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ABSTRACT
        This sample checklist for teacher education programs
in reading is intended to aid colleges and universities in
self-evaluation and to aid others rating an institution's
teacher-training activities in the area of reading. The checklist
specifies the different program modules in the education of reading
specialists. The competencies designated for all of the program
modules constitute a checklist of a program's strengths and
weaknesses. The checklist is flexible enough to be adapted to a
variety of programs. It has also been designed to aid "outside"
evaluation as well as self-evaluation of programs. Reading teachers,
teacher-trainers, prospective reading teachers, and administrators of
reading programs may use this list to evaluate the competence of
their work in preservice and inservice activities. People in fields
tangential to reading education may also use the list to gain an
overview of this subject. (Author/DI)

EVALUATION OF

TEACHER EDUCATION PROGRAMS IN READING

A PROPOSED CHECKLIST

Grayce A. Ransom, *Editor*

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Programs in Reading

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INTRODUCTION

This sample checklist for teacher education programs in reading has been developed by the International Reading Association's Committee on Evaluation of Teacher Education Programs in Reading. It is intended as an aid to colleges and universities for self-evaluation, and as an aid to others who might be rating an institution's teacher-training activities in the area of reading. The Committee's plan in developing this publication was to specify the different program modules, or segments, of the education of specialists in reading. Specified for a program segment are the appropriate competencies at the entry level, advanced level, and the specialization level on which the effectiveness of the module (segment) can be rated. While three levels are described for most modules, it is assumed that experiences and facilities at lower levels will be carried also to higher designations. The competencies specified across all of the program modules add up to a comprehensive checklist for identifying a program's strengths and weaknesses. Additional topics are suggested on page 15, 4.0, Curriculum.

Flexibility is one of the attributes which the Committee worked into this checklist, thus enabling it to serve as a useful evaluative, comparative, and diagnostic instrument for a variety of purposes, applied to a variety of programs. This flexibility leaves appropriate interpretive freedom in defining particular competencies in this checklist.

The guide has been designed for use by teams evaluating teacher-training programs in reading at colleges and universities. It is intended as an aid to self-evaluation by a teacher-education program, as an aid to "outside" evaluation of the program, and as an aid to evaluations from different institutions working on joint evaluation of their respective programs.

It can also serve the individual classroom teacher and teacher-trainer as a checklist of what he is doing in his own classroom. Reading teachers, and prospective teachers of reading, can use this specification of competencies to identify areas in which they might wish to further enhance their skills. Teachers in the process of selecting an institution at which to further study will find it invaluable in rating a program's relative strengths.

Administrators may find the checklist helpful in determining areas of competency which can be developed in their school program through inservice activities. The competencies in this checklist are organized into program modules which place each competency in relation to other competencies. This can be of help in structuring inservice activities.

Finally, specialists from fields whose main thrust may be tangential to reading can use this identification list of competencies in teacher training to gain an overview of the field of reading education.

The Association is grateful to Chairman Grayce A. Ransom and all of the individuals who participated in the development of this helpful guide. Another IRA publication, Graduate Programs and Faculty in Reading, which describes over two hundred graduate programs in reading, serves as a useful companion volume.

It is requested that users of this guide send their comments and suggestions to IRA Headquarters for future incorporation into revised editions of this publication.

William K. Durr, President
International Reading Association
1972-1973

Suggestions for Using this Checklist

A. Examine the Table of Contents and briefly overview a sample of the competencies specified in the program segments to get a feel for the plan of this guide.

B. Use the checklist, or particular modules in it, as a rating guide. The following procedures for rating are suggested:

   1. Rate the institution for each competency according to these criteria:

       0 - is not included in the program

       1 - written into objectives and course outlines but not actualized

       2 - coverage in the program highly inconsistent because of differences in instructors and coordinators

       3 - adequate coverage in the program

       4 - excellent coverage in the program

   2. Total the scores indicating ratings for each module at each level.

   3. Enter the totals in the table at the end of the modular rating devices.

   4. Make analyses of strengths and weaknesses in the total program.

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4.0   Curriculum   (Continued)

1.0   FACILITIES
        The college or university provides and maintains:

1.1   Entry Level

1.1.01 A library containing basic reference material for elementary and
        secondary reading teachers;

        | 0 | 1 | 2 | 3 | 4 |

1.1.02 A special curriculum library area which contains state and locally
        adopted textbooks, curriculum guides and supportive media;

        | 0 | 1 | 2 | 3 | 4 |

1.1.03 A special collection of children's and adolescent books;

        | 0 | 1 | 2 | 3 | 4 |

1.1.04 An up-to-date collection of professional publications;

        | 0 | 1 | 2 | 3 | 4 |

1.1.05 Complete sets of testing and teaching materials having word attack,
        vocai   ary, comprehension and study-skill emphasis;

        | 0 | 1 | 2 | 3 | 4 |

1.1.06 A library of films and video tapes showing methods of teaching and
        reinforcing specific reading skills;

        | 0 | 1 | 2 | 3 | 4 |

1.1.07 A supply of alternate media as devices for bringing literature to
        children;

        | 0 | 1 | 2 | 3 | 4 |

1.1.08 Adequate duplicating and media equipment and materials for students
        to use in preparing instructional materials;

