AGENDA ITEM

A-5.   UNC System Literacy Course Review...Andrew Kelly and Stephanie Howard

Situation: In S.L. 2021-180, the University of North Carolina Board of Governors was charged with contracting with an external evaluator for a baseline review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs. In this session, the Board will hear a presentation by a representative of the external evaluator (TPI-US) on the results of the baseline review.

Background: The Board's Resolution on Teacher Preparation (April 17, 2020) called on the University of North Carolina System President and UNC System Office staff to improve educator preparation in reading by developing a common framework for literacy based on the science of reading that all educator preparation programs in the UNC System would adopt. Adoption of the literacy framework occurred in spring 2021 and educator preparation programs were charged with its implementation by fall 2022.

With the 2021 passage of the Excellent Public Schools Act, state statute (G.S. 115C-269.20(a)(2) and G.S. 115C-269.20(a)(3)) also requires teacher preparation programs to provide training to teaching candidates in elementary and special education-general curriculum programs that includes coursework in the science of reading, defined as "evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students."

In S.L. 2021-180, the Board and the UNC System Office were charged with contracting with an external evaluator to conduct a baseline review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs across public and independent universities. The UNC System contracted with TPI-US, a national research organization with expertise in teacher preparation and reading instruction, to conduct the baseline review. The resulting report is due to the North Carolina General Assembly on February 15, 2023.

Assessment: The presentation will provide the results of the evaluation of literacy coursework at UNC System educator preparation programs from TPI-US representatives.

Action: This item is for information only.

University of North Carolina System
Report on Science of Reading Educator Preparation Program Coursework Implementation
Fall 2022

Executive Summary

Teacher Prep Inspection-US (TPI-US) shares North Carolina's commitment to advancing reading proficiency for every student. We are grateful for the opportunity to conduct this review of literacy coursework across the 15 University of North Carolina (UNC) institutions that train teachers for the state's schools. This report to the UNC System presents key findings and recommendations for continued improvement of literacy coursework and teacher candidate preparation across the 15 institutions, identifies outcomes and implications from the work, and recommends the next steps in moving forward.

Institutional review reports are designed to plot a pathway for improvement by identifying course or program strengths and the most significant aspects of a program's work where specific actions are needed to move it to the next level of quality. Review findings and recommendations presented in this document provide the UNC System with insight into patterns and trends and strengths and weaknesses of coursework quality in the science of reading (SoR) across the system. Fifteen institutional reports transmitted separately to program leaders contain a description of the course, the evidence used in the specific course review (e.g., ELEM 1234), reviewer-identified strengths, and recommendations for improving the course so that it embodies the SoR that North Carolina requires, thereby ensuring that candidates learn about the SoR and are prepared to teach it effectively.

In this summary report to the UNC System, the review findings from the course-by-course evidence are organized by SoR concept because a particular concept such as fluency or phonemic awareness may be embedded in more than one course. Each institution needs to sequence and spiral key SoR concepts within individual courses and across multiple reading courses to present and teach them well to effectively build teacher candidate knowledge and mastery so that teacher candidates teach reading effectively. Reviewers were trained to look for relevant SoR concept evidence and rate the accuracy and quality of these concepts in *every course*.

TPI-US teams reviewed 73 courses across the 15 UNC institutions by collecting and analyzing course syllabi and schedules, assignments, assessments, video observations of course instruction, and instructor interviews. Reviewers used the evidence from those sources to make informed judgments in line with the North Carolina Literacy Review Rubric. While most UNC program leaders and faculty provided vital assistance to the review teams conducting this work, some program leaders and faculty offered minimal cooperation. As a result, there was little to no information about some courses that should have been included in the review. For example, some faculty who are teaching relevant courses declined to make course session videos available or be interviewed, and several program or institutional leaders withheld course materials and/or would not allow reviewers to view course videos and interview faculty. Despite those challenges, review teams were able to accumulate, analyze,

and draw conclusions on a considerable body of evidence with direct relevance to how well UNC teacher candidates are prepared to advance their students' reading knowledge and skills.

In addition to summarizing individual program reports and providing evidence of key findings for each course, we also want to call UNC System's attention to some overall findings that are intended to bolster the success of the state's SoR strategy.

Key Findings and Recommendations for Actionable Next Steps

<u>Course Content and Materials</u>

- Institutions should ensure that coursework spirals and is aligned to the competencies and sub-competencies in the North Carolina Literacy Rubric (concepts of print, oral language development, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing). Those competencies should be anchored to an SoR model such as the Simple View of Reading and Scarborough's Rope. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve. Educator preparation programs (EPPs) rated as Good or Strong utilized high-quality, research-based definitions and materials steeped consistently in SoR strategies and made learning relevant and engaging to candidates. It is key for all institutions to have foundational course content and materials. This work should occur through faculty collaboration within programs and with program and institutional leaders holding faculty accountable for progress.
- EPP coursework should ensure that candidates are effectively prepared to assess and address students' diverse reading needs to include neurodiversity, English language learners, gifted and talented learners, and all diverse learners. Instructors and coursework should provide multiple models and opportunities for candidates to practice administering and analyzing various measures and assessments and how to use this data to guide planning and target instruction for students who need more intensive support. Coursework should address differentiating for all students in all aspects of literacy. Each program should revise course syllabi and materials, and faculty should engage in ongoing professional development to ensure they are using research-based assessments and differentiated instruction and bolster their teaching skills through models and resources that embed connections to practice within their coursework.
- Across the UNC System, coursework and training revealed a gap in writing instruction and preparation. Candidates need preparation and practice to understand the recursive process between reading and writing; how writing develops; and how to break down writing into manageable parts, from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing, which will better equip them to ensure growth and success for the students they teach.

<u>Faculty SoR Knowledge and Teaching</u>

- Many SoR components are incorporated and taught in UNC System institutions; however, many are taught in isolation under a balanced literacy construct. Each institution should emphasize improving faculty knowledge and course content to include a deeper depth of foundational content knowledge in characteristics of high-quality reading. For example, Scarborough's Rope, the Simple View of Reading, Ehri's stages of word reading development, and the Four-Part Processing Model as the foundation for all components would strengthen candidates' ability to teach the pillars of literacy in a structured way.

Bolstering faculty SoR knowledge and their teaching strategies and skills should happen relatively quickly, and faculty and leadership should ensure that is done well.

