LIST 5325 Understanding Literacy Research

Fall 2013

Instructor: Kathryn Pole, Ph.D., Literacy Studies Program, Curriculum and Instruction

More information about me, including a photograph and short biography, are available on the course Blackboard site.

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Chat Contact: Blackboard IM
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Catalog Description:
LIST 5325 Understanding Literacy Research (3-0).
Designed as an introduction and exploration of literacy research. Provides the opportunity to read broadly in the area of literacy research to become aware of trends in literacy research. Emphasizes the tools for critically consuming literacy research and utilizing existing research in personal examinations of literacy topics and questions. Course must be taken prior to LIST 5385.

Course Objectives
Students who successfully complete LIST 5325 will be able to:
1. identify topics suitable for literacy research appropriate for Texas Master Reading Teacher, TESOL, or Reading Specialist programs;
2. read and evaluate literacy research – qualitative, quantitative, and mixed methods;
3. consider diverse approaches and methodologies for conducting literacy research;
4. effectively search for, identify, and synthesize literacy research into a written report;
5. develop a researchable literacy research question that has application for providing professional development.

For a detailed articulation of National and State Standards to the MRT, TESOL, and Reading Specialist Standards, see the alignment tables at the back of this document.

Required Texts:

Other Required Material
Additional required reading will be posted or linked in the Course Materials section, inside the Module Folders in Blackboard. There are approximately four additional readings per Module in the first half of the semester. After the mid-point, you are required to find and read additional articles that address the literacy topic of your choice. You will also find “professor authored materials” in each module.

Library Tutorials: Our liaisons at the UTA Library have created a series of tutorials that address components of the process of research. These tutorials will be linked within Blackboard. Some are required. For required tutorials, you will earn digital badges that will be displayed in Blackboard (and...
elsewhere if you choose).

**TK20**, a comprehensive data management system adopted by the College of Education and Health Professions. Some assignments MUST be put into TK20. On-line tutorials and training materials have been organized to orient you to the TK20 system and its use.

**Note:** This course is an intensive reading course. The only way to improve your understanding of research is to keep reading it, and reading about it. You are expected to read everything assigned, to think deeply and critically, and to respond thoughtfully. You should be spending approximately 8 – 12 hours per week on this course. Work will be graded accordingly.

**Blackboard:** To be successful in this course, you must access the course Blackboard site. Access to Blackboard: [http://elearn.uta.edu](http://elearn.uta.edu). If you are unable to connect, contact the Helpdesk as soon as possible.

**UTA Library:** If you need help with any library concerns related to education, you can contact the education library liaison, Andy Herzog at 817-272-7517 or amherzog@uta.edu. He can provide you with valuable help in your Master's program.

**Evaluation:** The assignments and grading values for this course are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Assignment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussions for Modules 1 – 5: (5 Modules @ 20 points per Module.</td>
<td>100</td>
<td>A = 700 – 650 (93 – 100%)</td>
</tr>
<tr>
<td>Research Journey Journals</td>
<td>100</td>
<td>B = 649 – 588 (84 – 92%)</td>
</tr>
<tr>
<td>Article Analysis Assignments</td>
<td>100 each (200 total)</td>
<td>C = 577 – 525 (75 – 83%)</td>
</tr>
<tr>
<td>Article Synthesis Paper/Literature Review Frame</td>
<td>200</td>
<td>D = 524 – 490 (70 – 75%)</td>
</tr>
<tr>
<td>Research Question</td>
<td>80</td>
<td>F = below 490 (below 70%)</td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
<td></td>
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</tbody>
</table>

**Assignment Details:**

1. **Introductions (20 points)**

On the class Discussion Board, there is a thread, “Getting to Know You.” Please post the following:

- Your name – the first name you’d like to be called, and your last name
- Degree you are seeking
- Tell us about your teaching career
- Something about your reasons for coming to graduate school
- Something that helps us get to know you better
- Create a Thread in the Discussion Board with your name as the Thread Title.
- Place/paste your writing into your thread.
- Read at least 5 of your group-mates’ writing, and respond under their Thread. If you see that there is someone with no responses, please respond to there. If responses are about evenly distributed, reply to whichever ones you would like.
- As a courtesy, please respond to those who have responded to you.
2. Discussion Board (20 points per Module, 100 points total)
   The point of the Discussion Board is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, there will be Discussion Leaders. The Discussion Leaders will post meaningful questions for each of the assigned readings from Clark & Creswell and Shagoury & Power, and be the moderators of the discussion for the assigned period of time. The rest of the class will contribute in meaningful ways by responding to the Discussion Leaders’ prompts and to one another. Over the span of a module, each individual should have approximately 10 meaningful posts. To find prompts that contribute to meaningful discussions, look in the Start Here folder in Blackboard. Discussions are graded at the end of each module, based on the quality of contributions.

