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INTRODUCTION
Mission Statement for the Special Education and Reading Specialist Program

The mission of the Special Education and Reading Specialist Program is to prepare effective educators who develop an in-depth understanding of special education and literacy in order to be able to:

(Special Education focus)
A. Provide instruction for K-8 students with disabilities
B. Be knowledgeable about special education law
C. Maintain a commitment to making informed theoretical and practical decisions related to special education

(Reading Specialist focus)
D. Enhance literacy learning in the classroom
E. Be a literacy leader among their peers and
F. Maintain a commitment to making informed theoretical and practical literacy decisions in their work with students, teachers, administrators, families and the community.

READING SPECIALIST
Effective Literacy Leaders

School District
- Classroom Teacher
- Title I Teacher
- Reading Coach
- Literacy Leader

State
- Language Arts Advisor

Other
- College/Community
- College Instructor
- Consultant for a Publisher
- Researcher
- Professional Development
Special Education

School District

- Classroom Teacher
- Title I Teacher
- Special Education Coach
- Special Education Leader

State

- Special Education Leader

Other

- College/Community
- College Instructor
- Consultant for a Publisher
- Researcher
- Professional Development
COURSE REQUIREMENTS
M.Ed. with Certification In
Special Education PreK-8 & Reading Specialist K-12
Review Sheet

See Westminster College webpage, Reading Specialist Program at
http://www.westminster.edu/academics/graduate/pdf/reading-review-sheet.pdf
for the most current list of courses required

[Continued on next page]
WESTMINSTER COLLEGE
M.ED. AND CERTIFICATION IN SPECIAL EDUCATION PREK-8 & READING SPECIALIST K-12

Name _______________________________ Date _______________________________
Address ________________________________ ________________________________
(Street) (City) (State) (Zip)

Preferred Phone ________________________________ Email ________________________________

Requirements for Master of Education in Special Education & Reading Specialist
36 Semester Hours

<table>
<thead>
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<th>Course #</th>
<th>Course Title</th>
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<tbody>
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<td>Language and Literacy in Preschool and Elementary</td>
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<tr>
<td>REA 820</td>
<td>Language and Literacy in Middle/Secondary and Beyond</td>
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<tr>
<td>EP 820</td>
<td>Special Education for School Leaders</td>
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<tr>
<td>SED 714</td>
<td>High Incidence and Low Incidence Strategies (30 Hr. Practicum)</td>
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<tr>
<td>ED 940</td>
<td>Research</td>
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<tr>
<td>REA 850 or SED 712</td>
<td>Assessment</td>
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<tr>
<td>SED 711</td>
<td>Legal Issues in Special Education</td>
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<td>SED 702</td>
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<td>Leadership in School Literacy Program</td>
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<td>Human Development</td>
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<tr>
<td>ELL 710</td>
<td>English Language Learners</td>
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Practitioner Research Report — Successful completion of Practitioner Research Report

PECT Exam — Pass both modules of PreK - 8 and Special Education

PDE Application — Submission of PDE Certification Application on PDE TIMS

QPA for program 3.0 or higher for admission and completion

*For the most current information on PA PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements.

Transfer Credit | Course Replaced | Completed | Grade
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Revised May 5, 2015
WESTMINSTER COLLEGE
READING SPECIALIST K-12 FOR PA/OH (CERTIFICATION ONLY)

Name_________________________ Date_________________________
Address_____________________
(Street) (City) (State) (Zip)
Preferred Phone________________ Email________________

Requirements for Certification only as Reading Specialist K-12
For those already holding a bachelor degree in education and holding a valid OH or PA teacher’s certificate/license

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<td>REA 810* #</td>
<td>Language and Literacy in the Preschool and Elementary School</td>
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<tr>
<td>REA 820* #</td>
<td>Language and Literacy in the Middle/Secondary School and Beyond</td>
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<td>REA 830* #</td>
<td>Advanced Children’s and Young Adults Literature</td>
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<td>REA 850* #</td>
<td>Linking Assessment and Instruction</td>
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<td>REA 860* #</td>
<td>Leadership in School Literacy Program</td>
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<td>SED 704 #</td>
<td>Seminar in Reading Strategies for Special Ed (Practicum 30 hours)</td>
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<tr>
<td>REA 980 #</td>
<td>Practicum in Reading</td>
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Note: For PA Certification, if no previous coursework in English Language Learners has been completed, Act 49 course ELL 710 is required.

The program meets certification requirements in Pennsylvania. The program is designed to meet Ohio licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis, and testing requirements. In some cases, additional coursework may be required to meet state standards.

For more detailed information, consult the Reading Specialist Advising Handbook.

*For the most current information on PA or OH state test requirements, PA students go to http://www.ets.org/praxis/pa/requirements and Ohio students go to Ohio Assessment for Educators at http://www.oh.nesinc.com.

Note:
*Ohio Students who hold a BS in Education and a valid OH teaching license who wish to add Reading Specialist Endorsement to their existing teaching license in Ohio will need to take the five courses indicated above by asterisks and pass the Ohio state reading tests, Ohio Assessments for Educators for Reading 038 and 039.

#PA Students who hold a BS in Education and a valid teaching certificate need to take the seven courses by above # and pass the PA Praxis Reading Test to obtain a PA Reading Specialist certificate PK-12.

Revised April 2018

The Pennsylvania Department of Education has approved Westminster College for graduate M.Ed. programs in reading and special education.
WESTMINSTER COLLEGE
SPECIAL EDUCATION
PREK-8 CERTIFICATION ONLY FOR PA/OH

Requirements for Special Education PreK-8 Certification Only
24 Semester Hours

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<tr>
<td>EP 820</td>
<td>Exceptional Children &amp; Individual Differences</td>
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<td>High Incidence and Low Incidence Strategies</td>
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<td>SED 712</td>
<td>Seminar in Assessment for Special Education</td>
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<td>(30 Hr. Practicum)</td>
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<td>SED 711</td>
<td>Legal Issues in Special Education</td>
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<td>SED 702</td>
<td>Behavior Management/(ABA) Applied Behavior Analysis</td>
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PECT Exam — Pass both modules of PreK - 8 and Special Education
PDE Application — Submission of PDE Certification Application on PDE TIMS

QPA for program 3.0 or higher for admission and completion

*For the most current information on PA PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements.
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**FALL, 2018**

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**SPRING, 2019**

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<td>Special Education for School Leaders</td>
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<tr>
<td>ELL 710</td>
<td>English Language Learners</td>
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Special Education and Reading Specialist Course Textbooks

For the most up-to-date listing, see Westminster College bookstore at
http://bookstore.westminster.edu/CourseMaterials.aspx

Reading Specialist Course Descriptions
All courses are three semesters hours unless otherwise specified.