- While many EPPs offer literacy coursework in their elementary and special education programs, some of which overlap, there is variation in the explanation of the key pillars, for example, phonics. Some courses teach a systematic, synthetic approach, and others teach a self-paced, inquiry-based approach. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. All faculty must work together to best prepare candidates for teaching P–12 students, and this collaboration would support the course sequencing and spiraling that are not evident in a number of programs. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve.

Course Sequencing and Connections

- Each institution should ensure that literacy courses are not taught in silos by taking steps to see that all literacy standards are mapped out and addressed across courses and that literacy coursework is planned and delivered as a well-thought-out ***trajectory of courses*** that build upon one another thoughtfully and intentionally. Taking those improvement steps successfully means that all literacy instructors should be included in this process to ensure consistency and that in-depth introduction, practice, and application levels are achieved.
- Many EPP courses demonstrated coursework-embedded connections to practice as a strength; however, this area also emerged as an area for improvement for many courses and instructors because their teacher candidates cannot learn how to apply their content knowledge in their classroom teaching without seeing it modeled and practiced within literacy courses. Candidates would benefit from seeing instructors explicitly model literacy concepts; having instructors step out to explain the link from modeling to classroom application; and utilizing in-class practice opportunities such as the gradual-release model, demonstration videos, practice opportunities, and peer teaching. Another key bridge from content acquisition to successful teaching practice is incorporating into these courses intentional assignments relevant to field-based work that are directly related to course content.

Other Comments for Consideration

Many institutional course reviews demonstrated that faculty and program leaders want to improve coursework that supports the SoR to positively impact candidates' ability to educate P–12 students and promote solid achievement outcomes. The commitment to and need for programs to act with a sense of urgency to address their shortcomings must lie at the core of a quest for improvement. To that end, understanding the external resources and expertise available to foster improvement will be a significant contributing factor for the UNC System to consider moving forward.

In addition to the findings and recommendations noted above, review teams examining coursework and course materials across the UNC System noted several other areas where support for enhanced coursework, faculty teaching, or course delivery strategies would advance the reading improvement goals that the UNC System and the state of North Carolina seek.

- Ensure that courses give deeper and more consistent attention to diverse learners' learning needs through research-based differentiated instruction and modeling its effective delivery in course instruction. Providing teacher candidates with high-quality supervised opportunities to practice differentiating their instruction and receive accurate feedback on their practice is essential if every North Carolina child is to benefit from SoR-based teaching.

- Entirely online and asynchronous SoR courses are a less-than-optimal course delivery mechanism for conveying complex, sequential, and inter-related topics *and* building teacher candidate mastery. And because connections to practice in program coursework—helping candidates to understand how to apply what they are being taught in a course—is critical to successful teaching outcomes, most of the online or asynchronous courses analyzed in the review fell short in this area *almost by design*.
- The nature of this statewide literacy course review did not allow for collecting evidence about the clinical practice components of educator preparation programs—choice of placement schools, SoR knowledge, the skills of classroom mentor teachers charged with helping to develop candidates' teaching ability, or the quality of observation and feedback needed to build teaching capacity in novices. Those aspects of teacher preparation are essential complements to university program coursework; poor quality in those areas can undermine the impact of even the best program coursework and faculty teaching.

Conducting the Review

<u>The Charge to TPI-US</u>

The North Carolina General Assembly requested an independent report on the implementation of SoR coursework at EPPs through a baseline analysis of "current coursework in literacy training and intervention strategies and practices at educator preparation programs (EPPs)." That legislative request refers to the statutory requirement that EPPS must "provide training for elementary and special education general curriculum teachers that ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with the Science of Reading and State and national reading standards" to incorporate these components:

- "Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of literacy interventions to ensure reading proficiency for all students.
- "Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- "Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students."

The UNC System contracted with TPI-US to conduct this baseline assessment of relevant coursework. Fifteen public universities and 15 independent colleges and universities participated in this effort by sharing course materials, providing faculty teaching videos, and making faculty available for interviews about their SoR courses and instruction.

To design and conduct this baseline assessment of coursework content and quality, TPI-US worked closely with the UNC System, its 15 institutions providing teacher training in the SoR, and the North Carolina Independent Colleges and Universities (NCICU) and 15 of its member institutions. A review team that included literacy faculty from North Carolina public and private universities and national literacy experts convened to develop the North Carolina Literacy Review Rubric as a rubric for assessing evidence about course content and quality. Once the rubric was completed and approved for use, TPI-US trained a group of national literacy experts to apply the North Carolina Literacy Rubric in a reliable and valid way, similar to how TPI-US has conducted comprehensive EPP program reviews in more than 20 states over the past eight years.

TPI-US was contracted to transmit final literacy review reports to each of the 30 participating EPPs at the conclusion of their review. Standard TPI-US practice is to submit these individual reports in draft form, requesting programs to identify factual errors or unclear statements and then delivering the final reports to the

institution after obtaining their factual feedback. TPI-US followed that process for the 30 North Carolina institutional reports.

In keeping with the legislative language, contract terms called for TPI-US to submit a report to the UNC System summarizing findings and recommendations for improvement across its 15 EPPs and to deliver a similar report to NCICU with summarized findings and improvement recommendations for its 15 participating colleges and university EPPs. TPI-US was also charged with preparing and submitting a single report that consolidated findings and improvement recommendations across all 30 institutions.

About TPI-US

Since 2013, TPI-US has been a reliable catalyst for EPP improvement across the country and has completed more than 250 program reviews in 22 states. Grounded in a philosophy of continuous improvement, TPI-US reviews teacher preparation programs to determine how programs can expand their promising practices and address areas of needed improvement and has shown repeated success in developing and implementing formative reviews and rubrics that produce reliable and valid information about teacher preparation programs. No other organization in the United States has the demonstrated capacity to organize and deliver the quantity or quality of inspections to move the needle on improving teacher preparation programs.