        | 0 | 1 | 2 | 3 | 4 |

4

1.1.09 Areas for storing records and multi-media instructional materials:

0	1	2	3	4

1.1.10 Files of tests, manuals, and scoring keys to be used for evaluation
of performance in reading;

0	1	2	3	4

1.1.11 A library of video-tapes illustrating varied approaches to school and
classroom organization;

0	1	2	3	4

1.1.12 An area for viewing technological approaches and resources for
reading;

0	1	2	3	4

1.1.13 Video-tape equipment for student self-evaluation;

0	1	2	3	4

1.1.14 Seminar rooms for conducting and observing process groups;

0	1	2	3	4

1.1.15 A roster of school districts representing varieties of approaches to
instructional planning;

0	1	2	3	4

1.1.16 Transportation facilities provided for field trips to school, public,
and state libraries;

0	1	2	3	4

Total _____

1.0   FACILITIES
        The college or university provides and maintains:

1.2   Advanced Level

1.2.01 Laboratory facilities for observation and demonstration with students
        in individual and group settings;

        | 0 | 1 | 2 | 3 | 4 |

1.2.02 Facilities for practicum experiences.

        | 0 | 1 | 2 | 3 | 4 |

1.2.03 Adequate equipment, supplies, instructional and play materials for
        varied practicum experiences;

        | 0 | 1 | 2 | 3 | 4 |

1.2.04 Video-taping equipment for use with evaluation demonstrations;

        | 0 | 1 | 2 | 3 | 4 |

1.2.05 Video-tapes and films demonstrating teaching basic reading skills
        stressing different modalities;

        | 0 | 1 | 2 | 3 | 4 |

1.2.06 Adequate curriculum laboratory facilities and holdings for students
        to analyze critically programs designed to teach word attack,
        comprehension; vocabulary and study skills;

        | 0 | 1 | 2 | 3 | 4 |

1.2.07 Facilities containing media, machines, and art equipment for develop-
        ment of special projects to promote interest in reading;

        | 0 | 1 | 2 | 3 | 4 |

1.2.08 Duplicating facilities and budgets for preparation of special book
        lists and projects;

        | 0 | 1 | 2 | 3 | 4 |

Total_____

1.0   FACILITIES
       The college or university provides and maintains:

1.3   Specialization Level

1.3.01 Facilities for analyzing test data and transferring data to computer-
        ized programs; | 0 | 1 | 2 | 3 | 4 |

1.3.02 Computer facilities with high accessibility;

                                                          | 0 | 1 | 2 | 3 | 4 |

1.3.03 A collection of research documents on instructional planning.
                                                          | 0 | 1 | 2 | 3 | 4 |

                                   Total_____

2.0   STAFF
        The college or university makes available:

2.1   Entry Level

2.1.01 Librarian(s) to help students become familiar with pertinent library
        resources; | 0 | 1 | 2 | 3 | 4 |

2.1.02 Audio-visual specialist(s) to help students locate appropriate resources
        for planning lessons and units; | 0 | 1 | 2 | 3 | 4 |

2.1.03 Capable classroom teachers in public schools (all levels) to share
        experiences in meeting reading needs; | 0 | 1 | 2 | 3 | 4 |

2.1.04 Staff with specialization in the areas of language and communication;
                                                                      | 0 | 1 | 2 | 3 | 4 |

2.1.05 Children's and adolescent literature specialists to meet with students;
                                                                      | 0 | 1 | 2 | 3 | 4 |

2.1.06 Staff with experiences in education in various social settings;
                                                                      | 0 | 1 | 2 | 3 | 4 |

2.1.07 Specialists in the fine arts for helping students utilize such resources
        in developing reading-related and content area projects; | 0 | 1 | 2 | 3 | 4 |

2.1.08 Staff with educational and practical experiences in diagnostic testing;
                                                                      | 0 | 1 | 2 | 3 | 4 |

2.0   STAFF

2.1   Entry Level   (Continued)

2.1.09 Staff with appropriate background in working with large groups and
        individuals in diagnostic teaching; | 0 | 1 | 2 | 3 | 4 |

                                            Total_____

2.0   STAFF
        The college or university makes available:

2.2   Advanced Level

2.2.01 Adequate staff to supervise clinical and small group instructional
        experiences for students;

        | 0 | 1 | 2 | 3 | 4 |

2.2.02 Adequate staff to maintain liaison and cooperative teaching arrange-
        ments with schools in which practicums are conducted;

        | 0 | 1 | 2 | 3 | 4 |

2.2.03 Adequate staff with appropriate training to supervise practicum
        experiences;

        | 0 | 1 | 2 | 3 | 4 |

2.2.04 Staff responsible for initiating and coordinating college or university
        programs with community groups and organizations;

        | 0 | 1 | 2 | 3 | 4 |

2.2.05 Staff with areas of specialization in language acquisition and
        development, and general linguistic principles.

        | 0 | 1 | 2 | 3 | 4 |

2.2.06 Staff with specialization in the area of general curriculum development;

        | 0 | 1 | 2 | 3 | 4 |

2.2.07 Reading clinicians, guidance personnel, school psychologists and
        administrators to consult with students about specific reading
        recommendations and reading program planning;

        | 0 | 1 | 2 | 3 | 4 |

2.2.08 Staff with capacity for critical appraisal evaluation of instruments and
        other data collecting techniques;

        | 0 | 1 | 2 | 3 | 4 |

2.0   STAFF

2.2   Advanced Level

2.2.09 Staff with special competencies in general evaluation techniques;

0	1	2	3	4

Total_____

2.0   STAFF

2.3   Specialization Level

The college or university makes available:

2.3.01 Staff with specialization in instructional planning:

0	1	2	3	4

2.3.02 Staff who have demonstrated competency in the area of teacher
in-service training;

0	1	2	3	4

2.3.03 Adequate staff for the direction and supervision of field experiences
in designing and implementing school or district wide reading
evaluation programs;

0	1	2	3	4

2.3.04 Staff competent to direct research in the area of development of
instruments for reading evaluation;

0	1	2	.3	4

2.3.05 Staff who have published professional articles and/or texts.

0	1	2	3	4

Total_____

12

3.0   PROGRAM PROCESS CHARACTERISTICS   (One level only)

The college or university provides   opportunities for the student to:

3.1.01   Obtain an evaluation of his own reading performance;

0	1	2	3	4

3.1.02   Develop sensitivity to the humanistic dimensions of reading instruction;

0	1	2	3	4

3.1.03   Interact with college or university staff and public school teachers
involved with reading instruction;

0	1	2	3	4

3.1.04   Meet periodically with program staff members to consider the students'
developing attitudes and feelings around the teaching of reading;

0	1	2	3	4

3.1.05   Follow a flexible program designed around demonstrated competencies
developed through previous educational and non-institutional
experiences;

0	1	2	3	4

3.1.06   Negotiate college or university-related educational experiences with
public school districts;

0	1	2	3	4

3.1.07   Generate feedback and input which influences the nature and direction
of the institution's educational program;

0	1	2	3	4

3.1.08   Realize his educational potential within the framework of the educa-
tional program;

0	1	2	3	4

3.0   PROGRAM PROCESS CHARACTERISTICS

3.1.09   Participate in process groups composed of faculty and students;

0	1	2	3	4

3.1.10   Receive feedback from faculty members concerning their perception
of the individual's progress in the program.

0	1	2	3	4

Total_____

4.0   CURRICULUM

Essential characteristics of several major segments of the curriculum are itemized on the following pages.