Please reply to posts that have no other replies first. It would be good if everyone in your group had at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. As a courtesy, please reply to the group mates who replied to you.

The RUBRIC for the Discussion Boards is in the Rubric Folder under Course Materials in Blackboard.

3. Personal Research Journey Journals (100 points)
   We will use the Journal tool within Blackboard for you to write about your evolving understanding of research, especially as it relates to articles and your individual topic. You will be able to attach artifacts, articles, scanned documents, and other files as well as write about your developing thoughts. You should write in your journal no less than three times per week, so you get in the habit of journaling and writing memos to yourself. I will sometimes give prompts to guide your journaling. As your ideas develop and begin to gel, you should write in your journal as a record of your thinking. It is easy to forget things unless we record them. These journals are private between you and me, not shared with the class. I will read them periodically, and use your journaling to help me provide guidance to your work. Journals will be graded holistically, at the end of the course, but you will receive constructive feedback periodically. For this reason, there is no rubric for the journals.

The first entry in your Journal is due by 11:55 PM on the first Sunday of class. It should be titled something like “Where I am Now,” and in it you will discuss your current understanding of research.
   - What do you know about educational research in general? How do you know these things?
   - What do you see as the purpose of literacy research? What does it have to offer classroom teachers? Students? Society?
   - What do you hope to learn this semester?
   - How might literacy research be important to your life and work? What might you have to offer the field of literacy research?

At the end of the semester, you will revisit your responses to reflect on your growth. Your final journal entry will be you, talking to your old-self.
   - Where did you begin?
   - Where are you now?
   - What examples or anecdotes can you offer from the semester to help both of us better understand your growth as a teacher-researcher?
3. Article Analysis (2 Articles at 100 points each; total 200 points)

Being a consumer of research or a researcher yourself requires that you learn how to find and analyze existing research. In this assignment, you will select two peer-reviewed research articles and conduct a thorough analysis on each of them.

This assignment will help you complete your Article Synthesis – Literature Review Framework Assignment, and may give you a head-start on work in the next research courses. For this reason, I encourage you to begin thinking of researchable topics that interest you early in the semester.

Hints for Success

- Choose a topic that truly interests you. If you pick a good topic, you can stay with it for multiple assignments over the next year.
- The articles you choose will come from literacy research and practitioner-researcher journals. These include, but are not limited to:
  - Reading Research Quarterly (RRQ)
  - Research in the Teaching of English (RTE)
  - Journal of Literacy Research (JLR)
  - Literacy Research and Instruction (LRI)
  - The Reading Teacher
  - Language Arts
  - Voices in the Middle
  - Journal of Research on Adolescent and Adult Literacy (JAAL)
  - The English Journal

The majority of these journals are available online through the UTA library.

- Student membership in the International Reading Association (IRA), National Council of Teachers of English (NCTE), the Literacy Research Association (LRA), or the Association of Literacy Educators and Researchers is recommended but not required. Memberships in these associations include a journal subscription.

Guidelines:

Use the template I provide for you in Blackboard to help you analyze the articles you select. Use what you discover as you work through the analysis template to create a response that will be about 2 single-spaced pages.

- Header: Your name, the date, and the topic of your research focus all go into the header.
- A complete APA 6th Edition-style citation is provided just under the header.
- Summary (4 - 5 paragraphs – see Clark & Creswell, p. 127): You will summarize the article you have analyzed. The summary will contain no direct quotations, and must be a succinct representation of the main points of the article, including Research Problem; Purpose, Research Questions, or Hypotheses; Data Collection Procedure; Findings or Results.
- Analysis (2 – 4 paragraphs): You will provide a detailed analysis of the article that provides comments on how this article addresses your topic. Think of it in terms of “So what?”

5. Article Synthesis Paper/Literature Review Framework (200 points)

You will choose a topic related to the field of literacy (broadly defined) that warrants further investigation. After choosing a topic, you will conduct systematic library research to identify key research articles that inform your topic. You will keep an annotated bibliography of at least 10
relevant articles you discover, including a list that provides, as a minimum, the key notes described by Clark & Creswell (p. 127). Hint: in the next course, you will need 20 articles on your topic; if you keep a good list now, you may save yourself a lot of time later. You will select the five most significant of these articles related to your topic and synthesize them into an organized literature review framework. In this paper you will make cross-article connections, and tie your new knowledge into possibilities for future research. An understanding of Chapter 4 in the Clark & Creswell book will be critical for this assignment.