The Methodology & Evidence Base for Analyses and Assessments

In collaboration with the UNC System, TPI-US worked in summer 2022 to develop and train on a review rubric aligned with North Carolina state standards. The intention was to create a focused rubric that included the SoR concepts expected to be embedded in program coursework and taught by faculty as well as the level of quality with which each program was implementing them. Literacy experts from private and public institutions and national literacy experts developed this rubric and ensured it was aligned with North Carolina standards. A three-day training was developed and facilitated, by TPI-US, to train reviewers (also literacy experts) on the content of the rubric, norming, and calibration practices as well as the TPI-US process methodology. The rubric covers nine areas of study: an overview of the science of reading; concepts of print instruction; oral language instruction; phonological and phonemic instruction; phonics instruction to include orthography and automatic word recognition; fluency instruction; vocabulary instruction; text comprehension instruction; and finally, writing instruction.

TPI-US coordinated schedules, logistics, and data requests with the independent colleges and university literacy programs that chose to participate in the review and with all 15 UNC institutions. During this period, all parties held virtual meetings with NCICU and UNC System leadership to ensure that all parties knew and understood all aspects of the rubric and review methodology to facilitate the reviews' successful completion. Additional calls and conversations with programs took place throughout the review process to ensure that they fully understood the review process, which materials to provide to the review teams, which videos of course sessions to submit, and which faculty members to make available for interviews. TPI-US provided multiple opportunities for programs to provide the necessary items for a thorough review. Most programs provided requested course materials, instructional videos, and the opportunity to interview course instructors. TPI-US included all available and provided materials in the review. UNC System leadership helped aid the smooth running of the review process and to gain a greater insight into the methodology to support programs further.

Review teams met to summarize each program's key strengths and areas for improvement and provided that information in an institutional report. The totality of the evidence that reviewers—who are trained to use the

North Carolina Literacy Review rubric reliably and validly—collected, analyzed, and rated resulted in each program's overall evaluation.

Relevant Considerations & Observations
Teacher educators and education policy leaders across the country recognize there are important differences between the TPI-US approach to literacy coursework reviews and that of other organizations that may issue reports or publish ratings. The TPI-US methodology addresses course syllabi and related materials, paying attention to how well those materials are conveyed to teacher candidates and how well candidates can apply their SoR knowledge and skills in the K–12 classroom. What may look strong on paper could be undermined by how faculty implement and teach it, the level of attention college instructors give to helping candidates understand how to apply what they are learning, and whether future teachers understand the information well enough to use it effectively in their own classroom.

These important quality considerations led TPI-US to request course videos from the college or university instructors whose coursework was included in this review. TPI-US teams also sought opportunities to interview the instructors about their courses and the observed class session. The time and resources available for the North Carolina literacy coursework review meant that TPI-US was unable to gather evidence about other vital components of literacy-focused educator preparation in North Carolina that would shed further light on how well programs are implementing the SoR across the state. These program components include:

- Observation of candidates teaching in their clinical placements as well as direct observation of the feedback those candidates receive from program field supervisors and classroom mentors to understand how well teacher candidates have learned and can apply the SoR knowledge in their own classroom teaching.
- The extent to which preparation programs collect and use high-quality information from candidate academic and clinical experiences to gauge their own program's strengths and weaknesses, and how effectively program leaders and faculty act on this information to foster ongoing continuous improvement.

A comprehensive review of programs to assess how well they prepare candidates to teach the Science of Reading effectively will certainly add detail to recommendations for improvement. Current time and resource constraints on the overall review process did not enable TPI-US to consider evidence from the clinical practice components described above. Moreover, limited cooperation from some program faculty and leaders who were unwilling to share relevant course materials with review teams left TPI-US with incomplete information with which to assess their programs.
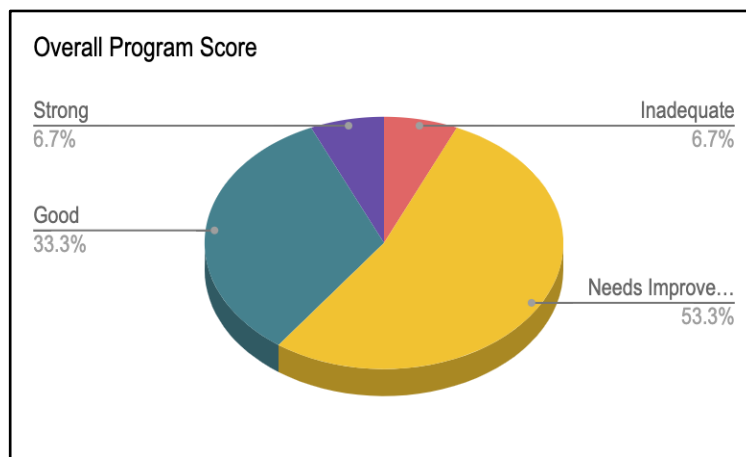
Full TPI-US reviews include interviews with an extensive set of stakeholders (teacher candidates, recent graduates, school principals from placement schools and those hiring program graduates, classroom mentors, program faculty, and district administrators) as well as analysis of key data on candidate academic and clinical performance; completion and employment rates; survey feedback from graduates and their employers; and the impact of graduates on student learning.

That additional evidence—part of the typical TPI-US review of EPPs—would be useful for determining how well North Carolina teacher candidates can apply their SoR knowledge and skills in classrooms across the state, where, according to the 2019 National Assessment of Educational Progress (NAEP) report, 36 percent of North Carolina fourth graders were proficient in reading and 33 percent scored below the Basic level. Performance for non-white and economically disadvantaged fourth graders in North Carolina is well below that for all students. While fourth

graders' performance on the 2022 NAEP reading assessment declined from the 2019 results, it seems highly likely that schooling and other disruptions associated with the worldwide pandemic played a role.

Another relevant factor in considering the next steps for improving SoR teaching and learning within North Carolina EPPs is the varying level of cooperation that program leaders and faculty gave to the baseline SoR review. That is addressed in this report's executive summary and noted in the individual, institutional reports. Had these programs cooperated more fully, review teams would have produced a fuller picture of how well SoR concepts are embedded in their coursework and conveyed to teacher candidates. For those programs in both public and independent sectors that gave limited cooperation, trained review teams applied the North Carolina Literacy Review Rubric accurately and made carefully considered assessments of the evidence provided, just as they did for programs that participated in the spirit of full cooperation.