The curriculum in teacher education also includes appropriate studies in child development, educational psychology, and sociology. In addition it includes the following modules, or program segments, which are directly related to the teaching of reading.

1. Understanding the English Language as a Communication System

2. Interaction with Parents and the Community

3. Instructional Planning: Curriculum and Approaches

4. Developing Perception and Language Fluency in Early Childhood

5. Continued Language Development in Social Settings

6. Teaching Word Attack Skills

7. Developing Comprehension: Analysis of Meaning

8. Developing Comprehension: Synthesis and Generalization

9. Developing Comprehension: Information Acquisition

10. Developing Literary Appreciation: Young Children

11. Developing Literary Appreciation: Latency Years

12. Developing Literary Appreciation: Young Adults

13. Diagnostic Evaluation of Reading Progress

14. School and Classroom Organization for Diagnostic Teaching

15. Adapting Instruction to Varied Linguistic Backgrounds

16. Treatment of Special Reading Difficulties

17. Initiating Improvements in School Programs

4.0   CURRICULUM

The college or university provides   opportunities for students to:

4.1   Comprehension

4.1.1   Entry Level

4.1.1.01   Study the relationships of syntax, suprasegmentals, and semantics
with full conceptualization of comprehension and retention in
reading;

0	1	2	3	4

4.1.1.02   Study methods of teaching comprehension--literal, interpretive,
critical;

0	1	2	3	4

4.1.1.03   Evaluate and use varieties of materials for teaching comprehension
and retention; .

0	1	2	3	4

4.1.1.04   Observe demonstration techniques for teaching comprehension;

0	1	2	3	4

4.1.1.05   Teach comprehension skills to small groups of pupils who are
successful in comprehension and those who are experiencing
difficulty in comprehension;

0	1	2	3	4

4.1.1.06   Develop materials designed for teaching comprehension;

0	1	2	3	4

4.1.1.07   Develop knowledge of and techniques for study skills related to
all content areas;

0	1	2	3	4

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4.0   CURRICULUM
4.1   Comprehension
4.1.1   Entry Level

4.1.1.08 Investigate materials and techniques for teaching flexibility of
        rate adaption to the nature and difficulty of the reading task;

0	1	2	3	4

4.1.1.09 Develop directed reading lessons in which there is oral expression
        of thinking and feeling reactions to materials previously read;

0	1	2	3	4

4.1.1.10 Learn skills of assessment of comprehension and retention skills
        in pupils.

0	1	2	3	4

Total_____

17

4.0   CURRICULUM

          The college or university provides opportunities for students to:

4.1   Comprehension

4.1.2   Advanced Level

4.1.2.01 Investigate research in comprehension;

0	1	2	3	4

4.1.2.02 Administer diagnostic tests of literal, critical and interpretative
          comprehension skills;

0	1	2	3	4

4.1.2.03 Write diagnostic reports as a result of administering tests of
          comprehension skills;

0	1	2	3	4

4.1.2.04 Participate in supervised experiences around planning, strategies,
          and selection of materials and techniques for instruction in
          comprehension.

0	1	2	3	4

                              Total_____

18

4.0   CURRICULUM

The college or university provides opportunities for students to:

4.1   Comprehension

4.1.3   Specialization Level

4.1.3.01 Investigate research aimed at experimentation with testing levels of
         comprehension: literal, interpretative, critical; | 0 | 1 | 2 | 3 | 4 |

4.1.3.02 Investigate research with emphasis on teaching literal, interpretative,
         critical, and reading comprehension; | 0 | 1 | 2 | 3 | 4 |

4.1.3.03 Participate in pre-service, in-service, and consultant activities
         related to comprehension skills; | 0 | 1 | 2 | 3 | 4 |

4.1.3.04 Write materials and/or critiques of materials in the area of
         comprehension. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.0   CURRICULUM

4.2   Developing Literary Appreciation

4.2.1   Entry Level

The college or university provides opportunities for students to:

4.2.1.01 Develop an interest and excitement concerning libraries and library
materials in the college student;

0	1	2	3	4

4.2.1.02 Develop true interest in children's literature at all levels--from
comic books to award winning publications;

0	1	2	3	4

4.2.1.03 Develop abilities and techniques for transmitting his personal
enthusiasm to children, with special emphasis on oral reading and
story-telling;

0	1	2	3	4

4.2.1.04 Have experiences with groups of children for the purpose of prac-
ticing the abilities and techniques they have been developing;

0	1	2	3	4

4.2.1.05 Become acquainted with a variety of children's and adolescent
literature;

0	1	2	3	4

4.2.1.06 Study published research in interests of students of different age
levels;

0	1	2	3	4

4.2.1.07 Develop skill in helping pupils locate materials of appropriate
interest and reading difficulty;

0	1	2	3	4

4.0   CURRICULUM
4.2   Developing Literary Appreciation
4.2.1   Entry Level

4.2.1.08 Study the elements of different literary types;

0	1	2	3	4

4.2.1.09 Develop skill in the use of dramatization, role-playing, puppetry, art expression, and creative writing in relation to reading;

0	1	2	3	4

4.2.1.10 Develop units relating reading to other media;

0	1	2	3	4

4.2.1.11 Use a variety of materials, e.g., comics, magazines, novels, short stories, newspapers;

0	1	2	3	4

4.2.1.12 Identify literature that reflects the thoughts and feelings of varied social groups;

0	1	2	3	4

4.2.1.13 Develop effective oral reading skills.

0	1	2	3	4

Total_____

4.0   CURRICULUM

4.2   Developing Literary Appreciation

4.2.2   Advanced Level

The college or university provides opportunities for students to:

