

IRA Standards	Artifacts	Rationale
<b>Standard 1. Foundational Knowledge.</b>		
<p>1.1 Candidates 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.</p>	<p>Exam papers from RE 5100, Beginning Readers and Writers</p> <p>Assessment Summary Sheet from RE 5715, Reading Assessment and Correction</p> <p>Case reports from RE 5725, Practicum in the Clinical Teaching of Reading</p>	<p>Each of these courses increased my knowledge of the foundational processes involved in learning to read and write. These artifacts will show a well-developed theoretical and philosophical base upon which assessment, lesson planning, and monitoring student learning are used with consideration and reflection of educational research. Through papers written RE 5100, I learned how these reading and writing processes affect student development. As a requirement of RE 5715, I learned to give many different kinds of assessment. As an artifact, I completed a Summary Sheet to reveal the results of these assessments and interpreted them to make suggestions on instructional needs of a student. Through clinical experience in RE 5725 and RE 5531, I also have learned different activities to improve my instruction in these areas and how to plan reflectively based on student need. During RE 5710, Seminar Research, an assignment required me to examine a reading topic of interest and further study research in this area; I chose reading fluency. This research helped me to realize the importance of reading fluency as a predictor of reading success, as well as strategies to use to help students improve in this area of reading. Another artifact from this class required me to think reflectively about each course taken in ASU’s Reading Master’s program. This assignment allowed me to reflect further on assessment in the classroom, reading instruction, technology, and language arts instruction. Students with reading disabilities, different races, classes, and gender are all areas that affect student learning. In these classes, RE 5210, RES 5535, and RE 6576, I have learned different ways to support those struggling readers through different strategies and technologies. I have also learned the importance of understanding a student’s cultural background to help them to achieve in their learning.</p>
<p>1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p>	<p>Reflective summary paper from RE 5531, Seminar in the Clinical Teaching of Reading</p> <p>Papers from RE 5710, Seminar in Reading and Language Arts Research</p>	
<p>1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</p>	<p>Reflective papers or exams from RE 5210, Educating Students with Reading Disabilities; RES 5535, Race, Class, and Gender in Literacy Research;</p> <p>Wiki Participation from RE 6575 Technology and Literacy</p>	

**Standard 2. Curriculum and Instruction.**

2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Poetry Project from RE 5130,  
Teaching the Language Arts

Author's Study, Book  
Summaries from RE 5140,  
Advanced Study of Children's  
Literature

2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Read Write Think Lesson  
Planning; Instructional Strategies  
Assignment from RE 5730,  
Reading and Writing Instruction  
for Intermediate and Advanced  
Learners

2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Case reports from RE 5725,  
Practicum in the Clinical  
Teaching of Reading

Reflective summary paper from  
RE 5740, Seminar in the Clinical  
Teaching of Reading

In my graduate studies, I created multiple assignments to design and implement into the classroom. Each of these artifact show my knowledge and understanding of how to create lessons that are affective for varying ability levels and use a wide range of texts to impact student learning. I created an "I Poetry" Unit about Community Helper in a 3<sup>rd</sup> grade classroom as a part of RE 5130. I found multiple mentor texts to show examples of this type of poetry. This unit required students to read non-fiction texts about a chosen Community Helper and then create an I Poem using the information learned from these texts. In RE 5140, I completed an author study of David Wiesner to form background knowledge of this author, as well as create content-integrated lesson plans to go along with several of his books. In this same course, I also examined many award winning books in children's literature and wrote critiques of each. These critiques included texts from many different genre's and cultures. In RE 5730, I created a lesson based on the Reade, Write, Think requirements. This lesson focused on the integration of Fairy Tales and Writing. Students would use technology interactives, as well as, graphic organizers to examine original fairy tales; concluding with writing their own original. In the Practicum/Seminar experience, RE 5725 and RE 5740, I worked with two students at different reading ability levels. These students had unique needs where I had to plan daily lessons. At the end of this clinical experience I wrote a reflective paper about the progress of each student and what type of instruction they needed to continue to improve their reading skills.

**Standard 3. Assessment and Evaluation.**

3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.	IRI and assessment battery (summary sheet) and letter to a parent from RE 5715, Reading Assessment and Correction	Assessment and the interpretations of assessment impact student learning. These artifacts will demonstrate my knowledge of assessment and how the interpretations of assessments guide instruction, being able to deliver the results to different audiences. In RE 5715, I formed an understanding of how to administer an Informal Reading Inventory. The results were charted on a Summary Sheet, where I then analyzed student performance. These assessments allowed for placement at appropriate reading ability levels to guide instruction, shown in my write-ups. In the Clinical Portion of this program, RE 5725 and RE 5740, I worked with two students at varying ability levels, where I completed both a pre- and post-test. The pre-assessment allowed me to understand each student's reading abilities and develop personalized lesson plans unique to their skills. I wrote a paper analyzing where they began during the Clinic and their progress throughout; following-up with a letter to their parents communicating their assessment results and progress. As a part of RE 5210, I also completed a comparative case study with a student who is "low achiever" and a student identified with a learning disability. I again completed both a pre- and post-assessment, along with progress monitoring through a developed Curriculum Based Measure (CBM). This case study focused on "core" curriculum and its effectiveness with students "at risk" for failure.
3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Case reports from RE 5725, Practicum in the Clinical Teaching of Reading	
3.3 Candidates use assessment information to plan and evaluate instruction.	Reflective summary paper and Parent Letter from RE 5740, Seminar in the Clinical Teaching of Reading	
3.4 Candidates communicate assessment results and implications to a variety of audiences.	Comparative Case Study from RE 5210, Educating Students with Reading Disabilities	