Summary of the Findings - Distribution of Overall Program Scores:

Overall Program Score

Strong
6.7%

Inadequate
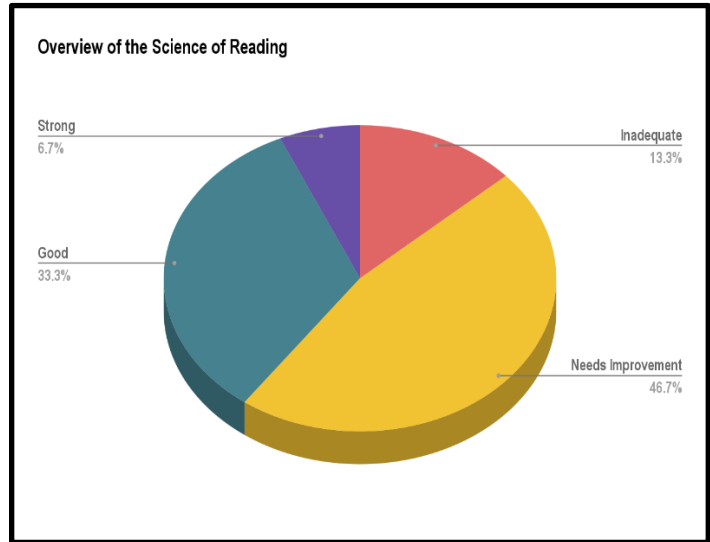6.7%

Good
33.3%

Needs Improve…
53.3%

N=15: Inadequate, 1 institution; Needs Improvement, 8 institutions;
Good, 5 institutions; Strong, 1 institution

Reviewers found that the overall program scores were Good or Strong for six of the 15 programs because the SoR components were woven into all or most courses consistently across programs to ensure candidates were able to understand their implications to student learning. For nine programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their program. These programs may have some of the components of the SoR, but they are not yet being taught consistently across all courses in all programs or reflected in course materials and syllabi.

Summary of the Findings for Each Area of Study:

Domain 1: Overview of the Science of Reading: This area of study focuses on how well the program defines and outlines coursework and assignments to support the SoR competencies. The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Reviewers found that these course content, instruction, and associated materials in SoR instruction were Good or Strong for six of the 15 programs because the SoR components—such as Ehri's stages of word reading development, Scarborough's rope, and the Simple View of Reading—were woven into all or most courses to ensure candidates were able to understand their implications to student learning. For nine programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their classroom teaching.

Overview of the Science of Reading

Strong 6.7%
Good 33.3%
Inadequate 13.3%
Needs Improvement 46.7%

N=15: Inadequate, 2 institutions; Needs Improvement, 7 institutions; Good, 5 institutions; Strong, 1 institution

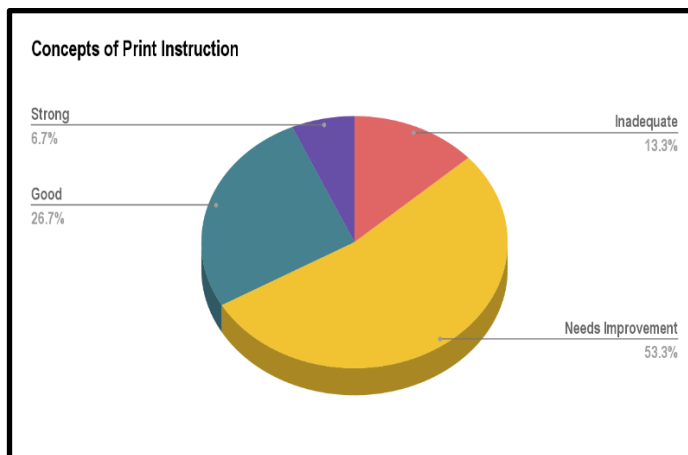| **Example of course strength:**	**Example of course in need of improvement:**
This course structure rigorously addresses all literacy components that align with the North Carolina Literacy Review Rubric and SoR research. The instructor models structured teaching of reading that is explicit, sequential, and engaging with scaffolding on the components of phonemic awareness, phonics, orthography, word recognition, fluency, and written expression. Candidates are required to administer assessments and participate in data meetings to plan and deliver 10–14 structured literacy lessons. The instructor observes lessons and engages candidates in a cycle of good-quality ongoing feedback and reflection. These courses provide a clear coherence between research, knowledge, skills, practice, and candidates' pedagogy. They should serve as a model for all faculty to emulate.	Currently, the five courses do not all follow evidence-based reading instruction. Each course needs to be grounded in the SoR using research-based models such as Scarborough's Rope to anchor candidates' knowledge and understanding of the key structures of language and literacy components.

Domain 2: Concepts of Print Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating that concepts of print content knowledge are taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Reviewers found that course content, instruction, and associated materials in concepts of print instruction were Good or Strong for five of the 15 programs because courses mostly or always covered content thoroughly, provided multiple opportunities to practice and apply content, and discussed how to assess concepts of print instruction. For 10 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply concepts of print in their classroom teaching.

Concepts of Print Instruction

Strong
6.7%

Good
26.7%

Inadequate
13.3%

Needs Improvement
53.3%

N=15: Inadequate, 2 institutions; Needs Improvement, 8 institutions; Good, 4 institutions; Strong, 1 institution

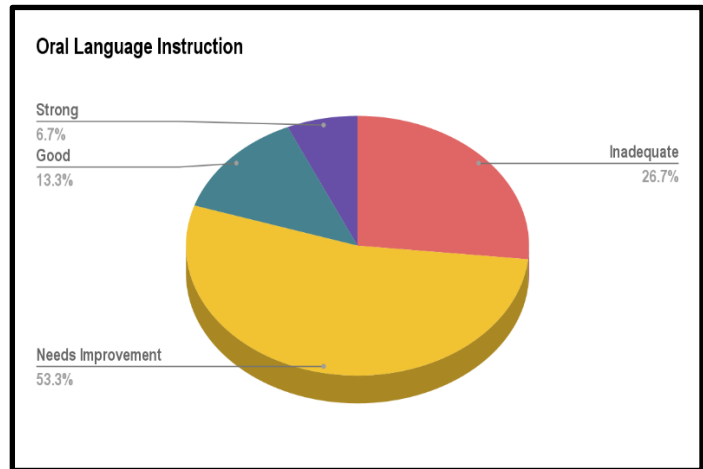| **Example of course strength:**	**Example of course in need of improvement:**
This course provides instruction in book and print concepts as well as letter formation. This course emphasizes and models shared reading and the importance of creating a print-rich environment. There are clear opportunities for candidates to practice assessing students' understanding of concepts of print.	Candidates receive knowledge and terminology to define print concepts; however, there is no evidence of opportunities for candidates to identify and explicitly plan, model, or teach book and print concepts. The curriculum needs to include how print and book concepts vary across languages and cultures and how to use assessment of print concepts and student backgrounds to guide and differentiate instruction. Programs should provide opportunities for candidates to plan, model, or teach book and print concepts that support the transfer of knowledge and skills to pedagogy and practice.