**REA 810 Language and Literacy in the Preschool and Elementary School**
This course examines the problems, issues and theories in teaching emergent through transitional readers from a socio-psycholinguist perspective. It includes studying the role of both the home and school in literacy development, examining factors that influence reading comprehension, exploring informal and formal assessment tools, and selecting strategies to foster young children's continued growth in reading and writing. Special emphasis is placed on investigating the three language cueing systems.
**A 10 practicum experience is embedded in course.**

**REA 820 Language and Literacy in the Middle and Secondary School and Beyond**
This course focuses on the psycholinguistic development of an independent reader. Issues that students encounter on a literacy continuum from middle school, through high school, and into adulthood will be examined. Strategies for improving reading and writing, fostering interpretive, critical, and creative readers and promoting interest in reading are considered. Particular attention is given to the reading problems and skills needed when using informational texts in the content areas.
**A 10 hour practicum experience is embedded in course.**

**REA 830 Advanced Children's and Young Adult Literature**
This course is an in-depth study of the genres of literature for children's literature and young adult literature. Discussion concerning the importance of fiction and non-fiction works in the elementary through high school classroom and the roles they play in student learning will be discussed. Special attention will be given to the examination of books, especially multicultural children’s literature, that are reviewed in the literature and found especially noteworthy. Students will complete and submit their 3 part comprehensive exam/action research project to the Reading Specialist Coordinator.
**A 10 hour practicum experience is embedded in course.**

**REA 850 Linking Assessment and Instruction**
This course provides instruction in the use of formal and informal methods of literacy assessment for emergent through independent readers. From the ongoing analysis of assessment findings, graduate students will develop a specific instructional plan for a group of children. Regular communication with the student's parents, classroom teacher, and administrator will provide a more global perspective on evaluation in the schools. Particular emphasis will be placed on studying the interaction of assessment and instruction and the subsequent revision of instructional goals.
**A 30 hour practicum experience is embedded in course.**
REA 860 Leadership in the School Literacy Program
This course enables literacy specialists to collaboratively investigate various methods for organizing and evaluating reading programs with their school district administrators and literacy leaders. Graduate students will assess school literacy needs in comparison to state and national literacy standards, establish a literacy team and develop longitudinal plans, thereby aligning standards, assessment, and curriculum for all learners. Graduate students will continue to work on their action research project for their comprehensive exams.
A 10 hour practicum experience with teachers and administrators is embedded in course.

Special Education Course Descriptions

SED 702 Behavior Management
This course is designed to provide a basic understanding of the characteristics of students with learning and behavior problems with respect to factors that influence the instructional environment while providing classroom management theory and practical applications for students who have special needs. Applied Behavior Analysis methods will be analyzed and programs for implementation examined.
A 10 hour practicum experience is embedded in course.

SED 711 Legal Issues in Special Education
The focus of the course is on the analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

SED 712 Seminar in Assessment Methods in Special Education
The course will emphasize the development and implementation of assessment procedures for students who have disabilities. Graduate students will become familiar with a variety of assessment instruments and techniques to administer to effectively evaluate children who have disabilities in PreK-8 settings.
A 30 hour practicum is embedded in this course.

SED 714 High Incidence Instructional Strategies/Low Incidence Strategies in Special Education
This course is designed to provide practical application of knowledge about learners who have high incidence disabilities and learners who have low incidence disabilities. Theory, best practices, regulations, and research as related to a practicum component in PreK-8 schools working with students who have special needs in a classroom setting will be examined. The goal of the courses is to assist future special educators to prepare for the unique role of a teacher in a field that is rapidly changing as a result of shifts in public school policies, school reform, questions of efficacy, limitations of resources, teacher roles and expectations, and advocacy.
A 30 hour practicum is embedded in this course.
Additional Courses

**EP 740  Research**
Current research and trends in education. The course is designed to involve the student, through independent research and seminar-type discussion, in an analysis of significant contemporary issues in education.

**EP 740  Human Development**
A course in advanced educational psychology designed to develop deeper understanding of human development and learning. The course examines the contributions of major developmental theorists. A life course perspective is employed.

**EP 820  Special Education for School Leaders**
The psychological implications for teaching gifted and/or cognitively and disabled children. Problems of the blind, the deaf, those defective in speech, and those with behavior problems are considered.

**ELL 710  English Language Learners**
This course is designed to infuse the teacher's competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, standards-based instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners.
COMPREHENSIVE EXAM
Action Research Project for
Special Education and Reading Specialist Program

Overview

The Special Education and Reading Specialist Program Comprehensive Exam offers graduate students the opportunity to explore one of their questions about literacy instruction or Special Education through an Action Research project.

Graduate students will experience the role of teachers as knowledgeable researchers through this four month project. Pennsylvania’s Teacher Evaluation program (Charlotte Danielson model) also invites classroom teachers to conduct Action Research projects to improve their instruction.

Finding time to engage in inquiry with colleagues can become a rare event in schools, due to increasing federal, state, and district mandates. Special Education teachers and Reading specialists need to create Professional Development occasions where teachers are given time to examine issues of importance to them. Graduate students will invest 30+ hours working on the action research project during 2 courses and then complete the project independently outside of course work. Upon completing, students will present their discoveries to other graduate and undergraduat students at Westminster's Kappa Delta Pi/Graduate Symposium, held every other year in the fall or spring semester.