Please arrange your Synthesis Paper/Literature Review Framework according to this structure:

**Introduction:** Provide an introduction of 2 – 3 paragraphs that describes
a) Your topic in enough detail – including any relevant details
b) A summary of how you went about finding the articles you used in this project

**Bibliography:** of at least 5 relevant articles, with abstracts or annotations. Two of these entries will be the selections you used for the Article Analysis assignment.

**Article Analysis assignments:** You will attach these two assignments, REVISED based on feedback.

**Synthesis:** This should be about 3 single-spaced pages that explain how the (at least five) articles you selected tie together to lend support to the topic you are investigating. How do these articles speak to one another? Your synthesis should conclude with a plan for further library research into your topic – What additional key phrases might you need to search? – What gaps are you finding in existing literature? - What are the major subsections for a more elaborated literature review on your topic?

The RUBRIC for this assignment is in the Rubrics Folder in Course Materials in Blackboard.

**6. Research Question**

The final assignment for this course is to write a research question that you will use to carry with you into 5385. Having a good question that relates to your review of literature for this course will let you begin the next course quickly.

**POLICIES**

**INSTRUCTOR/COURSE POLICIES**

**Due Dates:** Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – some are for original postings, and some are for responding to classmates. Assignments submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas.

**Back-Up Your Work:** Maintain copies of all work submitted. Be sure to make back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.

**“Incomplete” Grades:** Grades of I are given in only the most extreme circumstances – e.g. serious illness, or a death in the immediate family. The circumstance must be documented. In order to request an Incomplete, you must be up to date in all assignments, with an average grade of B or better. Incompletes cannot be given to students who are behind in assignments, or who have an average grade that is below a B. The time-frame for completing all course requirements is the week before grades are due in the next long semester – i.e. May for Fall incompletes, and December for Spring incompletes. Work submitted to fulfill incompletes will not be graded until the end of the next long semester – i.e. May for Fall incompletes, and December for Spring incompletes. If a grade for this course is a
prerequisite for a course in the immediately following semester, you should not request an incomplete, because the work will not be graded during winter or summer breaks.

LITERACY STUDIES (LIST) PROGRAM POLICIES

Attendance: All students are expected to be on time, in class every class session. In an online class, this means regularly attending the Discussion Board, writing in your Journal, and completing the library tutorials, in addition to staying on top of all assignments.

Late Work: All assignments turned in late will lose at least (if not more) 25% of the possible points for each day the assignment is late. There are no exceptions.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

Dispositions: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:
- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

TK20 Requirement: The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about $100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

UNIVERSITY POLICIES

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors

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at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Adds and Drops:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/ses/fao](http://wweb.uta.edu/ses/fao)).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week **unless specified in the class syllabus.** During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures: New Required Statement** - Should there be an emergency event that requires vacating the building you are in, you should exit the room and move toward the nearest exit. When exiting an upper floor of a building during an emergency, one should never take an elevator but should always use the stairs.

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**TOPIC SCHEDULE:**
*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.*

<table>
<thead>
<tr>
<th>Topic &amp; Required Readings</th>
<th>Assignment</th>
<th>Due Dates</th>
</tr>
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</table>
| **Introduction to the Course**            | Introductions and peer conversation (meet, greet) on Discussion Board  
And  
First Journal Entry – see prompt in the Welcome notes in Blackboard | 9/25      |
| **Module 1**                              | *What is Research?*  
Read Chapters 1 and 2 in: Clark & Creswell  
Shagoury & Power  
Read assigned articles (see Blackboard)  
Complete 2 Library tutorials and earn their badges  
Discussion Board  
Research Journey journal entries |           |
| **Module 2**                              | *Understanding the Research Reports*  
Read Chapters 3, 4, 5 in Clark & Creswell  
Read Chapters 3 and 4 in Shagoury & Power  
Complete assigned library tutorials/earn badges  
Read articles (see Blackboard)  
Discussion Board  
Research Journey journal entries |           |
| **Module 3**                              | *Understanding Methods Part 1*  
You should have your topic for personal research interest written up in your journal. You should be working on formulating a research question.  
Read Chapters 6, 7, 8 and 14 in Clark & Creswell  
Read Chapter 5 in Shagoury & Power  
Discussion Board  
Research Journals  
First Article Analysis is due by the end of the module. |           |
| **Module 4**                              | *Understanding Methods Part 2*  
Continue working on your Review of Literature.  
Second Article Analysis is due.  
Read Chapters 9, 10, and 11 in Clark & Creswell  
Read Chapter 6 and 7 in Shagoury & Power |           |
| **Module 5**                              | *Methods Part 3*  
Read Chapters 12 and 13 in Clark & Creswell  
Read Chapter 8, Epilogue, Appendix in Shagoury & Power  
Final Synthesis/Review of Literature  
Research Question |           |
### Alignment of Outcomes, Assignments, Standards, and Competencies