Domain 3: Oral Language Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Reviewers found that oral language instruction was Good or Strong for three of the 15 programs because the course content mostly or always addressed language structures and literacy components, including assessment, application, and instructor modeling of these structures and components. For 12 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply knowledge of oral language instruction in their classroom teaching. Given the widespread need for improvement within and across courses and UNC institutions, this may be one of the areas in which a multi-institutional community of practice or similar strategy would be helpful to strengthen coursework and training in these essential SoR areas.

Oral Language Instruction

Strong 6.7%
Good 13.3%
Inadequate 26.7%
Needs Improvement 53.3%

N=15: Inadequate, 4 institutions; Needs Improvement, 8 institutions; Good, 2 institutions; Strong, 1 institution

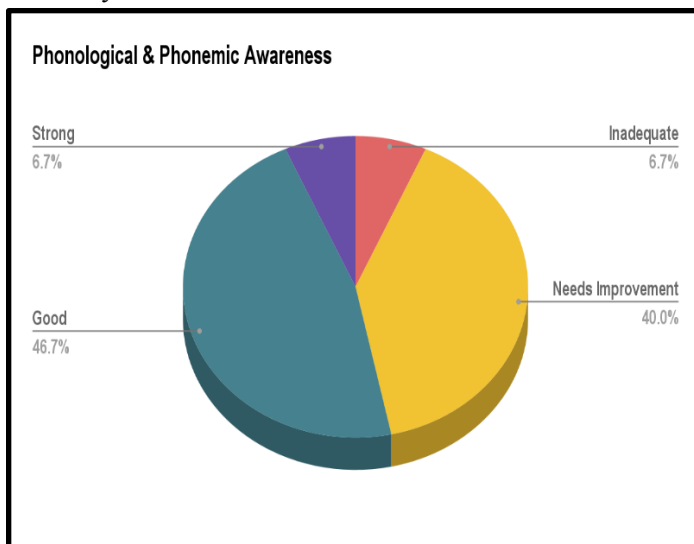| **Example of course strength:**	**Example of course in need of improvement:**
This course approaches assessment for oral language from different angles, one being the measurement of skills through observation of language development and facilitation of conversations, while the other is evaluating the impact of oral language on other skills assessments. This multifaceted approach deepens candidates' understanding of the interwoven relationship among skills and how those relationships connect to assessment. A major strength of the course is the ongoing support and feedback provided throughout the learning cycle of observing, practicing, administering, and analyzing.	The program needs to include additional information about the reciprocal relationship between oral language and all literacy components. Candidates should have multiple opportunities to observe examples of facilitating engaging conversations (e.g., faculty modeling, demonstration videos, fieldwork) and to evaluate all language structures through assignments such as case studies and scenarios. Additionally, candidates should receive structured opportunities that deepen their understanding of language diversity and instruction that meets diverse learners' needs.

Domain 4: Phonological and Phonemic Awareness Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support the manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. It is important for the program to demonstrate evidence indicating that phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Reviewers found that instruction in phonological and phonemic awareness was Good or Strong for eight of the 15 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonological and phonemic awareness development of the students they teach. For seven programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply phonological and phonemic awareness in their classroom teaching.

Phonological & Phonemic Awareness

Strong 6.7%
Inadequate 6.7%
Needs Improvement 40.0%
Good 46.7%

N=15: Inadequate, 1 institution; Needs Improvement, 6 institutions; Good, 7 institutions; Strong, 1 institution

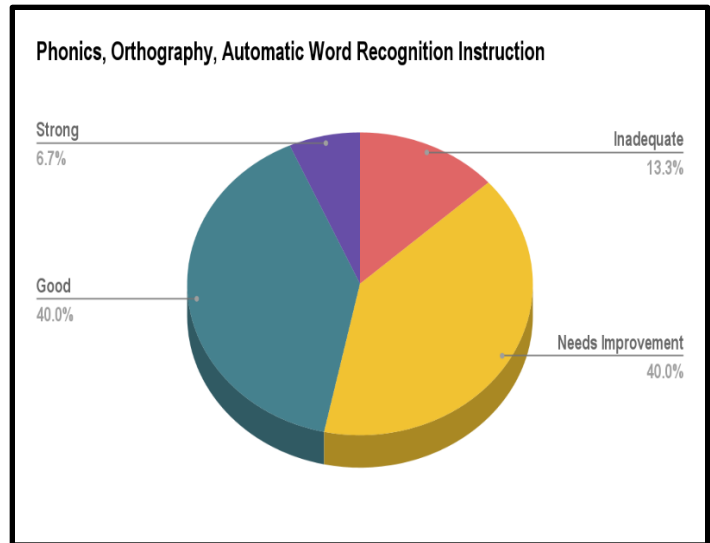| **Example of course strength:**	**Example of course in need of improvement:**
Quality assurances are embedded throughout the course. Examples include the adoption of Sound Partners, multiple demonstrations prior to working in the field, and completed observations with feedback (both face to face and recorded). Additionally, the course is strong in preparing candidates to develop the phonological/phonemic awareness of linguistically diverse students. Readings, discussions, demonstrations, and the embedded field experiences prepare candidates to be strong teachers of linguistically diverse students. Additionally, a significant and recent improvement to the course was the instructors' decision to intentionally increase the course's focus on linguistic diversity because of the injustices that take place in classrooms.	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and proved candidates with feedback on their ability to use assessment data to plan full phonological/phonic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 5: Phonics, Orthography, Automatic Word Recognition Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support SoR and structured literacy instruction to include content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the rubric are included as core, research-based components of developing children's literacy within a diverse population of learners.

Review teams found that instruction in phonics, orthography, and automatic word recognition was Good or Strong for seven of the 15 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonics development of the students they teach. For eight programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply these SoR components in their classroom teaching.