4.2.2.01 Conduct action research around reading interests;

0	1	2	3	4

4.2.2.02 Re-write materials to different readability levels;

0	1	2	3	4

4.2.2.03 Develop a unit around bibliotherapy;

0	1	2	3	4

4.2.2.04 Develop units relating to writing, listening and speaking.

0	1	2	3	4

Total _____

4.0   CURRICULUM

4.2   Developing Literary Appreciation

4.2.3   Specialization Level

4.2.3.01 Conduct experimental research around reading interests;

0	1	2	3	4

4.2.3.02 Write creative materials for skill development and
          recreational reading;

0	1	2	3	4

4.2.3.03 Plan and implement in-service programs for content-area
          teachers;

0	1	2	3	4

Total_____

4.3   UTILIZING LIBRARY FACILITIES

4.3.1   Entry Level

           The college or university provides opportunities for students to
           become familiar with:

4.3.1.01   Card catalogues, basic reference books, special book lists,
           professional reading journals, special collections and services,
           ERIC and other research dissemination plans; | 0 | 1 | 2 | 3 | 4 |

4.3.1.02   Processes of developing special bibliographies based on specific
           units which will be taught; | 0 | 1 | 2 | 3 | 4 |

4.3.1.03   The resources available from school, municipality, and state
           libraries and librarians; | 0 | 1 | 2 | 3 | 4 |

4.3.1.04   The resources available from the American Book Council and the
           American Library Association. | 0 | 1 | 2 | 3 | 4 |

                                              Total_____

(No Specialization nor Advanced Levels)

4.4   EVALUATION OF READING PROGRESS

4.4.1   Entry Level

           The college or university provides opportunities for students to:

4.4.1.01   Administer and score informal reading inventories;

0	1	2	3	4

4.4.1.02   Become aware of a number of reading achievement tests;

0	1	2	3	4

4.4.1.03   Observe the processes of administering, scoring, and recording
           results of a standardized reading test;

0	1	2	3	4

4.4.1.04   Examine and/or develop reading skills checklists;

0	1	2	3	4

4.4.1.05   Study the manual of a standardized reading test;

0	1	2	3	4

4.4.1.06   Provide the student with experiences that lead to an understanding
           of, and acceptance of, and a willingness to grapple with the
           realities of individual differences--including an understanding of
           the fact that the pupil is not totally consistent from day to day;

0	1	2	3	4

4.4.1.07   Provide the student with skill in information-gathering concerning
           pupils from careful observation, formal testing, and informal
           testing;

0	1	2	3	4

4.4.1.08   Provide for the development of skill in combining all of the infor-
           mation in # 07 above into an evaluation of the student in terms
           of present status and needs.

0	1	2	3	4

4.4　　　EVALUATION OF READING PROGRESS
4.4.1　　Entry Level

4.4.1.09 Provide the student with the skill to examine reading status and
　　　　　to compare that information with other known facts about the
　　　　　pupil to derive a value judgment concerning the adequacy or
　　　　　inadequacy of progress to date.

0	1	2	3	4

Total_____

4.4. EVALUATION OF READING PROGRESS

4.4.2 Advanced Level

The college or university provides opportunities for students to:

4.4.2.01 Assess evaluation instruments and other data collecting techniques;

| 0 | 1 | 2 | 3 | 4 |

4.4.2.02 Gather data relative to evaluation and measurement of reading
growth for use with groups and individuals;

| 0 | 1 | 2 | 3 | 4 |

4.4.2.03 Use appropriate statistical techniques for analyzing data;

| 0 | 1 | 2 | 3 | 4 |

4.4.2.04 Evaluate standardized reading tests;

| 0 | 1 | 2 | 3 | 4 |

4.4.2.05 Administer, score, and interpret test batteries and develop
appropriate prescriptions.

| 0 | 1 | 2 | 3 | 4 |

Total_____

27

4.4   EVALUATION OF READING PROGRESS

4.4.3   Specialization Level

             The college or university provides opportunities for students to:

4.4.3.01 Design and/or implement a school or district-wide reading evalua-
         tion program; | 0 | 1 | 2 | 3 | 4 |

4.4.3.02 Supervise and direct entry and advanced level students conducting
         individual and small group evaluations of reading progress;
                                                               | 0 | 1 | 2 | 3 | 4 |

4.4.3.03 Develop instruments for evaluating reading progress;
                                                               | 0 | 1 | 2 | 3 | 4 |

4.4.3.04 Participate in advanced courses dealing in general evaluation
         techniques. | 0 | 1 | 2 | 3 | 4 |

                                    Total_____

4.5   UNDERSTANDING COMMUNICATION PROCESS AND
           STRUCTURE OF ENGLISH LANGUAGE

4.5.1   Entry Level

           The college or university provides opportunities for students to:

4.5.1.01   Develop on the part of the student of the realization that
           communication is the base goal of language; | 0 | 1 | 2 | 3 | 4 |

4.5.1.02   Develop an understanding of the English language in terms
           of etymology, syntax, semantics and other basic concepts
           of linguistics; | 0 | 1 | 2 | 3 | 4 |

4.5.1.03   Observe a teaching situation in which students study the
           communication skills of individual pupils; | 0 | 1 | 2 | 3 | 4 |

4.5.1.04   Study relationships of language and self-concept;
                                                            | 0 | 1 | 2 | 3 | 4 |

4.5.1.05   Analyze interrelationships of the four language arts processes;
                                                            | 0 | 1 | 2 | 3 | 4 |

4.5.1.06   Develop positive attitudes toward and understanding of
           language differences; | 0 | 1 | 2 | 3 | 4 |

4.5.1.07   Study the processes and effects of verbal and non-verbal
           communication of thoughts and feelings; | 0 | 1 | 2 | 3 | 4 |