The topic for Special Education/Reading Specialist students’ Action Research project must be approved by either the SE or RS program coordinator at the onset of the ED 940 course.

Action research has distinguished itself as a powerful tool for strengthening practice and producing knowledge in education, thereby ensuring students use research-based interventions and theory to continually improve and revise their classroom practice. Special Education teachers and Reading Specialists benefit from action research focused on students’ literacy and special education needs. Reading Specialist programs and their students benefit from collaborating with Reading Specialists, Literacy Coaches, Title I teachers, Curriculum Coordinators, school sites, and school districts in documenting literacy intervention impacts, examining new directions, and evaluating school literacy programs.

Action research project response must be APA style and be at least 25 pages in length (not including the cover page or references). The entire project must be supported by research, a text, and other academic sources, with proper in-text citations used and references listed. A comprehensive APA Formatting and Style Guide can be found for free at https://owl.english.purdue.edu/owl/resource/560/01/

Note: You may not begin or be provided guidance on this assignment prior to completing the “Masters Degree Application for Comprehensive Examination.” Only degree-seeking students are required to complete the Practitioner Research Report / Comprehensive Examination. All questions regarding the Practitioner Research Report / Comprehensive Examination should be directed to either the Special Education or Reading Specialist Program Coordinator.
Action Research Outline with Rubrics

The following outline describes the four steps graduate students complete for their action research project.

1. Literature review, semester 3 (Education 940)
2. Share progress on data collection, semester 5 (Reading 860)
3. Complete data collection and analysis of findings independently
4. Present results of inquiry, last semester (Kappa Delta Pi/ Graduate Symposium, fall or spring semester)

1. Literature review (Education 940)
   a. During their 3rd semester, graduate students choose a topic of interest during the first week of class. Submit Action Research Project Approval Form to Reading Specialist or Special Education Coordinator. Director of Graduate Program also signs form.


   Some possible topics for Special Education – Reading program for students with disabilities, Dyslexia, technology to support learning, Behavior management…

   b. Conduct exploration thorough literature review of literacy or special education topic. Explore literacy journals through ED 940 LibGuides. See page 9. Hunt through websites of national literacy publishers (i.e., Heineman, Stenhouse and Scholastic) and ILA and NCTE websites to find books, journal articles and multimedia resources to explore (podcasts, websites like www.Readwritethink.org, etc.).

   c. Write a 4 page research paper summarizing discoveries, citing 10 different literacy journals and literacy books.

   d. Following this course, independently organize and launch action research inquiry.

Assessment Rubric for Reading Specialists’ Action Research Project
Part 1 – Education 940
Special Education students see rubric on page 18
PDE 8.11
<table>
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<tr>
<th>Approval of Topic</th>
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<th>Meets Standards 3 points per item</th>
<th>Exceeds Standards 5 points per item</th>
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<tbody>
<tr>
<td>A description of the research study’s topic, rationale and students/participants is presented in 150 words</td>
<td>Incomplete description</td>
<td>Includes all required components</td>
<td>Complete and thorough description</td>
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<tr>
<td>Topic focus</td>
<td>Topic too broad or too narrow for AR project</td>
<td>Topic focused but needs further refinement</td>
<td>Topic is timely and appropriate in relation to a balanced view of literacy instruction</td>
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<tr>
<td>Overall quality of Abstract</td>
<td>Partially meets standards</td>
<td>Meets standards</td>
<td>Exceeds standards</td>
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<td>Review of Literature (ROL)</td>
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</tr>
<tr>
<td>Annotated Bibliography includes major current literacy theories, research and themes</td>
<td>Less than 7 references offer an incomplete evaluation of current theories, research and themes, Less than 5 pages</td>
<td>8-10 references offer an understanding of many current literacy theories, research and themes, 7-8 pages</td>
<td>10 references demonstrate a thorough analysis of current literacy theories, research and themes, 9-10 pages</td>
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<tr>
<td>Articles and books from Lib Guide</td>
<td>Citations incomplete</td>
<td>Citations include many research-based resources</td>
<td>Citations include significant breadth of research-based resources</td>
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<td>Literature Review</td>
<td>Overlooks national literacy standards or ILA and NCTE standards, 1 page</td>
<td>Includes an adequate discussion of national and literacy association standards, 2 pages</td>
<td>Provides a succinct discussion of national literacy standards and ILA and NCTE Literacy standards connected to classroom practice, 3+ pages</td>
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<tr>
<td>Overall quality of Review of Literature</td>
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<td>Exceeds standards</td>
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2. Share progress on data collection (Reading 860)

Graduate students will complete their inquiry, organize data and analyze discoveries. During the Reading 860 course in their 5th semester, students share data and begin to analyze discoveries.

**Assessment Rubric for Reading Specialists’ Action Research Project**  
**Part 2 – Reading 860**  
Special Education students see rubric on page 18  
PDE 8.11

<table>
<thead>
<tr>
<th>Methods and Procedures</th>
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<th>Meets Standards 3 points per item</th>
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<tr>
<td>Research questions</td>
<td>Questions are vague or not clear</td>
<td>Question are specific</td>
<td>Questions are specific and insightful</td>
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<tr>
<td>Students/ participants and setting</td>
<td>Students and setting unclear</td>
<td>Students and setting described</td>
<td>Students and setting well described, ensuring confidentiality</td>
</tr>
<tr>
<td>Data collection</td>
<td>Limited description of assessment tools</td>
<td>Complete description of assessment tools and data techniques</td>
<td>Thorough description of literacy assessment tools and data collection techniques</td>
</tr>
</tbody>
</table>

3. Complete data collection and analyze findings independently

Graduate students complete their action research project outside of coursework. Submit the completed APA style, 25+ page project (not including cover page or references). Submit to either Special Education or Reading Specialist Program Coordinator.