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<th>LEARNING OUTCOMES</th>
<th>Assignments / Assessments</th>
<th>National Standards</th>
<th>TExES Domain Standards</th>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td></td>
<td>TESOL 2</td>
<td>TExES Reading Specialist Domain I, Competency 001-008, Domain IV, 013</td>
</tr>
<tr>
<td><strong>TESOL 2. Culture as It Affects Student Learning.</strong> Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</td>
<td>• Reading Response &amp; Replies • Book Reviews • Power Point Presentation</td>
<td></td>
<td>TExES ESL Domain I, Competency 001-002; Domain III Competency 009</td>
</tr>
<tr>
<td><strong>Pedagogical Knowledge &amp; Skills—Instruction</strong></td>
<td></td>
<td>IRA 4.1-4.3</td>
<td>TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014</td>
</tr>
<tr>
<td><strong>IRA 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</strong></td>
<td>• Reading Response &amp; Replies • Book Reviews • Power Point Presentation</td>
<td>IRA 4.1-4.3 TESOL 3a-3c,</td>
<td>TExES ESL Domain II Competency 003–007</td>
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<tr>
<td><strong>IRA 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</strong></td>
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<td><strong>IRA 4.3 Develop and implement strategies to advocate for equity.</strong></td>
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<tr>
<td><strong>TESOL 3a. Planning for Standards-Based ESL and Content Instruction.</strong> Candidates know, understand, and apply concepts,</td>
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research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

- TESOL 3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.

- TESOL 3c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

<table>
<thead>
<tr>
<th>Dispositions</th>
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<th>TExES Reading Specialist Domain IV, Competency 014</th>
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<tr>
<td>TESOL 5a. ESL Research and History. Candidates demonstrate</td>
<td>Reading Response &amp; Re却es</td>
<td>TESOL 5a-5b</td>
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<td></td>
<td></td>
<td>TExES ESL Domain III Competency 008, 010</td>
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### Knowledge of History, Research, Educational Public Policy, and Current Practice in the Field of ESL Teaching and Apply This Knowledge to Inform Teaching and Learning

- **TESOL 5b. Professional Development, Partnerships, and Advocacy.** Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.
**Domain I: Foundations of Reading Knowledge & Instruction, Part I**

- **Competency 001:** The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.

- **Competency 002:** The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.

- **Competency 003:** The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.

- **Competency 004:** The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.

**Domain II: Foundations of Reading Knowledge & Instruction, Part II**

- **Competency 005:** The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.

- **Competency 006:** The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.

- **Competency 007:** The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.

**Domain III: Principles of Instructional Design, Delivery, & Assessment in Reading**

- **Competency 008:** The Master Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.

- **Competency 009:** The Master Reading Teacher knows how to select and administer appropriate assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.

**Domain IV: Reading Instruction for Students with Diverse Backgrounds and Needs**

- **Competency 010:** The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.

- **Competency 011:** The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.
Domain V: Roles of the Master Reading Teacher

Competency 012: The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.

Competency 013: The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.
IRA /NCATE Program Standards for Reading Specialist

Standard 1
Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Cross Reference IRA/NCATE Reading Specialist Standards Matched to TExES Reading Specialist Competencies

TExES Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.

TExES Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.

TExES Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.

TExES Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

TExES Competency 005 (Fluency) The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.

TExES Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

TExES Competency 007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

TExES Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

TExES Competency 013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

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<table>
<thead>
<tr>
<th>IRA Standard 2</th>
<th>TExES Competency 010 (Instructional Methods and Resources)</th>
<th>The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies and Curriculum Materials</td>
<td>TExES Competency 011 (Instruction for English Language Learners)</td>
<td>The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</td>
<td>TExES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</td>
<td>The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RA Standard 3</th>
<th>TExES Competency 009 (Assessment)</th>
<th>The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment, Diagnosis, &amp; Evaluation</td>
<td>TExES Competency 011 (Instruction for English Language Learners)</td>
<td>The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</td>
<td>TExES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</td>
<td>The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.</td>
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</table>
IRA Standard 4  
Creating a Literate Environment