4.5.1.08   Investigate key relationships of concept, development,
           language and reading; | 0 | 1 | 2 | 3 | 4 |

4.5.1.09   Study the characteristics of language as presented in pupils'
           instructional materials. | 0 | 1 | 2 | 3 | 4 |

                                                Total_____

4.5   <u>UNDERSTANDING COMMUNICATION PROCESS</u>
           <u>AND STRUCTURE OF ENGLISH LANGUAGE</u>

4.5.2   <u>Advanced Level</u>

The college or university provides opportunities for students to:

4.5.2.01 Interpret research related to language acquisition;

0	1	2	3	4

4.5.2.02 Read and interpret research related to oral communication and variant language systems;

0	1	2	3	4

4.5.2.03 Analyze language development: levels, systems, and processes:

0	1	2	3	4

4.5.2.04 Observe and record characteristics of communication processes in operation in different classroom settings.

0	1	2	3	4

Total_____

4.5   UNDERSTANDING COMMUNICATION PROCESS AND
           STRUCTURE OF ENGLISH LANGUAGE

4.5.3   Specialization Level

The college or university provides opportunities for students to:

4.5.3.01 Study in the areas of psycholinguistics and sociolinguistics;

0	1	2	3	4

4.5.3.02 Conduct experimental research in areas of language and reading;

0	1	2	3	4

4.5.3.03 Produce materials for promoting and understanding language and
communication growth;

0	1	2	3	4

4.5.3.04 Study significant characteristics of language in different communities
and socio-economic groups.

0	1	2	3	4

Total_____

4.6.0   INTERACTION WITH PARENTS AND COMMUNITY

4.6.1   Entry Level

The college or university provides opportunities for students to:

4.6.1.01   Develop understanding of the differing patterns of parental values, expectations, and school interest and support held in our varigated culture;

0	1	2	3	4

4.6.1.02   Have direct experiences in meeting parents who hold a variety of different viewpoints concerning schools and reading instruction;

0	1	2	3	4

4.6.1.03   Develop skills of interpreting pupil status and expected progress in reading to parents;

0	1	2	3	4

4.6.1.04   Understand the importance of good interaction with parents and the community coupled with the realization that building principals, school-community agents, and school social workers share this responsibility while the teacher is primarily responsible for instruction;

0	1	2	3	4

4.6.1.05   Study community agencies, organizations and services as they relate to the language-arts program;

0	1	2	3	4

4.6.1.06   Observe meetings and interviews of school personnel and parents;

0	1	2	3	4

4.6.1.07   Analyze typical reading-related services offered by school districts;

0	1	2	3	4

4.6   INTERACTION WITH PARENTS AND COMMUNITY
4.6.1   Entry Level

4.6.1.08 Visit schools in different community settings.

0	1	2	3	4

Total_____

4.6   INTERACTION WITH PARENTS AND COMMUNITY

4.6.2.   Advanced Level

           The college or university   provides   opportunities for students to:

4.6.2.01   Meet and work with parent groups and organizations concerned with
           reading; | 0 | 1 | 2 | 3 | 4 |

4.6.2.02   Design out-of-school programs to meet community needs;
                                                        | 0 | 1 | 2 | 3 | 4 |

4.6.2.03   Investigate possible functions in the reading program of paraprofession-
           als and community volunteers; | 0 | 1 | 2 | 3 | 4 |

4.6.2.04   Conduct interviews and conferences with parents in relation to
           diagnostic and remedial reading programs. | 0 | 1 | 2 | 3 | 4 |

                                          Total_____

4.6   INTERACTION WITH PARENTS AND COMMUNITY

4.6.3   Specialization Level

         The college or university provides opportunities for students to:

4.6.3.01 Maintain working relationships with staff members in the field of
         social work; | 0 | 1 | 2 | 3 | 4 |

4.6.3.02 Initiate on-going projects in reading involving parents and community
         organizations; | 0 | 1 | 2 | 3 | 4 |

4.6.3.03 Sponsor workshops or similar experiences in reading for parents;
                                                          | 0 | 1 | 2 | 3 | 4 |

4.6.3.04 Utilize community resources in meeting reading needs of school
         drop-outs and adult illiterates; | 0 | 1 | 2 | 3 | 4 |

4.6.3.05 Develop basic concepts in sociology and social work.
                                                          | 0 | 1 | 2 | 3 | 4 |

                              Total_____

4.7   INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.1   Entry Level

           The college or university provides   opportunities for students to:

4.7.1.01   Become familiar with and involved in developing cognitive and
           affective objectives for a successful reading program;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.02   Develop an understanding of the reading process and its relation-
           ship to allied areas of study, such as psycholinguistics, physiology,
           perception, psychology;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.03   Become familiar with and involved in developing a variety of
           methods and materials for use in teaching reading skills in all
           content fields;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.04   Become familiar with and involved in developing a variety of
           methods and materials for use in motivating students to read in
           content areas;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.05   Become familiar with multi-media and equipment useful in reading
           instruction;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.06   Become familiar with and involved in developing methods and
           materials useful in expanding readiness levels and experiential
           backgrounds necessary for specific reading assignments;

           | 0 | 1 | 2 | 3 | 4 |

4.7.1.07   Become familiar with and involved in developing a variety of methods
           and materials useful in handling graphic and pictorial aids;

           | 0 | 1 | 2 | 3 | 4 |

4.7   INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES
4.7.1   Entry Level

4.7.1.08 Become familiar with a variety of methods for individuals and group
         activities; | 0 | 1 | 2 | 3 | 4 |

4.7.1.09 Permission for students to spend time in actual classrooms observ-
         ing and aiding teachers and students; | 0 | 1 | 2 | 3 | 4 |

4.7.1.10 Become familiar with and involved in developing a variety of games
         useful in reading instruction in all content areas; | 0 | 1 | 2 | 3 | 4 |

4.7.1.11 Become familiar with and able to evaluate such items as: programmed
         materials, boxes and kits, machines and related software, perform-
         ance contracting, accountability criteria and specific instruction
         packaged materials, workbooks, ditto materials, standardized tests,
         special programs involving the use of teacher aides, computer-
         aided-instruction, etc. | 0 | 1 | 2 | 3 | 4 |

                                        Total_____

4.7   INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.2.   Advanced Level

           The college or university   provides opportunities for students to:

4.7.2.01   Investigate research studies in instructional planning of reading
           programs;

0	1	2	3	4

4.7.2.02   Design a school reading program based on research findings:
           remedial and/or developmental;

0	1	2	3	4

4.7.2.03   Work with reading supervisors and curriculum specialists in a
           school setting;

0	1	2	3	4

4.7.2.04   Visit schools representing different organizational and instructional
           approaches to reading instruction;

0	1	2	3	4

4.7.2.05   Investigate and analyze different reading programs developed around
           various theories of teaching reading.