Phonics, Orthography, Automatic Word Recognition Instruction

Strong 6.7%
Inadequate 13.3%
Good 40.0%
Needs Improvement 40.0%

N=15: Inadequate, 2 institutions; Needs Improvement, 6 institutions; Good, 6 institutions; Strong, 1 institution

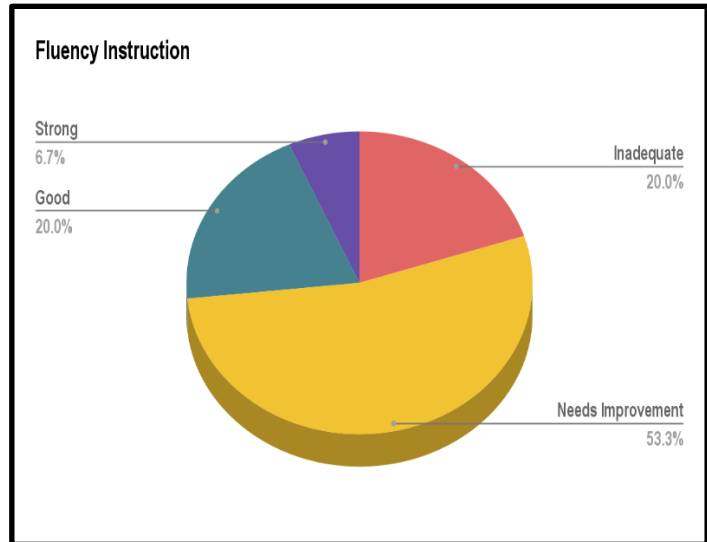| **Example of course strength:**	**Example of course in need of improvement:**
This course discusses how to teach multisyllabic word reading, word and structural analysis (syllables, morphemes, and syllabication strategies), phonology, and fluency as they relate and impact comprehension. In class, candidates have opportunities to work on decoding strategies with lists of words, use the BEST and DISSECT strategies in guided practice, and apply what they learned with an instructor-provided student case study scenario. Candidates also have opportunities to build this skill while conducting one-on-one video-tutoring sessions with a student throughout the semester.	Faculty should reconsider the policy that candidates are excused from the final if they receive a grade of 70 percent or higher on a phonics exam. Not only is the score of 70 percent rewarding candidates for their missing content knowledge, but an evaluation of the exam's study guide indicates that the exam places a large focus on less-complex tasks (e.g., counting phonemes, identifying consonant digraphs) and less focus on complex orthography (identifying when "c," "k," or "ck" are used at the end of words). In addition to the opportunities already offered, candidates should observe and plan for lessons that connect assessment data with systematic, sequential, and explicit instruction in decoding/encoding (specific orthographic patterns), word analysis (syllables, morphemes), and irregular words. The program should also offer opportunities for candidates to connect these skills to specific research findings and to diverse learners.

Domain 6: Fluency Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important that the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of fluency instruction.

Review teams found that fluency instruction was Good or Strong for four of the 15 programs because course content consistently addressed all areas of fluency, assessment of fluency, opportunities to practice and apply instructor modeling, and attention to diverse learners related to fluency. For 11 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in their classroom teaching.

Fluency Instruction

Strong 6.7%

Good 20.0%

Inadequate 20.0%

Needs Improvement 53.3%

N=15: Inadequate, 3 institutions; Needs Improvement, 8 institutions; Good, 3 institutions; Strong, 1 institution

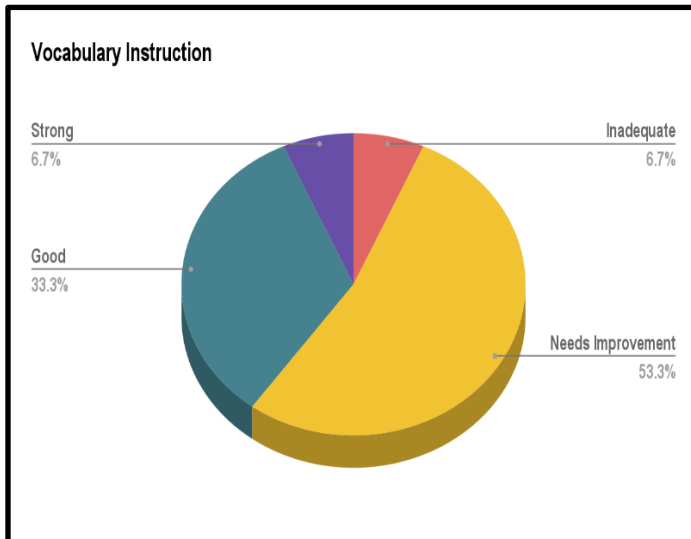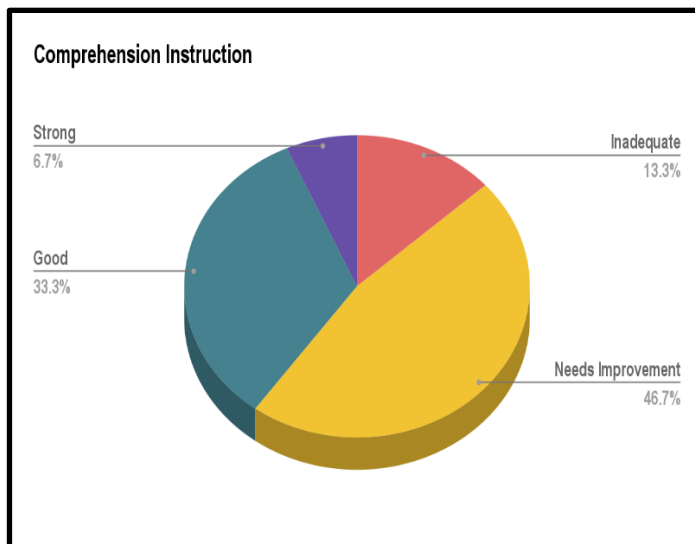| **Example of course strength:**	**Example of course in need of improvement:**
This course reviews the components of reading fluency as well as their importance. It aligns evidence-based assessment and strategies to teach each component of accuracy, rate, and prosody. Candidates administer assessments such as DIBELS (ORF) and Easy CBMs and learn to analyze and implement instructional practices that focus on automaticity and fluency at the letter, word, and syllable phrase and within passages. In this course, candidates also learn how to develop goals and progress monitoring probes to ensure students are moving up on their trajectory for learning.	The course largely focuses on accuracy, with less attention given to prosody and appropriate reading rate. Second, it does not teach or practice a fluency rubric. Instead, candidates are prompted with reflective prompts such as "I notice," leaving room for inconsistent observations. Finally, candidates are not required to plan and teach a fluency lesson but instead may choose to teach lessons as part of their 10-lesson requirement. To improve, candidates should be trained in using a reliable and valid method of assessing oral reading fluency such as a rubric. The program should provide in-class practice, with additional opportunities for candidates to use the rubric in their field placements. Additionally, the program should require candidates to address fluency in their planned lessons and to reflect upon the effectiveness of those lessons. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 7: Vocabulary Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Review teams found that vocabulary instruction was Good or Strong for six of the 15 programs because course content consistently addresses the different aspects and tiers of vocabulary, assessment of vocabulary, instructor modeling, and attention to diverse learners. Vocabulary instruction for nine programs calls for significant course content and/or faculty teaching improvements to ensure that candidates are well prepared to understand and apply SoR-consistent knowledge of vocabulary instruction in their classroom teaching.