**Assessment Rubric for Reading Specialists’ Action Research Project**  
**Part 3 – One month prior to Kappa Delta Pi/ Graduate Symposium**  
Special Education students see rubric on page 18  
PDE 8.11
<table>
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<th>Exceeds Standards 5 points per item</th>
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<td>Results/Findings</td>
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<td>Detailed, appropriate and accurate description of research results and findings, 1 page</td>
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<td>Discussion</td>
<td>Limited conclusions, 1 page</td>
<td>Accurate conclusions, 2 pages</td>
<td>Insightful conclusions linked to ROL, 2-3 pages</td>
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<td>Implications of results</td>
<td>Limited implications</td>
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<td>Reflection and Cohesiveness</td>
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<td>Not included or do not match Annotated Bibliography</td>
<td>Match Annotated Bibliography</td>
<td>Match Annotated Bibliography citations with additional citations as needed</td>
</tr>
<tr>
<td>Appendices including student work</td>
<td>Some copies of assessment tools, Less than 5 pages</td>
<td>Copies of literacy assessment tools included, 10 pages</td>
<td>Copies of all literacy assessment tools included, 15+ pages</td>
</tr>
<tr>
<td>APA Format</td>
<td>Inconsistent adherence</td>
<td>Adheres to most APA guidelines</td>
<td>Adheres to current APA guidelines</td>
</tr>
<tr>
<td>Overall Action Research Project Rating</td>
<td>Partially meets national and ILA and NCTE literacy standards</td>
<td>Meet standards</td>
<td>Exceed national standards and ILA and NCTE standards</td>
</tr>
</tbody>
</table>
4. Present results of inquiry

Each fall or spring semester (November or April), Kappa Delta Pi works with the Graduate Program Director and Administrative Assistant to organize the Graduate Symposium.

Graduate students present their Action Research project to graduate and undergraduate students at the evening symposium. Students who do not live within an hour of Westminster College may wish to present via Google hangout.
Throughout courses, graduate students will search for literacy research journal articles to augment and support literacy discoveries for papers. Ms. Erin Smith and Ms. Eloise Stephens, Westminster librarians, in collaboration with Dr. Klassen Endrizzi, developed several Lib Guides found on the Westminster homepage under Library resources for graduate student use. https://libguides.westminster.edu/?b=g&d=a

All graduate students – https://libguides.westminster.edu/edgrad

Rea 810 - https://libguides.westminster.edu/rea810

ED 940 - https://libguides.westminster.edu/eduresearch

Rea 830 - https://libguides.westminster.edu/rea830

The following is a list of literacy journals and Special Education journals to explore through coursework and also throughout the Action Research project.

**Reading Specialist journals**

- International Literacy Association
  - Reading Teacher – elementary focus
  - Journal of Adolescent Literacy – middle and high school focus
  - Reading Research

- National Council of Teachers of English
  - Language Arts – elementary focus
  - Voices from The Middle – middle school focus
  - English Journal – high school focus
  - Research in the Teaching of English

- American for Supervision and Curriculum Development
  - Educational Leadership

- Literacy Research Association
  - Journal of Literacy Research

- Children’s and Young Adult Literature
  - Journal of Children’s Literature
  - School Library Journal

**Special Education journals**

- Exceptional Child
- Journal of Special Education
- Remedial and Special Education
- Journal of Emotional and Behavioral Disorders
- Journal of Learning Disabilities
- Intervention in School and Clinic
- Teaching Exceptional Children
Westminster College’s Reading Specialist or Special Education/Reading Specialist Comprehensive Exam
Approval Form for Action Research Project

Name:
Date:
Program:
Proposed Topic:

Rationale for Topic:

Program Coordinator Signature:
Dr. Klassen Endrizzi or Dr. Camardese

Director of Graduate Studies Signature:
Example of Reading Specialist Action Research Project

Topic: Reading Workshops/Book Clubs

The Action Research Project is designed to address a particular interest, need or problem you have in your classroom or school. For example, you might be struggling with your one-size-fits-all basal reading program and realize the need for differentiated reading instruction. You may choose to explore how to implement Reading Workshops or Book Clubs in order to learn how to meet diverse readers' needs. The first step is to complete the Approval form and receive approval from the Reading Specialist program coordinator.

Part 1 - Literature Review of Reading Workshop during Education 940, 3rd semester

Hunt for literacy books and professional literacy journals using Lib Guide for Education 940. Compile a Literature review of 10 books and articles and write a 4 page summary of your discoveries about Reading Workshop.

Part 2 – Plan and Initiate Action Research project before Reading 860, 5th semester

Use the ideas compiled from your Literature Review to refine your research question. Outline who, what, why, where and when you will conduct your Reading Workshop. Share your ideas with your administrator and reading specialist/literacy coach. Next initiate your Reading Workshop exploration. Videotape and photograph research experience. Keep a learning log outlining reflections of discoveries. Organize a notebook, electronic or hardcopy, keeping track of interactions. Continually gather evidence of growth process.

During the Reading 860 class, you will obtain feedback on your on-going Action Research project from classmates and a faculty member.

Part 3 – Independently complete your Action Research project on Reading Workshop

Organize your findings from implementing a Reading Workshop approach. Then analyze and interpret your findings based on insights from your Literature Review. Develop a powerpoint or prezi presentation using photos and video clips, in order to share your Reading Workshop discoveries with your grade level colleagues and also Westminster College undergraduates at the Kappa Delta Pi Graduate Symposium.

Submit the following components of your Action Research project:
1. Part 1 - Literature Review
2. Part 1 - Rationale for topic/question/issue
3. Part 2 - Evidence of your exploration through videotapes, photos, learning log, etc.
4. Part 3 - Evidence of your discoveries and your analysis
5. Part 3 – Powerpoint or Prezi outlining your exploration, changes in your teaching resulting from AR project
Example of Special Education Action Research Project

Topic: Dyslexia

The Action Research Project is designed to address a particular interest, need, or problem you have in your classroom. For example, if you have a student identified as Dyslexic or you suspect the student may be dyslexic, you may be wondering about instructional approaches that would meet the instructional needs of your student. The first step is to complete the Approval Form.