0	1	2	3	4

                                        Total_____

4.7 INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.3. Specialization Level

The college or university provides opportunities for students to:

4.7.3.01 Conduct supervised experimental research in reading curriculum and
approaches;

0	1	2	3	4

4.7.3.02 Develop through laboratory experience specialized curriculums in
reading;

0	1	2	3	4

4.7.3.03 Study social, philosophical and psychological foundations of
instructional planning;

0	1	2	3	4

4.7.3.04 Work with public school personnel in developing and writing
proposals for reading programs.

0	1	2	3	4

Total_____

4.8   SCHOOLS AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION

4.8.1   Entry Level

           The college or university provides opportunities for students to:

4.8.1.01   Study and observe physical organization features which facilitate
           individualization in the classroom;

0	1	2	3	4

4.8.1.02   Investigate and develop methods of record keeping in an
           individualized instructional situation;

0	1	2	3	4

4.8.1.03   Design strategies for differentiating assignments and activities
           within the classrom;

0	1	2	3	4

4.8.1.04   Investigate various approaches to flexible intra-class grouping;

0	1	2	3	4

4.8.1.05   Develop plans for storage and utilization of varied instructional
           materials and media.

0	1	2	3	4

                                    Total_____

4.8   Schools and Classroom Organization for Individualizing Instruction
4.8.2   Advanced Level

         The college or university provides opportunities for students to:

4.8.2.01 Investigate research studies in individualized reading instruction;

0	1	2	3	4

4.8.2.02 Design an individualized reading program;

0	1	2	3	4

4.8.2.03 Analyze and classify instructional materials for use in specific
         skill development.

0	1	2	3	4

4.8.2.04 Conduct action research around individualized reading instruction:

0	1	2	3	4

4.8.2.05 Investigate and analyze current systems for individualizing
         instruction, (e.g. IPI, programmed materials, contracting systems,
         open classroom concept);

0	1	2	3	4

                                        Total_____

4.8   Schools and Classroom Organization for Individualizing Instruction

4.8.3.   Specialization Level

           The college or university   provides   opportunities for students to:

4.8.3.01   Research specific aspects of school and classroom organization for
           individualizing instruction; | 0 | 1 | 2 | 3 | 4 |

4.8.3.02   Participate in supervised leadership roles for pre-service and
           in-service activities concerned with improving school and classroom
           organization; | 0 | 1 | 2 | 3 | 4 |

4.8.3.03   Prepare instructional materials for use in individualizing reading
           instruction; | 0 | 1 | 2 | 3 | 4 |

4.8.3.04   Demonstrate in a classroom setting procedures for individualizing
           instruction. | 0 | 1 | 2 | 3 | 4 |

                                        Total_____

4.9.0   LINGUISTICALLY DIFFERENT LEARNERS

4.9.1   Entry Level

The college or university provides   opportunities for students to:

4.9.1.01 Develop facility in using language experience techniques with
          linguistically different learners; | 0 | 1 | 2 | 3 | 4 |

4.9.1.02 Investigate instructional materials designed for linguistically
          different learners; | 0 | 1 | 2 | 3 | 4 |

4.9.1.03 Read published reports of approaches to teaching linguistically
          different learners; | 0 | 1 | 2 | 3 | 4 |

4.9.1.04 Develop a bibliography of resources related to teaching linguisti-
          cally different learners; | 0 | 1 | 2 | 3 | 4 |

4.9.1.05 Plan an instructional lesson or unit in reading for a class of
          students speaking standard and non-standard English;
                                                        | 0 | 1 | 2 | 3 | 4 |

4.9.1.06 Distinguish between reading problems and language differences.
                                                        | 0 | 1 | 2 | 3 | 4 |

                                        Total_____

4.9.0   LINGUISTICALLY DIFFERENT LEARNERS

4.9.2   Advanced Level

The college or university provides opportunities for students to:

4.9.2.01 Modify instructional materials to meet needs of linguistically
different learners;

0	1	2	3	4

4.9.2.02 Develop instructional materials to meet needs of linguistically
different learners;

0	1	2	3	4

4.9.2.03 Experiment with different approaches to linguistically different
learners in a clinical situation;

0	1	2	3	4

4.9.2.04 Collect language samples for use in developing classroom materials
for linguistically different learners.

0	1	2	3	4

Total_____

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4.9.0   LINGUISTICALLY DIFFERENT LEARNERS

4.9.3   Specialization Level

The college or university provides opportunities for students to:

4.9.3.01   Work in school settings to develop unique approaches to teaching
           linguistically different learners; | 0 | 1 | 2 | 3 | 4 |

4.9.3.02   Conduct experimental research around linguistically different
           learners and reading instruction; | 0 | 1 | 2 | 3 | 4 |

4.9.3.03   Conduct in-service programs for classroom teachers around instruc-
           tional strategies for linguistically different learners.
                                                                  | 0 | 1 | 2 | 3 | 4 |

Total_____

4.10.0   DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL
          SKILLS IN EARLY CHILDHOOD

4.10.1   Entry Level

          The college or university provides   opportunities for students to:

4.10.1.01 Develop and administer a perceptual readiness checklist for pre-
           school children;

0	1	2	3	4

4.10.1.02 Record and transcribe language samples of pre-school children;

0	1	2	3	4

4.10.1.03 Prepare a description of activities to develop visual and auditory
           perception;

0	1	2	3	4

4.10.1.04 Develop lessons and/or units of teaching beginning phonics through
           auditory, visual, tactile and kinaesthetic methods;