Vocabulary Instruction

- Strong 6.7%
- Inadequate 6.7%
- Good 33.3%
- Needs Improvement 53.3%

N=15: Inadequate, 1 institution; Needs Improvement, 8 institutions; Good, 5 institutions; Strong, 1 institution

Example of course strength:	Example of course in need of improvement:
This course addresses structural and morphological analysis/awareness, knowledge of word origin included in orthography, vocabulary in context, developing word consciousness, and teaching tiered vocabulary through implicit and explicit strategies.	This course does not emphasize vocabulary knowledge and concepts. To be good, candidates need to define and apply their understanding of vocabulary instruction. The program should include opportunities for candidates to demonstrate selecting words to teach, engaging in a wide variety of reading activities and varied language experiences, and administering informal and formal vocabulary assessments. Coursework needs to include vocabulary acquisition at various learning stages, how to support vocabulary development neurodiverse learners, as well as evidence-based practices for supporting English learners.

Domain 8: Text Comprehension Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, fieldwork, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. The program needs to demonstrate evidence indicating that comprehension content knowledge is taught explicitly so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Review teams reported that text comprehension instruction was Good or Strong for six of the 15 programs because course content consistently addresses comprehension components and instructional strategies, provides candidates with the opportunities to practice and apply, and includes instructor modeling to ensure candidates are prepared to develop comprehension and understanding for the students they teach. Significant course content and/or faculty teaching improvements are needed in nine programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of comprehension.

Comprehension Instruction

Strong 6.7%
Inadequate 13.3%
Good 33.3%
Needs Improvement 46.7%

N=15: Inadequate, 2 institutions; Needs Improvement, 7 institutions; Good, 5 institutions; Strong, 1 institution

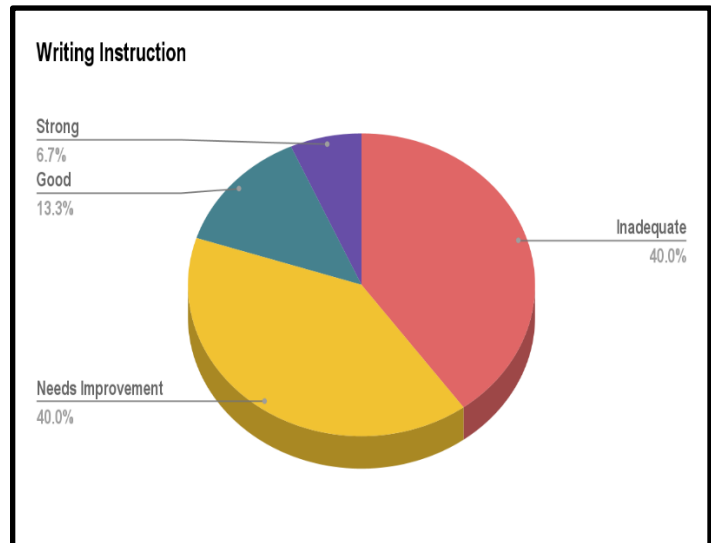| **Example of course strength:**	**Example of course in need of improvement:**
This course provides a complete picture of comprehension instruction while breaking its complexity into smaller chunks, making the material easier to understand. The course specifically targets vocabulary and comprehension instruction, allowing ample time for candidates to build a deep knowledge base for each of those topics. Students learn and practice a wide variety of topics such as types of questions and think-alouds to model a variety of skills. Candidates are able to see multiple examples of comprehension instruction and have multiple opportunities to practice using and teaching comprehension skills. Continuous growth is embedded into the course because the instructor provides immediate feedback on lesson plans prior to being taught, with additional feedback given in a debriefing that follows the teaching of that lesson. The course makes strong connections to linguistically diverse students and addresses challenges and solutions for linguistically diverse students.	The program could strengthen the course by intentionally spiraling back to scientifically based reading models such as Scarborough's Rope to explain why individual difficulties/differences in comprehension may occur across children, offering teaching demonstrations that model how to teach all comprehension skills with direct connections to differentiating that instruction, and by offering additional connections to cultural relevancy such as how text structures vary across cultures and the difference between created texts and authentic texts. Additional ways to strengthen the course are by ensuring that all candidates plan a full comprehension lesson instead of selecting among various topics (e.g., vocabulary, fluency, comprehension) and by increasing the fidelity of course assignments by using a retelling rubric for the "retelling assignment" and an observation evaluation form to evaluate lessons performed in the field.

Domain 9: Writing Instruction: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Review teams found writing instruction to be Good or Strong for three of the 15 programs because course content consistently taught the developmental process for teaching writing and how to assess writing, provided opportunities to practice and apply, and included instructor modeling to further demonstrate classroom application. Significant course content and/or faculty teaching improvements are needed in 12 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of writing instruction in their classroom teaching.