Part 1 - Literature Review of Dyslexia during Education 940, 3rd semester

Complete your Literature Review during Research course, 940. You will want to define Dyslexia and investigate what research – based strategies have been successful with students with Dyslexia. Need to have at least ten (10) resources from books and professional journals. Suggested journals include:

A. Exceptional Children
B. Remedial and Special Education
C. Topics in Early Childhood Special Education
D. Educational Researcher
E. Early Childhood Research Quarterly
F. Journal of Learning Disabilities
G. Teacher Education and Special Education
H. Reading and Writing Quarterly

Part 2 – Plan and Initiate Action Research project before Reading 860, 5th semester

You will employ several of the strategies you identified in your Literature Review and document with data how effective the strategies were in your work with students. During Reading 860 you will review feedback from classmates and a faculty member.

Part 3 – Independently complete your Action Research project on Dyslexia

You will submit your Action Research Project with the following components:

1. Literature Review
2. Why you choose the topic/question
3. What strategies you tried
4. Data to support the use or non-use of the strategies
5. How the Action Research Project influenced your teaching practices and what changes you have made or intend to make in the future.
<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>UNACCEPTABLE</th>
<th>SATISFACTORY</th>
<th>SUPERIOR</th>
<th>EXEMPLARY</th>
<th>SCORE/LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>Abstract not clearly stated</td>
<td>Abstract stated but vague</td>
<td>Abstract includes purpose, methods &amp; results of project</td>
<td>Acceptable, includes all criteria &amp; demonstrates a level of critical thought</td>
<td></td>
</tr>
<tr>
<td>RESEARCH QUESTION</td>
<td>No discernable research question</td>
<td>Research Question is not clearly stated and/or does not relate to student learning</td>
<td>Research Question is clearly stated and relates to student learning</td>
<td>Research Questions is clearly articulated, concise, and shows evidence of critical thought</td>
<td></td>
</tr>
<tr>
<td>COLLECTION OF LITERATURE</td>
<td>Secondary literature not reviewed or not relevant to research</td>
<td>One to two pieces of literature reviewed – connection to research vague</td>
<td>Solid review of literature that shows strong relationship to research</td>
<td>Various pieces of literature reviewed that show direct correlation between research being conducted and previous research done. Excellent analysis of secondary literature.</td>
<td></td>
</tr>
<tr>
<td>METHODS AND ASSESSMENT</td>
<td>The Action Research methodology design does not provide feedback that informs your practice</td>
<td>The Action Research methodology design provides limited feedback that informs your practice</td>
<td>The Action Research methodology design provides feedback that informs your practice</td>
<td>The Action Research methodology design provides feedback that informs your practice; feedback informs you in areas you were seeking to improve</td>
<td></td>
</tr>
<tr>
<td>RESULTS</td>
<td>Results are not analyzed in relation to the original question</td>
<td>Results are vaguely analyzed and do not necessarily relate to the original question</td>
<td>Results are analyzed in relation to the original question</td>
<td>Acceptable + description of how results will inform your practice and impact student learning are included</td>
<td></td>
</tr>
</tbody>
</table>

Standards
USA-Nat. Board for Professional Teaching Standards Five Core Propositions
Proposition: Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
Detail: They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
### REFLECTIVE CRITIQUE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Action Review project is not summarized</td>
</tr>
<tr>
<td>b.</td>
<td>No critical reflection offered and limited to no demonstration of an understanding on the impact of student learning</td>
</tr>
</tbody>
</table>

### Standards

**USA-Nat. Board for Professional Teaching Standards Five Core Propositions**

**Proposition:** Proposition 4: Teachers think Systematically about Their Practice and Learn from Experience.

**Detail:** They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
## Practicum Experiences

### Reading Specialist and Special Education Practicum Requirements

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Hours</th>
<th>Practicum experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 810</td>
<td>10</td>
<td>1 primary aged struggling reader 1st – 3rd grade and family</td>
</tr>
<tr>
<td>Reading 820</td>
<td>10</td>
<td>1 middle or high school aged struggling reader 6th – 10th grade and family</td>
</tr>
<tr>
<td>Special Education 702 Behavior Management/ Applied Behavior Analysis</td>
<td>10</td>
<td>Completing a Functional Behavioral Assessment</td>
</tr>
<tr>
<td>Special Education 711 Legal Issues in Special Education</td>
<td>No hours required</td>
<td></td>
</tr>
<tr>
<td>Education 940</td>
<td>No hours required</td>
<td></td>
</tr>
<tr>
<td>Reading 850</td>
<td>30</td>
<td>Same or different primary, middle or high school reader as REA 810 or REA 820</td>
</tr>
<tr>
<td>Special Education 712 Seminar in Assessment for Special Education</td>
<td>30</td>
<td>Working with a student(s) with an IEP</td>
</tr>
<tr>
<td>Complete either assessment course – REA 850 or SED 712</td>
<td></td>
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<tr>
<td>Reading 830</td>
<td>10</td>
<td>Librarian, administrator and reading specialist or Title I coordinator</td>
</tr>
<tr>
<td>Special Education 714 High Incidence and Low Incidence Strategies</td>
<td>30</td>
<td>Working with a student(s) with an IEP</td>
</tr>
<tr>
<td>Educational Psychology 740 Human Development</td>
<td>No hours required</td>
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</tr>
<tr>
<td>Reading 860</td>
<td>10</td>
<td>Literacy coaches, curriculum specialists or Title I administrators for the Comprehensive School Literacy Plan</td>
</tr>
<tr>
<td>EP 820 Special Education for School Leaders</td>
<td>No hours required</td>
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<tr>
<td>English Language Learners 710</td>
<td>No hours required</td>
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</tbody>
</table>

PDE requirements for Reading Specialist require at least 100 hours in practicum settings throughout coursework.
Practicum Letter of Introduction for Special Education Students

To Whom It May Concern:

___________ is enrolled this semester in a graduate course through Westminster College’s Graduate Program. S/he has enrolled in the course listed below that requires all students to complete 30 hours of practicum experience with students with specific special needs and/or at a specific age/grade level in a school setting:

SED 714: High and Low Incidence Strategies in Special Education or
SED 712: Assessment for Special Education

As the instructor for this course, I am asking you to allow this graduate student to come into the school to complete the specific assignment outlined below:

SED 714 Student Assessment and Instruction Project
In order to plan effective instruction, the WC graduate students need to learn how to informally assess children’s knowledge of concepts, read assessment reports, plan interventions, and monitor students’ progress. The WC student will complete this assignment with a child from their practicum placement. Graduate students are to choose a child from their practicum placement that they can then continue to work with throughout the semester. Following the initial observations and informal assessment, the student will create and conduct interventions and monitor the child’s progress throughout the intervention time. The graduate student will create a final paper describing their observations, interview, interventions, and progress monitoring.