0	1	2	3	4

4.10.1.05 Become aware of published materials and programs in auditory and
           visual perception and beginning phonics;

0	1	2	3	4

4.10.1.06 Develop awareness of the articulation of specific speech sounds

0	1	2	3	4

                              Total_____

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4.10.0   DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL
          SKILLS IN EARLY CHILDHOOD

4.10.2   Advanced Level

          The college or university provides opportunities for students to:

4.10.2.01 Critically review research in areas of language fluency and percep-
          tual skills; | 0 | 1 | 2 | 3 | 4 |

4.10.2.02 Apply research findings through supervised observation and practi-
          cum experiences with young children of diverse backgrounds;
                                                           | 0 | 1 | 2 | 3 | 4 |

4.10.2.03 Participate in practicum experiences in perceptual skill assessment
          of young children; | 0 | 1 | 2 | 3 | 4 |

4.10.2.04 Participate in supervised practicum experiences with young children
          to develop language fluency and perceptual skills;
                                                           | 0 | 1 | 2 | 3. | 4 |

4.10.2.05 Assess available test-batteries and materials designed for
          perceptual development; | 0 | 1 | 2 | 3 | 4 |

4.10.2.06 Work with faculty and other professional personnel dealing with
          vision, speech, and hearing programs. | 0 | 1 | 2 | 3 | 4 |

                              Total_____

4.10.0   DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL
          SKILLS IN EARLY CHILDHOOD

4.10.3   Specialization Level

          The college or university provides opportunities for students to:

4.10.3.01 Study physiological factors associated with perceptual skill develop-
           ment; | 0 | 1 | 2 | 3 | 4 |

4.10.3.02 Investigate and/or conduct research related to learning through
           various modalities; | 0 | 1 | 2 | 3 | 4 |

4.10.3.03 Conduct in=service programs with teachers dealing with perceptual
           skill development; | 0 | 1 | 2 | 3 | 4 |

4.10.3.04 Prepare and demonstrate materials for developing perceptual skills
           in early childhood education. | 0 | 1 | 2 | 3 | 4 |

                              Total_____

4.11.0   TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.1   Entry Level

The college or university provides opportunities for students to:

4.11.1.01 Learn specific skills of word attack;

0	1	2	3	4

4.11.1.02 Learn a variety of methods for teaching vocabulary and word-attack
skills in all content areas;

0	1	2	3	4

4.11.1.03 Investigate materials designed for testing, teaching and reinforcing
vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.04 Demonstrate or observe techniques for teaching vocabulary and
word-attack skills;

0	1	2	3	4

4.11.1.05 Prepare materials for teaching vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.06 Use multi-media equipment in teaching and reinforcing vocabulary
and word-attack skills;

0	1	2	3	4

4.11.1.07 Study in-depth the vocabulary and word-attack strand of one basic
approach commonly used in the service area of the institution;

0	1	2	3	4

4.11.1.08 Identify various skill sequences of material commonly used in the
service area of the institution.

0	1	2	3	4

Total_____

4.11.0   TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.2   Advanced Level

            The college or university provides opportunities for students to:

4.11.2.01   Analyze strengths and weaknesses of word-attack programs in
            basic readers and other instructional programs;

0	1	2	3	4

4.11.2.02   Conduct supervised diagnosis of pupils' word-attack skills and
            prescribe instruction needs;

0	1	2	3	4

4.11.2.03   Plan and execute teaching designs to transfer pupils' learned word-
            attack skills to reading experiences;

0	1	2	3	4

4.11.2.04   Design materials to apply learned word-attack skills to vocabulary
            development in all content areas;

0	1	2	3	4

4.11.2.05   Demonstrate techniques for assessing and teaching vocabulary and
            word-attack skills.

0	1	2	3	4

Total_____

4.11.0   TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.3   Specialization Level

The college or university provides opportunities for students to:

4.11.3.01   Research specific facets of learning and/or teaching vocabulary
and word-attack skills; | 0 | 1 | 2 | 3 | 4 |

4.11.3.02   Prepare instruments for diagnosing pupil needs in word-attack skills;
| 0 | 1 | 2 | 3 | 4 |

4.11.3.03   Prepare instructional materials for teaching vocabulary and word-
attack skills; | 0 | 1 | 2 | 3 | 4 |

4.11.3.04   Conduct or participate in in-service programs for teaching vocabu-
lary and word-attack skills. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.12.0   DIAGNOSTIC TEACHING

4.12.1   Entry Level

The college or university provides opportunities for students to:

4.12.1.01   Become familiar with, develop, administer, and interpret informal
reading inventories in all content areas;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.02   Become familiar with high-interest, low-vocabulary materials for
use in content areas;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.03   Become familiar with, develop, administer, and interpret experience
and interest inventories;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.04   Become familiar with, develop, administer, and interpret reading
autobiographies;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.05   Become familiar with and apply readability formulas to various texts;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.06   Become familiar with individual reading conference techniques;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.07   Become familiar with a variety of methods for grouping students in con-
tent areas and for providing for special interests, abilities, and needs;

| 0 | 1 | 2 | 3 | 4 |

4.12.1.08   Become familiar with and to develop "unit" teaching structures
in order to provide for various reading interests and abilities;

| 0 | 1 | 2 | 3 | 4 |

4.12.0   DIAGNOSTIC TEACHING
4.12.1   Entry Level

4.12.1.09 Become familiar with and   develop a variety of methods and
           materials for motivating students to read in the various content
           areas; | 0 | 1 | 2 | 3 | 4 |

4.12.1.10 Become familiar with the impact of media (movies, television,
           radio, etc) on reading and to plan effective ways of utilizing
           media in instructional efforts; | 0 | 1 | 2 | 3 | 4 |

4.12.1.11 Become familiar with and involved in developing a variety of
           methods and materials through which children can demonstrate
           their feelings and ideas about what they have read;
                                                        | 0 | 1 | 2 | 3 | 4 |

