LIST 2525 Understanding Literacy Research

SPRING 2015 – Offered for the Academic Partnerships Program

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

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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, and/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.


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 will 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.

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.
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. Work will be graded accordingly.

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.

If you need help with any library concerns related to education, you can contact the education library liaison, Gretchen Trkay at gtrkay@uta.edu. She can provide you with valuable help in your Master’s program.

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 – Blackboard Profile Update</td>
<td>20</td>
<td>A = 558 – 600 (93-100%)</td>
</tr>
<tr>
<td>Library Tutorial Quizzes 4 @ 5 points each)</td>
<td>20</td>
<td>B = 504 – 557 (84 – 92%)</td>
</tr>
<tr>
<td>Research Topic submission</td>
<td>10</td>
<td>C = 450 – 503 (75 – 83%)</td>
</tr>
<tr>
<td>Discussions for Modules 1 – 5: (5 Modules @ 20 points per Module)</td>
<td>100</td>
<td>D = 420 – 449 (70 – 745)</td>
</tr>
<tr>
<td>Article Analysis Assignments 100 each (200 total)</td>
<td></td>
<td>F = below 420 (&lt; 70%)</td>
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<tr>
<td>Article Synthesis Paper/Literature Review Frame</td>
<td>200</td>
<td></td>
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<tr>
<td>Research Question</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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1. **Introductions (20 points)**

   View the short video in the Start Here folder in Blackboard on how to update your profile. Provide information so that others can get to know you. Add an image – it can be a photo of you, or an image that represents you.

   **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, we will participate in a Discussion Board. 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 has at least one reply. If replies are about evenly distributed, you may reply to posts as you wish.

   The RUBRIC for the Discussion Boards is in the Rubric and Organizing Material Folder inside the Start Here section.

2. **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 these assignments, 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.

Though you only submit 2 of these for a grade, you will conduct a total of 5 during the course. At the end of the course, your Article Synthesis/Review of Literature will have the 2 you submitted for a grade (revised based on feedback) plus 3 additional. **One of these Article Analyses will be placed in T20.**

**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 Worksheet I provide for you in Blackboard to help you analyze the articles you select. Use what you discover as you work through the analysis worksheet 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?” *You will NOT turn in the Worksheet. This worksheet is provided to help you think about your articles*

**5. Research Topic submission (10 points)**
So that we know where you are headed with your project, and offer advice, you will submit a short statement about your research focus in Module 2.
5. Article Synthesis Paper/Literature Review (200 points)

You will choose a topic related to the field of literacy (broadly defined) that warrants further investigation. Your topic must be one that can be conducted in a classroom or school setting. 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 synthesize these 10 (or more) articles into an organized Article Synthesis/Review of Literature Paper. 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 about 2 paragraphs that describes
   a) Your topic in detail – make sure I know just what it is you are studying
   b) A summary of how you went about finding the articles you used in this project

Synthesis: This should be about 3 single-spaced pages that explain how the ten articles you analyzed 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?

Appendices
   A. Article Analyses: You will attach the two graded assignments, REVISED based on feedback, and three additional complete article analyses, for a total of five.
   B. Annotated Bibliography: An annotated list of at least 10 articles that are relevant to your topic. Two of these will be the same articles you used for your Article Analysis assignments, three will be the additional article analyses, and there will be five additional articles that you annotate.

The RUBRIC for this assignment is in the Rubrics Folder in the Start Here section of 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

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.

Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it will be reported to the Office of
Student Conduct for investigation, and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. The UTA Honor Code should be pasted to the cover sheets of the Article Analysis and Article Synthesis/Review of Literature assignments.

**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.

**Late Work:** All assignments must be submitted on time. *There are no provisions for late work.*

**Attendance:** The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect all students to participate fully in course discussions and assignments. Participation is a factor in final grades.

**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](http://www.uta.edu/coehp/tk20) for more information.

**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 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.
Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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.