SED 712 Practicum Journal
Graduate students will keep a reflective journal of the practicum experiences for the purpose of identifying and exploring elements of course content. This journal includes 6 entries that can focus on one event, student, etc. or multiply events, students, etc. Each entry must address a specific prompt derived from the teacher preparation standards from CEC and the CCSS expectations for student learning.

The completion of assignment(s) will require at a minimum the following contact hours:
30 CONTACT HOURS

All students admitted into the Special Education/ Reading Specialist masters program at WC are required to file a signed agreement with a specific school system that has agreed to permit practicum experiences. The graduate student is responsible for complying with all school policies and behaving in a professional manner. Confidentiality of students in the school will be maintained since work submitted as a result of these assignments will not identify any location or individual by name and will not be reviewed by anyone other than the student and the instructor for the course.

Please feel free to contact me if you need additional information. The WC faculty appreciates your cooperation in our personnel preparation programs.

Sincerely,

Professor/ Faculty Name
School of Education/ Graduate Program
Westminster College
724-946-7185
email

WESTMINSTER COLLEGE
PRACTICUM EXPERIENCE VERIFICATION

Student: _______________ Course: _______ Semester/Year: _______

School Site: ___________________ City/State: ___________________

Non-School Site*: ___________________ City/State: ________________
*indicate if school or non-school (use non-school ONLY if requirements allow such a placement)

Educator(s) Name and Position: ________________________________

Site Characteristics:
Student: ____________________________________________________
Exceptionalities: _____________________________________________
Student Ethnic/Economic Diversity: _____________________________

Approving Administrator and Position: __________________________
Signature of Approving Administrator: __________________________

Date: __________
*****************************************************************************

Requirements:
- Minimum of 30 Contact Hours for Course
- Completion of Practicum Journal and Student Assessment and Instruction Project

Record of Activities (please describe requirements based on course assignments):

<table>
<thead>
<tr>
<th>Date/Times</th>
<th>Site*</th>
<th>Activities Completed</th>
<th>Relationship to Assignment(s)</th>
<th>Educator Initials</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Date/Times</td>
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</table>

**Total Number Contact of Hours**: ____________

I confirm that I completed the activities listed on the dates identified above and affirm that I have met the minimum requirements for the field experience in this course.

Signature of Student ____________________________________________ Date ____________

I confirm that I hold a teaching certificate and can confirm that this student engaged in these activities at this site as indicated above.

Signature of Certified Educator __________________________ Date ____________
Practicum Letter of Introduction
for Reading Specialist students

To Whom It May Concern:

__________ is enrolled this semester in a graduate course through Westminster College’s Graduate Program. S/he has enrolled in the course listed below that requires all students to complete 10-30 hours of practicum experience with students or teachers with specific literacy needs and/or at a specific age/grade level in a school setting:

REA 810: 10 hours
REA 820: 10 hours
REA 850: 30 hours
REA 860: 10 hours

As the instructor for this course, I am asking you to allow this graduate student to come into the school to complete the specific assignment outlined below:

REA 810 – Work for 8 hours with one struggling reader in grades 1-4, also work with families for 2 hours
REA 820 – Work for 8 hours with one struggling reader in grades 6-10, also work with families for 2 hours
REA 850 – Work for 26 hours assessing and offering intervention strategies to one struggling reader in grades 1-10, work with families for 2 hours, also work with homeroom teacher for 2 hours
REA 860 – Work for 10 hours with teachers, librarians, Title 1 teachers…

All students admitted into the Reading Specialist/ Special Education masters program at Westminster College are required to file a signed agreement with a specific school system that has agreed to permit practicum experiences. The graduate student is responsible for complying with all school policies and behaving in a professional manner. Confidentiality of students in the school will be maintained since work submitted as a result of these assignments will not identify any location or individual by name and will not be reviewed by anyone other than the student and the instructor for the course.

Please feel free to contact me if you need additional information. The Westminster College faculty appreciates your cooperation in our personnel preparation programs.

Sincerely,

Professor/ Faculty Name
School of Education/ Graduate Program
Westminster College
724-946-7189
Email
PRACTICUM EXPERIENCE VERIFICATION

Graduate student: ____________  Course: _____  Semester/Year: _____

School Site: ____________________  City/State: ____________________

Non-School Site*: ____________________  City/State: ____________________
*indicate if school or non-school (use non-school ONLY if requirements allow such a placement)

Educator(s) Name and Position: ___________________________________________________

Site Characteristics:
Student: _________________________________________________________
Literacy struggles: _________________________________________________
Student Ethnic/Economic Diversity: _________________________________

Approving Administrator and Position: _________________________________
Signature of Approving Administrator: _______________________________

Date: ________________
******************************************************************************

Requirements:
- Minimum of 10-30 Contact Hours for Course
- Completion of Practicum Project

Record of Activities (please describe requirements based on course assignments):

<table>
<thead>
<tr>
<th>Date/Times</th>
<th>Site*</th>
<th>Activities Completed</th>
<th>Relationship to Assignment(s)</th>
<th>Educator Initials</th>
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<table>
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<tr>
<th>Date/Times</th>
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<th>Activities Completed</th>
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</tbody>
</table>
Total Number Contact of Hours____________

*****************************************************************************

I confirm that I completed the activities listed on the dates identified above and affirm that I have met the minimum requirements for the field experience in this course.