4.12.1.12 Develop skill in teaching use of listening, speaking, reading
           and writing to achieve functional classroom purposes and to be
           prepared for practical aspects of life (e.g. applications, driver
           licenses, forms); | 0 | 1 | 2 | 3 | 4 |

4.12.1.13 Opportunity to use several types of written and oral language as
           part of the development of units in all content areas (e.g.
           creative dramatics, formal reports, puppetry, photography, car-
           toons, charts, discussion). | 0 | 1 | 2 | 3 | 4 |

                              Total_____

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4.12.0   DIAGNOSTIC TEACHING

4.12.2   Advanced Level

The college or university provides opportunities for students to:

4.12.2.01 Implement instructional prescriptions recommended by a reading
           clinician; | 0 | 1 | 2 | 3 | 4 |

4.12.2.02 Plan an instructional program based on diagnosed needs;
                                                         | 0 | 1 | 2 | 3 | 4 |

4.12.2.03 Organize instruction for a total class based on identified learning
           needs; select appropriate instructional materials and/or design
           instructional materials; | 0 | 1 | 2 | 3 | 4 |

4.12.2.04 Plan and implement a clinical reading situation within a school
           system; | 0 | 1 | 2 | 3 | 4 |

4.12.2.05 Plan continuous learning experiences for small groups of pupils
           with reading disabilities; | 0 | 1 | 2 | 3 | 4 |

4.12.2.06 Plan continuous learning experiences for individuals with extreme
           reading disabilities. | 0 | 1 | 2 | 3 | 4 |

                                        Total_____

4.12.0   DIAGNOSTIC TEACHING
4.12.3   Specialization Level

The college or university provides opportunities for students to:

4.12.3.01 Investigate research dealing with causes and remediation of
           severe reading disabilities; | 0 | 1 | 2 | 3 | 4 |

4.12.3.02 Develop and experiment with unique techniques and materials for
           the corrective and clinical treatment of reading disabilities;
                                                            | 0 | 1 | 2 | 3 | 4 |

4.12.3.03 Conduct and participate in research concerned with corrective
           and remedial procedures; | 0 | 1 | 2 | 3 | 4 |

4.12.3.04 Conduct or participate in in-service programs for content and
           remedial teachers dealing with corrective and remedial procedures;
                                                            | 0 | 1 | 2 | 3 | 4 |

4.12.3.05 Develop counseling techniques appropriate for use with students
           experiencing reading difficulties. | 0 | 1 | 2 | 3 | 4 |

                              Total_____

4.13.0   INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.1   Entry Level

The college.or university provides opportunities for students to:

4.13.1.01 Develop an understanding of the complexity of current progʲam
patterns and the sources of support for current practices;

0	1	2	3	4

4.13.1.02 Develop an expectation of continual change throughout their
educational career and the realization that change is generally
a long term development process;

0	1	2	3	4

4.13.1.03 Become aware of power structure and responsibility assignments
within public education, and gain a knowledge of change agencies
available to teachers;

0	1	2	3	4

4.13.1.04 Become sensitive to group processes designed for the purpose of
studying change and the implementing procedures necessary for
effecting desired changes;

0	1	2	3	4

4.13.1.05 Explore the concept of accountability in education.

0	1	2	3	4

Total_____

4.13.0   INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.2   Advanced Level

The college or university provides opportunities for students to:

4.13.2.01   Investigate studies and professional literature dealing with
            initiating change in   school reading programs; | 0 | 1 | 2 | 3 | 4 |

4.13.2.02   Devise hypothetical approaches to change in school reading
            programs in different educational settings; | 0 | 1 | 2 | 3 | 4 |

4.13.2.03   Learn procedures and techniques for functioning as effective
            educational change agents; | 0 | 1 | 2 | 3 | 4 |

4.13.2.04   Learn how to evaluate the reading needs of a specific school or
            district and to recommend changes and improvements; | 0 | 1 | 2 | 3 | 4 |

4.1 .2.05   Organize school or district-wide in-service training programs in
            reading. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.13.0   INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.3   Specialization Level

The college or university provides opportunities for students to:

4.13.3.01 Develop basic concepts of general curriculum development;

0	1	2	3	4

4.13.3.02 Participate in internship opportunities with local district reading
consultants and supervisors;

0	1	2	3	4

4.13.3.03 Design model or exemplary reading programs for local school
districts;

0	1	2	3	4

4.13.3.04 Study current literature on on-going local, state, and national
reading programs;

0	1	2	3	4

4.13.3.05 Participate in planning or conducting workshops for teachers and
administrators in the area of reading program design, implementation,
and evaluation;

0	1	2	3	4

4.13.3.06 Become aware of the function of State Department of Education
personnel in reading.

0	1	2	3	4

Total_____

INSTITUTIONAL EVALUATION SUMMARY SHEET

Date		Institution				. Evaluator		

	MODULE	ENTRY Max. Score	Inst. Total	ADVANCED Max. Score	Inst. Total	SPEC. Max. Score	Inst. Total	GRAND TOTALS Max. Score	Inst. Total
1.0	FACILITIES	64		32		12		108	
2.0	STAFF	36		36		20		92	
3.0	PROGRAM PROCESS							40	
4.0	CURRICULUM								
4.1	Comprehension	40		16		16		72	
4.2	Literary Appreciation	52		16		0		68	
4.3	Utilizing Library Facilities	16		0		0		16	
4.4	Evaluation of Reading Progress	36		20		16		72	
4.5	Communication and Language Structure	40		16		16		72	
4.6	Interaction With Parents & Community	32		16		20		68	
4.7	Instructional Planning	44		20		16		80	
4.8	Organization for Instruction	20		20		16		56	
4.9	Linguistically Different Learners	24		16		12		52	
4.10	Language Fluency & Perceptual Skills	24		24		16		64	
4.11	Vocabulary & Word Attack Skills	32		20		16		68	
4.12	Meeting Reading Needs	52		24		20		96	
4.13	Improvements in School Programs	20		20		24		64	
	CURRICULUM TOTALS	432		228		188		848	
	GRAND TOTALS	532		296		220		1,088	

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.