NATIONAL RECOGNITION REPORT
Preparation of Reading Education Professionals (2010 Standards)

National recognition of this program is dependent on the review of the program by representatives of the International Reading Association (IRA).

COVER PAGE

Name of Institution

Lehman College, NY

Date of Review

MM	DD	YYYY
08	01	2019

This report is in response to a(n):

○ Initial Review

○ Revised Report

◉ Response to Conditions Report

Program(s) Covered by this Review

Literacy Studies

Grade Level[1]

5-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Advanced Teaching

Award or Degree Level(s)

◉ Master's

○ Post Master's

○ Specialist or C.A.S.

○ Doctorate

○ Endorsement only

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

◉ Nationally recognized

○ Nationally recognized with conditions

○ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

○ Yes

○ No

◉ Not applicable

○ Not able to determine

Comments, if necessary, concerning Test Results:

ILA does not require a benchmarked licensure test; therefore, this item is marked N/A.

Summary of Strengths:

Program faculty did attend to recommendations made in the previous report.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

See initial report.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Faculty have made required responses to conditions.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3.1: Understand types of assessments and their purposes, strengths, and limitations.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Faculty have made required responses to conditions.

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4.3: Develop and implement strategies to advocate for equity.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Programmatic changes show that the faculty has carefully considered the needs of the candidates. Their changes have resulted in improved candidate results but the faculty recognizes the need for this to be expanded over more sessions to continue the improvement in this area.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Program faculty have clearly identified and support candidate needs through intensive coaching and support during the candidates' practicum experiences. The faculty is clearly committed to improving the ability for candidates to meet the needs of diverse students with this assessment.

Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
6.4: Understand and influence local, state, or national policy decisions.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

It is clear that program faculty considered the recommendations of their previous review in designing this assessment. They did not compare previous and current results, which allows the reader to truly see the difference in the assessment. The assessment seems to present a good vehicle for instructor/candidate interaction, and candidates are being encouraged to submit multiple drafts so that faculty can continue to support their learning and growth.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

See previous report.

C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

See previous report.

C.3. Candidate effects on P-12 student learning

See previous report.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

It is clear that the faculty has evaluated and implemented the recommendations of the previous report, and has redesigned the assessments that noted concerns (4,5,7). The number of candidates is so low that it is difficult to draw any conclusions regarding the changes and candidate learning as a result.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The number of candidates submitting assessments is low.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

N/A

F.2. Concerns for possible follow-up by the CAEP site visitors:

N/A

PART G -DECISIONS

Please select final decision:

⦿ **National Recognition**. The program is recognized through the semester and year noted as in the Recognition Report. Programs receiving National Recognition from ILA by spring 2019 will be listed on the CAEP website until the expiration of that status or contingent on the provider's CAEP accreditation status. The provider may designate its program as Nationally Recognized by ILA in its published materials until the status expires.The ILA Recognition Report may serve as program level evidence for the accreditation cycle it has been initiated.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.