___________________________________________   ______________
Signature of Student         Date

I confirm that I hold a teaching certificate and can confirm that this student engaged in these activities at this site as indicated above.

___________________________________     ________
Signature of Certified Educator      Date
Certification Requirements

SPECIAL EDUCATION/ READING SPECIALIST
EXIT CRITERIA

Masters in Special Education (PreK-8) and Reading Specialist Certification (K-12)

1. Successful completion of the Masters in Special Education and Reading Specialist Program coursework (36 hours)

2. Successful completion of the Comprehensive Exam – see Comprehensive Exam Action Research Project

3. PECT and PRAXIS Tests - see information below about the Special Education test PECT and Reading Specialist PRAXIS tests

4. Apply for Special Education certification on the Pennsylvania Dept. of Education website: www.pde.state.pa.us

5. Apply for Reading Specialist certification on PDE website: www.pde.state.pa.us

6. You will need to apply for certification on TIMS (Teacher Information Management System) which can be found on the PDE website.

*For the most current information on PA PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements.
SPECIAL EDUCATION CERTIFICATION REQUIREMENTS

For more ETS/Praxis test information go to www.ets.org/praxis or 1-800-772-9476

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Registration Number</th>
<th>Test Provider</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>PA 011</td>
<td>Pearson</td>
<td>220</td>
</tr>
<tr>
<td>Module 2</td>
<td>PA 012</td>
<td>Pearson</td>
<td>220</td>
</tr>
</tbody>
</table>

For more Pearson test information go to www.pa.nesinc.com or 1-800-989-8532

Please note: Data listed above was obtained by the PA Department of Education website as of 9/1/15. Testing information, requirements and fees are subject to change. Please contact the testing companies (ETS or Pearson) directly for the most up-to-date information.

For specific PA Department of Education certification/licensure questions call 717-PA-TEACH (728-3224)

READING SPECIALIST CERTIFICATION AND LICENSURE REQUIREMENTS

Go to https://www.ets.org/praxis/prepare/materials/5301 to find resources to help in test preparation.

Study guide for Reading Specialist exam, also available Test Prep Webinars https://www.ets.org/s/praxis/pdf/5301.pdf

Tests Required for Specific Licensure Areas

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist</td>
<td>Reading Specialist</td>
<td>5301</td>
<td>164</td>
</tr>
</tbody>
</table>
PDE CLEARANCES

In 2015 the Pennsylvania Department of Education increased clearances requirements for teachers and parents. Westminster College Graduate Program requires graduate students to share any necessary clearance information required of any school or community center before initiating a practicum.

Clearance Requirements include:

- Child Abuse (PA Act 151)
- PA Criminal History (PA Act 34)
- Arrest/Conviction Report (PA Act 24)
- FBI Criminal History Record (Federal Act 114)

These clearances need to be up-to-date so check your clearances now. Please go to our Graduate Program webpage and download the list of required clearances.

MEDIA RELEASE FORM FOR PHOTOS

During practicum experiences, we encourage you to take photos of students in action. We would like to share these photos of you with your students through our Special Education Graduate webpage.

Go to the Graduate Webpage to download the media release form. Everyone in the photo needs to sign the Release Form, allowing us to share this photo on our Westminster college Graduate Program webpage.
Pennsylvania Department of Education Standards

Pennsylvania Department of Education Standards for the
READING SPECIALIST PROGRAM

I. Knowing the Content

The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate their knowledge of the fundamental concepts of reading and competence in teaching preschool through high school and adult students reading including:

I.A. - Historical perspectives, methodologies and theories of language and reading acquisition and development including:
* literacy at all levels, preschool through adults and across all content areas,
* emergent literacy and the experiences and environments that support it,
* process reading and writing,
* developmental spelling and the ability to abstract phonetic information from letter names,
* causes and characteristics of reading and writing difficulties,
* alignment of the various goals, standards, instruction and assessment,
* variety of goals, standards, instruction, and assessment.

Candidates in the Reading Specialist Program at Westminster College will study historical perspectives, methodologies and theories of language and reading acquisition and development in the following courses:
REA 810, REA 820, REA 850, REA 860

I.B. - Phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to reading and writing processes including:
* the interrelationship of reading, writing, speaking, and listening,
* the role of metacognition in reading, writing, speaking, listening,
* linguistic differences and styles of language use as they relate to the sociocultural environment

Candidates in the Reading Specialist Program at Westminster College will study how readers at all levels utilize the four language cueing systems to read and write through the following courses:
REA 810, REA 820

I.C. - Classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums

Candidates in the Reading Specialist Program at Westminster College will explore children's and adolescent literature, commercial reading programs including basals, and curriculum materials in the following courses:
REA 830

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of
college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:
   *creating a literate environment that fosters interest and growth in all aspects of literacy,
   *establishing and maintaining rapport with all students,
   *communicating high learning expectations to all students,
   *establishing and maintaining fair and consistent standards of classroom behavior,
   *creating a safe physical environment that is conducive to learning

Candidates in the Reading Specialist Program at Westminster College are afforded opportunities to create and manage a productive literacy environment in every required Reading Specialist course through field based experiences/practica. More in-depth analysis of the teacher's dynamic role with small groups and whole class learning experiences are examined in the following courses:

REA 830, REA 860

II.B. - Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:
   *Pennsylvania Academic Standards,
   *addressing reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language and the context of the reading situation,
   *addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking and listening,
   *techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring,
   *word identification and definition through the use of syntactic, semantic, and graphophonemic cues and context,
   *students' knowledge of letter/sound correspondence (phonics) in the construction of meaning,
   *students' refinement of their spelling knowledge through reading and writing,
   *spelling patterns in the English language, as an aid to word identification,
   *students' development of strategies for effective writing

Candidates in the Reading Specialist Program will hold curricular conversations with classmates and literacy professionals at their school practicum sites in order to plan curriculum experiences responsive to students' needs through the following courses:

REA 810, REA 820, REA 850, REA 860

II.C. - Selecting, implementing and adapting effective instructional strategies, curriculum resources, and technologies in collaboration with other educators to meet the needs of diverse learners including:
   *identifying a variety of genres to motivate students to appreciate
reading/literature,
*evaluating materials for literacy instruction,
*using texts, trade books and technology to increase appreciation, motivation and growth in reading and writing,
*providing opportunities for learners to select from a variety of written materials, to read for many purposes and to read extended texts,
*varying reading rate according to the difficulty of the materials and purpose(s) for reading,
*providing opportunities for creative and personal responses for literature

Candidates in the Reading Specialist Program will demonstrate their ability to choose, implement, and adjust curricular engagements, resources, and technologies in their work with preschool through adult literacy learners through the following courses:

REA 830, REA 860

II.D. - Selecting, developing and administering assessments that involve multiple indicators of student progress and maintain records of information including:
*norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals and other indicators of student progress,
*communication with students about their strengths, areas needing improvement, and ways to achieve improvement,
*individual educational plans (IEP) for students with severe learning problems related to literacy,
*components and procedures adopted by the PA. System of School Assessment (PSSA)

Candidates in the Reading Specialist Program will explore assessment and evaluation as an on-going process of gathering information in order to create a responsive literacy curriculum through the following courses:

REA 810, REA 820, REA 850

III. Professionalism

The professional education program provides evidence that Reading Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. - Reading local, state, national, and international publications and belonging to professional organizations
Candidates in the Reading Specialist Program will become familiar with various literacy organizations and their publications through the following courses:

REA 810, REA 860

III.B. - Collaborating with other educators, allied professionals and the wider community, as well as serving as a resource to teachers, administrators, community and allied professionals

Candidates in the Reading Specialist Program will demonstrate their ability to collaborate with others in their school and community settings and become an effective resource through the following courses:

REA 830, REA 860
III.C. - Communicating with parents to make them effective partners in the literacy development of their children
Candidates in the Reading Specialist Program will become effective literacy learning partners with parents through the following courses:
   REA 810, REA 820, REA 850

III.D. - Integrity & ethical behavior, professional conduct as stated in Pennsylvania’s Code of Practice & Conduct for Educators, and local, state and federal laws and regulations
Candidates in the Reading Specialist Program will examine ethical practices in every course but especially in the following courses:
   All REA Courses
The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed productive members of society.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

REA 810, REA 820, REA 830

2. Students read a wide range of literature from many periods in many genres to build an understanding of many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

REA 810, REA 820

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

REA 810, REA 820

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

REA 810, REA 820

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

REA 850

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

REA 810, REA 820
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

REA 820

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

REA 830

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

REA 810, REA 830

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

ELL 710

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

REA 810, REA 820

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

REA 810, REA 830
Dr. Amy Camardese, Coordinator of Special Education Program
Professor of Special Education, School of Education, Westminster College
724 946 7183, Old Main 301

Research interests
   Special Education and Technology use
   Public and Religion
   Mindfullness and Education

Recent publications


Recent grant projects
2016-present Finland Fulbright Hayes Group Project
2014-present, NSF Noyce Scholars Grant: IQ STEM
2010-2015  Bridges, Collaborative Partnership with Western Galilee College

Recent presentations
2018 – NSF, Robert J. Noyce Conference, IQ STEM, New York City
2018 – International Education Conference, Public Schools & Religion, Hawaii
2017 – National Council for the Social Studies, San Francisco, CA
Research interests
Family-School Literacy Partnerships, Global/multicultural children’s literature, Critical Literacy

Recent publications


https://secure.ncte.org/store/becoming-teammates

Recent research studies
2012-present. Bridges to Reading. Funded through Drinko Center for Experiential Learning, Westminster College. Campbell Elementary School, Campbell, OH. On-going research study with 15 Westminster student teachers and 7 Kindergarten and first grade teachers.


Recent presentations
Bridges to Reading: Increasing Young Children’s Reading Motivation through Diverse Family Literacies, in collaboration with Campbell teacher Vicki Tekac and 4 Westminster student teachers, Ariana Carr, Olivia Hvizdos, Elizabeth Ishman, Marina Rozick, Robert Morris University Education Conference, March 20, 2015

# READING SPECIALIST FACULTY AND ADJUNCTS

<table>
<thead>
<tr>
<th>Full-time Westminster Faculty</th>
<th>Please use email as the primary means of communication with instructor</th>
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<td>School district</td>
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<tr>
<td>Todd Cole, M.A.</td>
<td>4th grade, Laurel Elementary, PA Retired</td>
<td></td>
</tr>
<tr>
<td>Shelley Cummings</td>
<td>K-4th Literacy center teacher, Artman Elementary, Hermitage, PA</td>
<td></td>
</tr>
<tr>
<td>Carolyn/Lyn McVicker, M.A.</td>
<td>10th and 11th English, Lawrence County VoTech, PA</td>
<td></td>
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<tr>
<td>Karen Matis, Ed.D.</td>
<td>7th grade English, Shenango Middle and High School, PA</td>
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<th>Email And Courses taught</th>
<th>Phone</th>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Laura Nych, M.A., National Board Certification</td>
<td>Literacy coach, 3rd grade, Mercer Elementary, PA</td>
</tr>
<tr>
<td>Diane O’Donovan, M.A.</td>
<td>2nd grade, Dassa McKinney, Moniteau</td>
</tr>
<tr>
<td>Jennifer Toney, M.A., Ph.D.</td>
<td>3rd grade, Sharpsville Elementary</td>
</tr>
<tr>
<td>Amy Walker Ph.D.</td>
<td>Literacy coach, Retired, IU IV, Grove City</td>
</tr>
<tr>
<td>Hollie Zinkham</td>
<td>Special education/ Learning support, West Middlesex, 4th – 6th grade</td>
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### SPECIAL EDUCATION FACULTY AND ADJUNCTS

<table>
<thead>
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<th>Full-time Westminster Faculty</th>
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<th>Phone</th>
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Online at

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