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 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.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. They will also meet with students online. Visit https://uta.mywconline.com/ to register and make appointments. For hours and descriptions of the services offered to graduate students, visit www.uta.edu/owl/.
LIST 5325 AP Course Calendar – Spring 2014
Work is due by 11:59 PM Central on the date indicated.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td><strong>January</strong></td>
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<tr>
<td>12</td>
<td>First Day of Class</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<tr>
<td>Begin Module 1</td>
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<tr>
<td>18</td>
<td>Due: Replies to discussion</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Library Tutorials</td>
<td>Begin Module 2</td>
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<td></td>
<td></td>
<td></td>
<td>Due: Original posts to Discussion</td>
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<tr>
<td>25</td>
<td>Due: Replies to Discussion</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
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<tr>
<td>Library Tutorials</td>
<td>Begin Module 3</td>
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<td>Due: Original Posts to Discussion</td>
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<tr>
<td>Research Topic</td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td>1</td>
<td>Due: Replies to discussion</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>1st Article Analysis</td>
<td>Begin Module 4</td>
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<td>Due: Original posts to discussion</td>
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<tr>
<td>8</td>
<td>Due: Replies to discussion</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>2nd Article Analysis (to Blackboard and TK20 both)</td>
<td>Begin Module 5</td>
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<td></td>
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<td>Due: Original posts to discussion</td>
</tr>
</tbody>
</table>
**TOPIC SCHEDULE:**

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic &amp; Required Readings</th>
<th>Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>Update Blackboard Profile</td>
<td>Jan. 17</td>
</tr>
<tr>
<td></td>
<td><em>An Introduction to Understanding Research</em></td>
<td><em>Be sure to read the example articles</em></td>
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<td></td>
<td>- The Process of Research</td>
<td>Read Chapters 1 and 2 in: Clark &amp; Creswell</td>
<td>Jan. 17</td>
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<tr>
<td></td>
<td>- Quantitative and Qualitative Study Reports</td>
<td>Read assigned articles (see Blackboard)</td>
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<td>Original posts to Discussion Board</td>
<td>Jan. 17</td>
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<td></td>
<td></td>
<td>Complete Module Library tutorials</td>
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<td></td>
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<td>Replies to discussion board</td>
<td>Jan. 18</td>
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<tr>
<td>2</td>
<td>Understanding the Introductory Sections of Research Reports</td>
<td>Read Chapters 3, 4, 5, and 13 in Clark &amp; Creswell</td>
<td>Jan. 24</td>
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<td></td>
<td>- Statements of the Problem</td>
<td>Discussion Board</td>
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<tr>
<td></td>
<td>- Literature Reviews</td>
<td>Read articles (see Blackboard)</td>
<td>Jan. 25</td>
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<tr>
<td></td>
<td>- Purpose Statements, Research Questions, and Hypotheses</td>
<td>Complete Module Library Tutorials</td>
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<td></td>
<td>Research Topics</td>
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<tr>
<td>3</td>
<td>Understanding Methods Part 1</td>
<td>Read Chapters 6, 7, 8 in Clark &amp; Creswell</td>
<td>Jan. 31</td>
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<tr>
<td></td>
<td>- Quantitative Methods – recognizing overall plans, data collection, and analysis</td>
<td>Discussion Board</td>
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<td>First Article Analysis is due by the end of the module. This</td>
<td>Feb. 1</td>
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<tr>
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<td>You should have your topic for personal research interest written up in your journal.</td>
<td>is an article you choose based on your topic.</td>
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<tr>
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<td>You should be working on formulating a research question.</td>
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<tr>
<td></td>
<td></td>
<td>You should be looking for articles that fit your topic</td>
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</table>

**Note:**
- All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.
- Update Blackboard Profile is due on Jan. 17.
- Reading assignments and discussion board activities are due on Jan. 17, Jan. 18 for Module 1.
- Reading assignments and discussion board activities are due on Jan. 24, Jan. 25 for Module 2.
- Reading assignments and discussion board activities are due on Jan. 31, Feb. 1 for Module 3.

**Assignment Deadlines:**
- Jan. 17
- Jan. 18
- Jan. 24
- Jan. 25
- Jan. 31
- Feb. 1
Module 4
- Understanding Methods Part 2
  - Qualitative Methods – recognizing overall plans, data collection, and analysis
  - Continue working on your search for articles that fit your topic
  - Work on annotations for those articles – you need 10

Read Chapters 9, 10, and 11 in Clark & Creswell Discussion Board
Second Article Analysis is due by the end of the module.
Feb. 7
Feb. 8

Module 5
- Methods Part 3
  - Mixed Methods – recognizing overall plans, data collection, and analysis
  - Wrapping up the Course!

