

**Utah State Office of Education**  
**Level II Reading Endorsement Course Framework**

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Requirement:           **Literacy Specialist Internship**  
Revision Date:         **2015**

*The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.*

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**Course Description**

The literacy specialist internship is designed as the culminating experience for teachers who are completing the Utah Level II Reading Endorsement. The purpose of this experience is to provide a hands-on opportunity to be involved in literacy issues on a broader school or district level in contrast with the student’s personal experiences in his/her own classroom. It provides teachers with an opportunity to work with curriculum leaders on school or district levels as they seek to improve reading instruction and reading programs.

**Prerequisites:** *Current teaching license; Level I Literacy Endorsement; Research in Literacy course; Instructional Leadership of Literacy Programs course; currently working as a professional in education.*

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**IRA Standards for Reading Professionals (2010) to be addressed in this course**

**STANDARD 3: ASSESSMENT AND EVALUATION**

**Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.**

Element 3.3 Use assessment information to plan and evaluate instruction.

Element 3.4 Candidates communicate assessment results and implications to a variety of audiences.

**STANDARD 4: DIVERSITY**

**Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.**

Element 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

## **STANDARD 5: LITERATE ENVIRONMENT**

**Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**

Element 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

Element 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

## **STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP**

**Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.**

Element 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues, but also with community members, parents and guardians, and so forth.]

Element 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

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### **Participant Objectives**

Participants will:

1. Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions. (3.3, 3.4)
2. Plan and evaluate professional development initiatives using assessment data. (3.3)
3. Analyze and communicate assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. (3.4)
4. Provide modeling and support for teachers and other professionals in creating diverse learning environments. (5.2, 5.3)
5. Join and participate in professional literacy organizations, symposia, conferences, and workshops. (6.3)
6. Demonstrate effective interpersonal, communication, and leadership skills affecting reading and writing instruction. (6.2)
7. Collaborate in planning, leading, and evaluating professional development

activities for individuals and groups of teachers. (6.3)

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### **Required Course Topics**

- Roles of Literacy professionals
  - Assessment and Evaluation
  - Curriculum Development
  - Professional Development
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### **Suggested Assignments**

In designing the internship, each student must assess his/her expertise using the following list of competencies.

#### 1. Competencies for Level II Reading Specialists

Write briefly of your knowledge and experiences with each of the 15 competencies so that your district supervisor and the university supervisor can assess your level of knowledge and experience. Pick your internship experiences to further build your knowledge and experience in areas you are less acquainted with, and then gather information on the other items.

1. Literacy textbook adoption process
2. Struggling readers, assessment and interventions
3. Conducting study group meetings
4. Role of the literacy coach at the school level compared to the reading specialist at a district level.
5. Research knowledge and implementation of effective reading and writing practices
6. District budgeting process to support literacy (What would your role be?)
7. Integrating services/co-teaching: Title I, Spec. Ed., school media, etc.
8. Engagement of the community and community partners
9. Technology in literacy instruction
10. Impact of federal programs and initiatives
11. Interpret and use data to guide instructional decisions and intervention selection.
12. Grant writing
13. Working with school partnerships
14. Presentation of literacy knowledge and applications in professional settings (e.g., conferences, workshops, meetings, etc.)
15. Working with policy makers

2. Each student will submit a proposal for the internship to be agreed to by a district coordinator and the university internship director. The internship should allow for 90 to 125 hours of activity, and approximately 4 meetings with the instructor. In designing the internship, the student must select one activity from each of three strands: Curriculum,

Assessment and Evaluation, Professional Development. Should the student desire an activity not listed below, advanced approval needs to be obtained from the district coordinator and the internship director.

Formats for presenting course experiences:

1. Learning logs
2. Portfolios
3. Timelines
4. Presentations
5. Video taping
6. Power-point presentations
7. Formal paper
8. Other as appropriate

### **Curriculum Strand (Examples)**

1. Compare and contrast using some recognized published or national framework for program evaluation at least 2 different reading programs under consideration by a school or district. Prepare a written summary of each of the programs. Describe the programs' intended uses, their theoretical and/or research base, costs of adoption, professional development issues and concerns, and how the school or district would evaluate their effectiveness.
2. Investigate the processes of curriculum integration. Develop a curriculum map for curriculum integration.
3. Research an issue that poses a significant reading problem unique to the school or district. Submit a written report that describes the nature of the problem, a review of professional literature associated with the issue, and a recommended course of action for the correction of that specific reading issue. Plan for monitoring success.
4. Evaluate an existing program or intervention in your school or district.

### **Professional Development Strand (Examples)**

1. Plan, (based on a needs assessment), organize, and implement a professional development offering that explores a specific issue relating to literacy. This offering must include several sessions not a one-shot in-service class. (Reading Specialist assignment)
2. Work with the school or district to provide a struggling teacher with professional support to improve reading instruction in that teacher's classroom. Summarize what assistance was provided and the effects of that assistance.
3. Design a professional development plan for your professional knowledge improvement and instruction base. Follow your plan and submit a written report on what you did.
4. Join a state or national professional literacy organization, and write a proposal that

you could present at that association's conference.

### **Assessment and Evaluation Strand (Examples)**

1. Prepare and present an evaluation of a current reading program already in use in your school or district. Present your evaluation to the school's principal or district curriculum specialist. Describe a course of action that the school or district may wish to follow based on your evaluation.

2. Work with a district specialist who gathers numerical data for the district. Assist that individual as he/she gathers, analyzes, interprets, and summarizes test score data. Submit a written report of what you learned and design an inservice for teachers in your school on interpreting and using the data to drive interventions. (Reading Specialist assignment)

3. Work with a classroom teacher to identify two or three student who need an individual assessment and evaluation of their reading strengths and limitations. Prepare a written summary of your assessment and evaluation. (Literacy Coach assignment)

### **Core Text(s)**

Bean, R. M. (2015). *Reading specialist: Leadership for the classroom, school, and community* (3<sup>rd</sup> Ed.). New York, NY: Guilford.

Walpole, S., & McKenna, M. C. (2012). *Literacy coach's handbook: A guide to research-based practice*. New York, NY: Guilford.

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### **Suggested Resources**

Toll, C. A. (2014). *The literacy coach's survival guide: Essential questions and practical answers*. Newark, DE: International Reading Association.

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