. The results of meeting – the deficiencies, plan and timeline – will be communicated by the Campus Director in written format to the practicum student. Copies will be

sent to the Dean of the College of Education, building administrator, university supervisor and student file.

4. At the end of the determined timeline, the university supervisor, mentor teacher, and practicum student will meet to assess progress. The university supervisor will provide a written record of this meeting, including further plans and timelines. Copies will be sent to the practicum student, mentor teacher, Dean of the College of Education, building administrator, and student file.
5. If the university supervisor and mentor teacher consider the progress insufficient to continue practicum, the Campus Director will meet with the practicum student, university supervisor, mentor teacher and building administrator.
 - a. The university supervisor should bring observation reports and an updated practicum evaluation.
 - b. The practicum student will be notified at the meeting that practicum will not continue.
 - c. The practicum student will subsequently be notified in writing that practicum is terminated. Copies of the letter will be sent to the Dean of the College of Education, building administrator, university supervisor, mentor teacher and student file.
 - d. The Campus Director and university supervisor will make a recommendation to the Dean of the College of Education concerning a second placement, remedial process, or termination from program.
6. If a second placement is deemed appropriate:
 - a. The practicum student will receive an incomplete in practicum. The incomplete will not be removed until all requirements are met.
 - b. With respect to confidentiality and reason, the building administrator and mentor teacher at the second placement site will be made aware that it is a second placement.
 - c. If the placement continues into the following semester, the student teacher will not be charged again for practicum.
 - d. If appropriate and with the agreement of the practicum student, a new university supervisor will be assigned.
 - e. The TSPC requirement for 90 hours of supervised practicum may be, but not necessarily shall be, met by combining successful experience in the first and second placements.
 - f. The student teacher must meet all the requirements for the practicum.
 - g. The university supervisor will make weekly observations in the new placement if necessary.
 - h. At the direction of the Associate Dean, the student teacher must participate in any remedial coursework, tasks, or plans of assistance in advance of or during practicum.
7. If the practicum is terminated:
 - a. The practicum student will be notified in writing that practicum is terminated. Copies will go to the university supervisor, mentor teacher, Dean of the College of Education, building administrator, and student file.
 - b. The practicum student will receive a “No Pass” for practicum.
 - c. The student may request a transfer to the Master of Arts in Education (MAE) program, and with the appropriate and required number of hours, may be granted an MAE, a non-licensure degree.
 - d. The Registrar, Business Office, and Financial Aid are notified.

In the event that a school or school district elects to discontinue a practicum placement, the university will determine the appropriateness of a new placement with consideration given to the length of time remaining in the practicum term and stated reasons for the school district decision.

Procedures for Differing Evaluation and Appeals

The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-15-070.

1. Procedure to resolve differing evaluations between University and school district supervising teachers.
 - a. In the event of a disagreement regarding practicum evaluation, additional observations will be scheduled.
 - b. If a concern is expressed by the student, the University, or the school district, observation(s) shall be made by representatives from both the school district and the University. If the student requests, (s)he may select a third observer.
 - c. At the conclusion of practicum, if disagreement exists between the university supervisor and school district mentor teacher regarding the practicum evaluation, the College of Education appeals committee will arbitrate the matter.
 - d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.

2. Procedure for student appeal if the University declines to nominate the student for certification:
 - a. The student will receive written notification from the Dean that he or she will not be recommended for certification.
 - b. The student may submit a written petition to the College of Education Appeals Committee appealing that decision.
 - c. The committee will review and respond to the petition within one week.
 - d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.

Licensure

Students must assume responsibility for adding the Reading Intervention Endorsement to their current Oregon license and other state licenses. Appropriate forms for Oregon licensure are available in the Education Office. Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.

APPENDICES

TEACHER STANDARDS AND PRACTICES COMMISSION
DIVISION 65
ENDORSEMENTS FOR INITIAL AND CONTINUING TEACHING LICENSES
584-310-0150: Reading Intervention
584-065-0050: Reading Specialist

http://www.oregon.gov/tspc/Pages/News_Release_071015/584-310-0150.aspx
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_018.html

584-310-0150 Reading Intervention

(1) **Purpose:** A Reading Intervention endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments as provided by the *TSPC Licensure Guide for Reading Intervention*.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as authorized in OAR 584-060-0250 *License for Conditional Assignment*.

(3) **Adding the Reading Invention Endorsement to Existing License:** To be eligible to add a Reading Intervention endorsement to an Initial II, Preliminary, Professional, Distinguished Teacher Leader or Legacy teaching License, an applicant must:

- (a) Complete a Commission-approved Reading Intervention preparation program;
- (b) At least fifty percent (50%) of the Reading Intervention coursework must have been completed within five years prior to the date of application for the endorsement; and
- (c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-036-0055.

[Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) **Requirements for Commission-Approved Program:** To be eligible as a Commission-approved program, a Reading Intervention preparation program must:

- (a) Meet the standards as provided in OAR 584-018-0155 *Reading Specialist*;
- (b) Include content courses and pedagogy courses especially designed to ensure that the educator is able to provide high quality reading instruction that enables pupils to meet or exceed third-grade reading standards adopted by the State Board of Education to become proficient readers by the end of the third grade;
- (c) Include instruction on dyslexia that is consistent with the knowledge and practice standards of an international organization on dyslexia;
- (d) Require student passage of the Commission's required test for Reading Intervention; and
- (e) Provide supervised field experience as a Reading Intervention teacher.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.:

584-065-0050: Reading Specialist -- Early Childhood and Elementary, OR Elementary and Middle Level OR Middle and High School

The following requirements must be met:

- (1) Foundational Knowledge and Dispositions
 - (a) Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.
 - (b) Knowledge of reading research and histories of reading.
 - (c) Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.
 - (d) Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.
 - (e) Display dispositions related to reading and the teaching of reading.
- (2) Instructional Strategies and Curriculum Materials
 - (a) Use key instructional grouping options (individual, small-group, whole-class, computer-based.)
 - (b) Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.
 - (c) Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.
 - (d) Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.
- (3) Assessment, Diagnosis and Evaluation
 - (a) Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.
 - (b) Place students along a developmental continuum and identify students' proficiencies and difficulties.
 - (c) Use assessment information to plan and revise effective instruction for all students.
 - (d) Effectively communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)
- (4) Creating a Literate Environment
 - (a) Use students' interest and backgrounds as foundations for the reading and writing program.
 - (b) Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
 - (c) Model reading and writing enthusiastically as valued life-long activities
 - (d) Motivate learners to be life-long readers.
- (5) Professional Development
 - (a) Continue to pursue the development of professional knowledge and dispositions.
 - (b) Work with colleagues to observe, evaluate and provide feedback on each other's practice.

- (c) Participate in, initiate, implement and evaluate professional development programs.
- (6) Leadership: Guidance and supervision of paraprofessionals.
- (7) A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223
- ORS 342.232

**Pacific University
Reading Intervention Endorsement Practicum Evaluation**

Practicum Student: _____ Date: _____ Grade Level: _____

School: _____ Mentor: _____

TSPC Standard: Knowledge Skills and Abilities for Reading Specialist	Needs Improvement	Satisfactory	Outstanding
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Foundational Knowledge and Dispositions Candidate demonstrates the following skills: Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction. Knowledge of reading research and histories of reading. Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity. Knowledge of the major components of reading and how they are integrated in fluent reading. Displays dispositions related to reading and the teaching of reading.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:	
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Instructional Strategies and Curriculum Materials Candidate demonstrates the following skills: Use of key instructional grouping options. Use of a wide range of instructional practices. Use of a wide range of curriculum materials for learners at various stages of reading and writing development, and from different cultural and linguistic backgrounds. Plan and use of appropriate practices in effective reading instruction for learners at various stages of development and from different cultural and linguistic backgrounds.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:	
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TSPC Standard: Knowledge Skills and Abilities for Reading Specialist	Needs Improvement	Satisfactory	Outstanding
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Assessment, Diagnosis and Evaluation

Candidate demonstrates the following skills: Use of a wide range of assessment tools and practices. Places students along a developmental continuum. Use of assessment information to plan and revise instruction. Effectively communicate results of assessments to specific individuals.

Comments:

Creating a Literate Environment

Candidate uses students' interest and backgrounds as foundations for the reading and writing program. Uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds. Models reading and writing enthusiastically as valued life-long activities. Motivates learners to be life-long readers.

Comments:

Additional Comments:

Mentor Signature _____

Date _____

Supervisor Signature _____

Date _____

Reading Intervention Endorsement TSPC Standards & Course Alignment

Candidate: _____ Date: _____

(Headings correspond with TSPC reading endorsement standards)

Foundational Knowledge and Dispositions	Instructional Strategies and Curriculum Materials	Assessment, Diagnosis and Evaluation	Creating a Literate Environment
Relevant Courses: <ul style="list-style-type: none"> RDNG 632: Perspectives in Literacy EDUC 633: Literacy & ELLs Practicum Score (0-5)____	Relevant Courses: <ul style="list-style-type: none"> RDNG 645: Developing Literacy in the Content Areas ESOL 544: Educational Linguistics for ESOL Educators Practicum Score (0-5)____	Relevant Courses: <ul style="list-style-type: none"> RDNG 642: Reading & Assessment Techniques Practicum Score (0-5)____	Relevant Courses: <ul style="list-style-type: none"> RDNG 642: Reading & Assessment Techniques RDNG 645: Developing Literacy in the Content Areas ESOL 544: Educational Linguistics for ESOL Educators EDUC 633: Literacy & ELLs Practicum
		Leadership	
		Relevant Courses: <ul style="list-style-type: none"> RDNG 650: Leadership for Literacy RDNG 632: Perspectives in Literacy Practicum Score (0-5)____	
Area for Improvement:	Area for Improvement:	Area for Improvement:	Area for Improvement:
Average Category Score: 5 4 3 2 1 0 Met / Not Met	Average Category Score: 5 4 3 2 1 0 Met / Not Met	Average Category Score: 5 4 3 2 1 0 Met / Not Met	Average Category Score: 5 4 3 2 1 0 Met / Not Met

(Documentation will come from courses and experiences specific to a particular certification or endorsement program)

Reading endorsement candidates are expected to meet the requirements as set forth by the Teacher Standards and Practices Commission Division 65: 584-065-0050 Reading Specialist. Candidate must also complete a supervised practicum.

Advisor: _____

Date: _____

Pass / No Pass