Read Chapters 12, 13, and 14 in Clark & Creswell Discussion Board
Final Article Synthesis/Review of Literature Paper Research Question
Feb. 9
Feb. 15

Alignment of Outcomes, Assignments, Standards, and Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>Assignments / Assessments</th>
<th>National Standards</th>
<th>TExES Domain Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>• Reading Response &amp; Replies</td>
<td>TESOL 2</td>
<td>TExES Reading Specialist Domain I, Competency 001-008, Domain IV, 013</td>
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<td></td>
<td>• Book Reviews</td>
<td></td>
<td>TExES ESL Domain I, Competency 001-002; Domain III Competency 009</td>
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<td></td>
<td>• Power Point Presentation</td>
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<tr>
<td><strong>Pedagogical Knowledge &amp; Skills—Instruction</strong></td>
<td>• Reading Response &amp; Replies</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>
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<tr>
<td></td>
<td>• Book Reviews</td>
<td>TESOL 3a-3c,</td>
<td>TExES ESL Domain II Competency 003–007</td>
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<tr>
<td></td>
<td>• Power Point Presentation</td>
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</table>
importance in learning to read and write.

- 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.
- IRA 4.3 Develop and implement strategies to advocate for equity.
- TESOL 3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, 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

- Power Point Presentation
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.

### Dispositions
- TESOL 5a. ESL Research and History. Candidates demonstrate 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.

| Reading Response & Replies | TESOL 5a-5b | TExES Reading Specialist Domain IV, Competency 014  
TExES ESL Domain III Competency 008, 010 |
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.
Cross Reference IRA/NCATE Reading Specialist Standards
Matched to
TExES Reading Specialist Competencies

TExES
Reading Specialist Competencies

TExES Competency 001 (Oral Language) The reading specialist possesses knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional strategies for promoting 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, 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 Alphabet) The reading specialist understands concepts of print and the alphabetic principle, developed knowledge of instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

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

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

TExES Competency 006 (Comprehension) The reading specialist understands knowledge of reading comprehension and instructional methods that promote 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.
<table>
<thead>
<tr>
<th>IRA Standard 2</th>
<th>TExES Competency 010 (Instructional Methods and Resources) 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) 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></td>
<td>TExES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) 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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<tr>
<th>RA Standard 3</th>
<th>TExES Competency 009 (Assessment) 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>
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<td>Assessment, Diagnosis, &amp; Evaluation</td>
<td>TExES Competency 011 (Instruction for English Language Learners) 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>
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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.

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 009 (Assessment) 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.
<table>
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<tr>
<th>IRA Standard 5 Professional Development</th>
<th>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.</th>
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<tbody>
<tr>
<td>Candidates view professional development as a career-long effort and responsibility.</td>
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**OVERVIEW:**

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<tr>
<th>TESOL</th>
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<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>
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<tr>
<td>4.a-c</td>
<td>II. 007, 003</td>
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<td>5.a-c</td>
<td>III. 008, 010</td>
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**DETAIL:**

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<th>TESOL/NCATE Standards</th>
<th>TExES English as a Second Language Standards (EC-12)</th>
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<tbody>
<tr>
<td><strong>DOMAIN 1: LANGUAGE</strong></td>
<td><strong>Domain I. Language Concepts and Language Acquisition</strong></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><strong>Competencies 001–002</strong></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><strong>Competency 001.</strong> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</td>
</tr>
</tbody>
</table>
Standard 1.b. Language acquisition and development. 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.

**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.

**DOMAIN 2: CULTURE**
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.

**Domain III.** Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement
Competencies 008–010

**Standard 2.a. Nature and Role of Culture.** 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.

**Competency 009.** The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multilingual learning environment.

**Standard 2.b. Cultural Groups and Identity.** Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

**Competency 009.** The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.

**DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION**
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.

**Domain II.** ESL Instruction and Assessment Competencies 003–007
**Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** 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.

**Competency 003.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

**Standard 3.b. 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, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**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.

**Standard 3.c. Using Resources 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.

**Competency 006.** The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

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**DOMAIN 4: ASSESSMENT**

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

**Domain II. ESL Instruction and Assessment Competencies 003–007**

**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 ESOL 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 ESOL students and facilitate family and community involvement in their education.