**Standard 4. Diversity.**

4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Reflective Blog posts from RES 5535, Race, Class and Gender in Literacy Research	A diverse curriculum is necessary to support student learning. These artifacts will be evidence for how understanding race, class, and gender affect a student's academic performance. In RES 5535, I read and analyzed many different research articles about how race, class, and gender impact the school environment. I then posted critiques of these articles on a class blog and offered input to and from other colleagues' blog posts. I designed a Poetry Unit in RE 5130, focusing on Community Helpers. Students were able to choose a community leader that was important to them, regardless of background. Book critiques from RE 5140 allowed for exploration of different children's literature from varying cultures, and discovery of how these texts can be incorporated into everyday curriculum. In RE 5730, I created a Read, Write, Think Lesson plan that integrated various versions of literature to enhance student learning of cultural diversity. I learned and reflected about different ways to address students with reading disabilities and how diverse backgrounds can affect reading achievement in RE 5210. Different technologies available were explored and discussed through a class Wiki in RE 6575. Here, I was able to examine trial versions of software to meet the needs of diverse learners to ensure equity for all.
4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Planned units of study (poetry, integrated language arts, writing instruction) from RE 5130, Teaching the Language Arts  Reflections on children's texts from RE 5140, Advanced Study of Children's Literature	
4.3 Candidates develop and implement strategies to advocate for equity.	Read Write Think Lesson Plan from RE 5730 Reading & Writing Instruction for Intermediate & Advanced Learners  Reflective papers from RE 5210, Educating Students with Reading Disabilities;  Wiki posts from RE 6575, Technology and Literacy	

**Standard 5. Literate Environment.**

5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Blog and planned units of study (poetry, integrated language arts, writing instruction) from RE 5130, Teaching the Language Arts	Making sure the classroom supports a literate environment is crucial to student learning. These artifacts will show how I have learned how to create an optimal atmosphere to support different reading and writing abilities, as well as vary instructional grouping. In RE 5130, I used a blog to share and produce both my writing and student writing in a designed unit of study. This use of technology proved to be a highly motivational way to get students involved in both reading and writing. An author's study and reading various children's literature assisted in my understanding of student motivation to read. These assignments from RE 5140 allowed me to help students discover an entry point into their reading enjoyment. Book Clubs is a strategy that I learned to reinforce choice and motivation of student reading in RE 5730. This environment provides optimal support for student learning. RE 5740 helped to establish instructional routine to support my struggling readers in a Clinic atmosphere. Daily lesson plans were written to focus instruction based on student need, discussions, and peer feedback. In Action Research, RE 5040, I designed a study to focus on the impact of socioeconomic status and reading achievement. Research confirmed that student motivation and success was affected by their social environment. Many different strategies and computer programs were explored in RE 6575 to support differentiated instruction of struggling readers and writers. Online graphic organizers, word prediction software, using video in the classroom were all technologies that I now understand how to use in my instruction.
5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Author's study, book summaries from RE 5140, Advanced Study of Children's Literature  Book Club from RE 5730, Reading and Writing Instruction for Intermediate and Advanced Learners	
5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	Reflective summary paper from RE 5740, Seminar in the Clinical Teaching of Reading  Action research paper from RE 5040, Teacher as Researcher	
5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Wiki from RE 6575, Technology and Literacy	

**Standard 6. Professional Learning and Leadership.**

6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	Product of Learning and reflections in RE 5525, Product of Learning  Papers from RE 5710, Seminar in Reading and Language Arts Research	Being a lifelong learner has been instilled in me through this Master's Reading program. These artifacts will demonstrate the importance of being a reflective practitioner in the teaching profession. In RE 5525, I created an online telefolio to carefully consider instructional theories, educational research, and professional development taught in each course and how these things influence my teaching. Both written exams in RE 5710 required the careful examination of reading and writing instruction to positively impact student learning and instruction. In RE 5710 and RE 5040, I wrote investigative critiques of educational research; Socioeconomics' Role in Reading Achievement and How Fluency Affects Reading Comprehension, respectively. Sharing this research with fellow teaching professionals shows leadership at different governing levels. As a requirement of RE 5730, I designed a workshop about activating prior knowledge before, during, and after reading. This workshop design will allow me to share information with colleagues during an early release day or an afterschool setting. Other areas that demonstrate professional development and leadership roles in my school included participating in Early Release day activities, attending outside workshops, and presenting Common Core standards at the local level. I am also a member of NEA and NCAE, both influential organizations to policy making bodies.
6.2 Candidates 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.	Action research paper from RE 5040, Teacher as Researcher  Planned professional development unit from RE 5730, Reading and Writing Instruction for Intermediate and Advanced Learners	
6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	In-school professional development activities or leadership roles	
6.4 Candidates understand and influence local, state, or national policy decisions.		