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

<table>
<thead>
<tr>
<th>TExES Competency</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>001 (Oral Language)</td>
<td>The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>002 (Phonological and Phonemic Awareness)</td>
<td>The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>003 (Concepts of Print and the Alphabetic Principle)</td>
<td>The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>004 (Word Identification)</td>
<td>The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>005 (Fluency)</td>
<td>The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</td>
</tr>
<tr>
<td>006 (Comprehension)</td>
<td>The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>007 (Vocabulary Development)</td>
<td>The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>008 (Written Language)</td>
<td>The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.</td>
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<tr>
<td>009 (Assessment)</td>
<td>The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>IRA Standard 5 Professional Development</td>
<td>TExES Competency 014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.</td>
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<td>----------------------------------------</td>
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<tr>
<td>Candidates view professional development as a career-long effort and responsibility.</td>
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</tbody>
</table>
Cross Reference TESOL/NCATE English as a Second Language Standards Matched to TExES English as a Second Language Standards

OVERVIEW:

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<tr>
<th>TESOL</th>
<th>TExES</th>
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<td>1.a-b</td>
<td>I. 001-002</td>
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<tr>
<td>2.a-b</td>
<td>III. 009</td>
</tr>
<tr>
<td>3.a-c</td>
<td>II. 003-006</td>
</tr>
<tr>
<td>4.a-c</td>
<td>II. 007, 003</td>
</tr>
<tr>
<td>5.a-c</td>
<td>III. 008, 010</td>
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<tr>
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<tr>
<td>II. 003</td>
<td>3.a, 4.c</td>
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<tr>
<td>II. 004</td>
<td>3.b</td>
</tr>
<tr>
<td>II. 005</td>
<td>3.b</td>
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<tr>
<td>II. 006</td>
<td>3.e</td>
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<tr>
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<td>4.a, 4.b, 4.c</td>
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<tr>
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<td>5.a</td>
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<tr>
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<td>2.a, 2.b</td>
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<tr>
<td>III. 010</td>
<td>5.b, 5.c</td>
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DETAIL:

<table>
<thead>
<tr>
<th>TESOL/NCATE Standards</th>
<th>TExES English as a Second Language Standards (EC-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAINS 1: LANGUAGE</td>
<td>Domain I. Language Concepts and Language Acquisition</td>
</tr>
<tr>
<td>Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement.</td>
<td>Competencies 001–002</td>
</tr>
<tr>
<td><strong>Standard 1.a. Describing language</strong>. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.</td>
<td>Competency 001. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</td>
</tr>
<tr>
<td><strong>Standard 1.b. Language acquisition and development</strong>. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.</td>
<td>Competency 002. The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.</td>
</tr>
<tr>
<td>DOMAIN 2: CULTURE</td>
<td>Domain III. Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement</td>
</tr>
<tr>
<td>Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.</td>
<td>Competencies 008–010</td>
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<td>Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.</td>
<td></td>
</tr>
<tr>
<td>Standard 2.b. Cultural Groups and Identity.</td>
<td>Competency 009. The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.</td>
</tr>
<tr>
<td>Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.</td>
<td></td>
</tr>
<tr>
<td>DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION</td>
<td>Domain II. ESL Instruction and Assessment Competencies 003–007</td>
</tr>
<tr>
<td>Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</td>
<td></td>
</tr>
<tr>
<td>Standard 3.a. Planning for Standards-Based ESL and Content Instruction.</td>
<td>Competency 003. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.</td>
</tr>
<tr>
<td>Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</td>
<td></td>
</tr>
<tr>
<td>Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.</td>
<td>Competency 004. The ESL teacher understands how to promote students' communicative language development in English. Competency 005. The ESL teacher understands how to promote students' literacy development in English.</td>
</tr>
<tr>
<td>Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</td>
<td></td>
</tr>
<tr>
<td>Standard 3.c. Using Resources Effectively in ESL and Content Instruction.</td>
<td>Competency 006. The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.</td>
</tr>
<tr>
<td>Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</td>
<td></td>
</tr>
<tr>
<td>DOMAIN 4: ASSESSMENT</td>
<td>Domain II. ESL Instruction and Assessment Competencies 003–007</td>
</tr>
<tr>
<td>Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 4.a. Issues of Assessment for ESL

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Competency 007.** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

### Standard 4.b. Language Proficiency Assessment

Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Competency 007.** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

### Domain 5: Professionalism

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

**Domain III.** Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement

**Competencies 008–010**

### Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Competency 008.** The ESL teacher understands the foundations of ESL education and types of ESL programs.

### Standard 5.b. Partnerships and Advocacy

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

**Competency 010.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

### Standard 5.c. Professional Development and Collaboration

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

**Competency 010.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.