

**Reading and Writing Program (Ed 612.02)
Self-Assessment Worksheet**

Ed 612.02 Reading and Writing Program

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.02 READING AND WRITING PROGRAM	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in reading and writing shall require candidate competency in the teaching of reading and writing, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.		
(b) The reading and writing program shall provide the teaching candidate with the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience in the following areas:		
(1) In the area of knowledge of the foundations of reading and writing processes and instruction, the ability to demonstrate knowledge of:		
a. Social and cognitive development of children and adolescents;		
b. Psychological, cultural, and linguistic foundations of reading and writing processes and instruction, as shown by the ability to explain, compare, contrast, and critique major theories in the foundational areas as they are related to reading and writing;		
c. Current practices, research, and historical developments in teaching reading and writing;		
d. The diverse languages, cultures, histories, and experiences of English language learners;		
e. Language development as it relates to acquisition of reading and writing, and the		

<p>variations related to cultural and linguistic diversity, including the ability to:</p> <ol style="list-style-type: none"> 1. Identify, explain, compare, and contrast the theories and research in the areas of language development in relation to the process of learning to read and to write; and 2. Describe development of a child's reading and writing in relation to cultural and linguistic context; 		
<p>f. The major components of reading curriculum, including the ability to:</p> <ol style="list-style-type: none"> 1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading; 2. Explain how background knowledge, vocabulary, comprehension strategies, meaning, and motivation are integrated in reading; and 3. Describe how reading strategies are taught in curricular areas, including science, English, social studies, and mathematics; 		
<p>g. The major components of writing instruction, including the ability to:</p> <ol style="list-style-type: none"> 1. Understand the writing process and appropriate strategies for planning, drafting, revising, editing, and sharing writing; 2. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning; 3. Recognize and identify stages of student progress in spelling from early strategies that map letters to sounds to more sophisticated processes that draw on semantic relationships in spelling; 4. Describe age- and grade-appropriate uses of punctuation and text organization and how such conventions serve communication; 5. Describe models for integrating writing across the curriculum; and 		

<p>6. Demonstrate knowledge of how students learn to encode their ideas in manuscript and cursive as well as through technology; and</p>		
<p>h. Electronic and technology-based literacies that serve academic, personal, and professional purposes, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Blogs; 2. Ezines; 3. Websites; 4. Ebooks; 5. Hypertexts; 6. Simulations; and 7. Social networking forums; 		
<p>(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to:</p>		
<p>a. Use flexible instructional options to address individual differences through grouping and individual instruction;</p>		
<p>b. Select appropriate instructional practices, approaches, and methods, including but not limited to, technology-based practices for addressing the needs of students;</p>		
<p>c. Provide and employ effective reading and writing instruction for learners at different stages of literacy and from different cultural and linguistic backgrounds, including the ability to:</p> <ol style="list-style-type: none"> 1. Select appropriate reading materials, including literature for children and adolescents, basal and core programs, trade books, digital media, and content area textbooks; 2. Organize classrooms to support reading and writing instruction; 3. Engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including feelings, ideas, and knowledge, for a purpose to an audience; 		
<p>4. Develop students' writing from planning through drafting, editing, revising, and sharing with peers, teachers, and others;</p>		

<p>5. Engage students in using genres appropriate to personal, social, academic, and vocational or professional content, purposes, and audiences; and</p> <p>6. Frame focused lessons to:</p> <ul style="list-style-type: none"> (i) Address skill needs, including spelling and punctuation; and (ii) Further competence in cognitive aspects of writing, including text and sentence organization, word choice, and voice; and 		
<p>d. Use instructional strategies that support, challenge, and develop the language and literacy of English language learners;</p>		
<p>(3) In the area of assessment, diagnosis, and evaluation of reading and writing, the ability to:</p>		
<p>a. Understand the terminology, processes, and procedures used in formal and informal assessments;</p>		
<p>b. Compare, contrast, use, and interpret a wide range of assessment tools and practices, including standardized instruments and informal measures including informal inventories, curriculum-based measures, and observational schemes, complemented by analyses of artifacts, portfolios, and work samples that provide the ability to:</p> <ul style="list-style-type: none"> 1. Evaluate students' development in literacy using holistic, analytical, and diagnostic schemes; and 2. Understand and apply principles of response-to-instruction paradigms; 		
<p>c. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, by:</p> <ul style="list-style-type: none"> 1. Using in-depth assessment information to plan individual instruction for those struggling with reading and writing; 2. Selecting and administering 		

<p>developmentally appropriate formal and informal assessments;</p> <p>3. Engaging students appropriately in using assistive technology to address their needs in learning and communicating; and</p> <p>4. Collaborating with other education professionals to implement appropriate reading and writing instruction for individual students;</p>		
<p>(4) In the area of creating a literate environment that fosters reading and writing, the ability to:</p>		
<p>a. Use students' interests, abilities in reading and writing, and backgrounds as a foundation for developing their abilities in reading and writing, including the ability to;</p> <ol style="list-style-type: none"> 1. Inventory and assess students' interests, reading abilities, and backgrounds; 2. Select literature, materials, and activities that match the reading levels, writing development, and cultural and linguistic backgrounds of students; 3. Use instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate cooperative learning and problem solving; and 4. Establish forums for students to write in a variety of genres, and to share and to respond to one another's writing; 		
<p>b. Model reading and writing as valued lifelong activities, including the ability to demonstrate:</p> <ol style="list-style-type: none"> 1. Personal commitment to reading and writing; and 2. Model reading and writing for real purposes in daily interactions with students and education professionals; 		
<p>c. Motivate learners to be lifelong readers and to write for personal, social, academic, and vocational or professional purposes; and</p>		

<p>d. Demonstrate how students' abilities to read and to write support academic achievement, personal inquiry, identity, and self expression by:</p> <ol style="list-style-type: none"> 1. Providing students with the opportunities to use reading of text and electronic media to explore areas of interest and intellectual curiosity; and 2. Developing students' abilities to express themselves as they write about their own experiences, describe insights and opinions, and seek to persuade others; and 		
<p>(5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:</p>		
<p>a. Display professional and collaborative dispositions related to the teaching of reading and writing, including the ability to:</p> <ol style="list-style-type: none"> 1. Enlist public support for high quality programs in literacy by working with families, colleagues, study groups, and communities; 2. Develop the literacy of each and every student through his or her instruction; 3. Respect the importance of confidentiality in protecting students' privacy; and 4. Develop relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading; 		
<p>b. Broaden and extend their understanding of teaching reading and writing, including the ability to:</p> <ol style="list-style-type: none"> 1. Research specific aspects of reading/writing instruction, including: <ol style="list-style-type: none"> (i) Identification of those areas of knowledge, skills, or dispositions related to their teaching of reading and writing; (ii) Planning of strategies to address the identified areas of knowledge, skills, or dispositions related to the teaching of 		

<p>reading and writing; (iii) Implementation of the planned strategies; and (iv) Articulation and showing of evidence of the results;</p>		
<p>2. Stay informed about professional issues; and 3. Provide educational opportunities, information, and support for families and the community; and</p>		
<p>c. Collaborate with colleagues to observe, analyze, and provide feedback on each other's practice, including ability to:</p> <ol style="list-style-type: none"> 1. Engage in collaboration and dialogue with teachers and reading specialists to gain recommendations and advice on teaching practices and ideas; 2. Articulate the research base related to these recommendations; and 3. Conduct action research as a means of addressing instructional issues. 		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86, EXPIRED 2-21-92

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #9799, eff 10-15-10