Writing Instruction

Strong 6.7%
Good 13.3%
Inadequate 40.0%
Needs Improvement 40.0%

N=15: Inadequate, 6 institutions; Needs Improvement, 6 institutions; Good, 2 institutions; Strong, 1 institution

Example of course strength:	**Example of course in need of improvement:**
This is a writing-focused course that notes how writing is connected to all other areas of literacy and shares the reciprocal benefits of reading and writing. The instructor models writing skills development from letter formation and drawing to advanced sentence formation to share stories, communicate for different purposes, and as a recursive process, and candidates practice and teach those throughout this course. The instructor explicitly teaches and models where to intervene, and candidates use peer-to-peer teaching to practice this skill. Instructional decisions made from assessments and provided through the course instructor's direct instruction and then candidate practice those in class before they work with P-12 students. Instruction for diverse learners is covered, by the instructor, by analyzing where different students are in their writing development and providing individualized instruction here. The instructor models a number of research-based interventions to help guide the writing process.	Coursework and training should include the recursive process between reading and writing; how writing occurs across the curriculum; how writing develops; best practices in writing instruction and how to break down writing into manageable parts from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing that will equip them to ensure student growth and success.

TPI-US
North Carolina Literacy Review Framework

Fall 2022

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Overview of the Science of Reading (SOR)

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of the Science of Reading (SOR). The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Essential questions being answered:
- How well does the program ensure candidates have the foundational knowledge of the SOR research to meet all learners' needs?
- How well does the program prepare candidates to recognize the importance of the SOR research and to identify quality research?
- How well do the course materials and assignments prepare candidates to implement research-based practices with all learners?

Area of Study: Overview of the Science of Reading					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	**4 – Strong**	**3 – Good**	**2 – Needs Improvement**	**1 – Inadequate**	**N/A**
Depth of Content Knowledge Characteristics of high-quality reading: ● Scarborough's Rope; ● simple view of reading; ● essential components as identities by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, text comprehension); ● Ehri's stages of word reading development; ● The Four-Part Processing Model.	Coursework instruction and training **CONSISTENTLY** address the characteristics of high-quality reading research, and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **USUALLY** addresses the characteristics of high-quality reading research, and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **INCONSISTENTLY** addresses the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **RARELY OR DO NOT** address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	

| Instruction/Materials/ Assignments

Examples of multiple opportunities for connection to classroom practice:
- scenarios;
- peer teaching;
- field work;
- faculty modeling instruction;
- demonstration videos.	Coursework instruction, materials, and assignments **CONSISTENTLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **USUALLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **INCONSISTENTLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **RARELY OR DO NOT** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	

Concepts of Print Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating concepts of print content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Essential questions being answered:
- How well does coursework ensure the candidate can explain how concepts about books and print develop in children and the role they play in supporting learners' word reading?
- How well does coursework ensure the candidate can demonstrate the requisite knowledge and skills needed to assess children's print and book concepts?
- How well does the program ensure the candidate can effectively plan and implement instructional activities designed to support learners in developing print and book concepts?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on print and book concepts and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Area of Study: Concepts of Print Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A

Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **INCONSISTENTLY** provides candidates with the knowledge, terminology, and skills to define and apply their understanding of: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge, terminology, and skills to define and apply their understanding of: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach **ALL** of the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach **MOST** of the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge to assess, implement; and interpret valid and reliable informal assessments to utilize data to inform instruction.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **RARELY or DO NOT** provide candidates with the knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	

Oral Language Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Essential questions being answered:
- How well does coursework ensure the candidate can explain and demonstrate how each language structure impacts literacy components and the reciprocal way that literacy impacts language?
- How well does coursework ensure the candidate can explain and demonstrate how to facilitate oral language development with an emphasis on reading and writing and speaking and listening?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- What coursework and training in assessment equip candidates with the knowledge, understanding, and skills to accurately assess, analyze, and utilize the data to drive instruction for oral language?

Area of Study: Oral Language Instruction

Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **ALL** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **MOST** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **SOME** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to facilitate oral language with an emphasis on language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	

Instruction/Materials/ Assignments	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to support the identification and demonstration to address **ALL** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **USUALLY** provide candidates with the knowledge to support the identification and demonstration to address **MOST** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to support the identification and demonstration to address **SOME** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge to support with the identification and demonstration to address language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	
Instruction/Materials/ Assignments Examples of facilitating engaging conversations about a topic: ● scenarios; ● peer teaching; ● field work; ● demonstration videos; ● faculty modeling instruction; ● funds of knowledge for reading, writing, speaking, and listening.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	

Assessment Examples of evaluating language structures: ● facilitating engaging conversations about a topic; ● scenarios; ● funds of knowledge for reading, writing, speaking, and listening.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess students' language skills through the evaluation of **ALL** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **USUALLY** provide candidates the knowledge to assess student's language skills through the evaluation of **MOST** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **INCONSISTENTLY** provide candidates the knowledge to assess students language skills through the evaluation of **SOME** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **RARELY or DOES NOT** provide candidates the knowledge to assess students language skills through the evaluation of language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	

| Diverse Learners

Such as:
● neuro diversity;
● linguistically diverse;
● culturally, ethnically, and racially diverse;
● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	

Phonological and Phonemic Awareness Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application and assessment to support manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. It is important for the program to demonstrate evidence indicating phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Essential questions being answered:
- How well does coursework ensure candidates can explain how phonological and phonemic awareness develops in children and the role it plays in supporting learners' word reading?
- How well does coursework ensure candidates can demonstrate the phonological awareness knowledge and skills needed to assess and teach children phonemic awareness?
- How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in manipulating sound structures such as syllables, onsets and rimes, and phonemes?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on phonological and phonemic awareness and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Area of Study: Phonological and Phonemic Awareness Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A

Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **INCONSISTENTLY** provides candidates with the knowledge, terminology, and skills to define and apply their understanding of **SOME** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to use data to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **ALL** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **MOST** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **SOME** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	

Phonics, Orthography, Automatic Word Recognition Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR and structured literacy instruction to include: content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills to be an effective educator in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the framework are included as core, research-based components of developing children's literacy within a diverse population of learners.

Essential questions being answered:
● How well does coursework ensure candidates can explain how word reading develops in the English language from children's earliest knowledge of the alphabet (and how those connect to phonemic awareness) to automatic word reading (sight recognition) and how that facilitates fluency and comprehension?
● How well does coursework ensure candidates can demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English?
● How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in breaking down the sounds within spoken language, mapping individual sounds to printed letters, decoding words, analyzing word parts (syllables, morphemes, graphemes), and recognizing and writing both regular and irregular high frequency words?
● How well does coursework ensure candidates can effectively demonstrate the requisite knowledge and skills needed to assess, plan, and implement

instructional activities that make use of daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension?

- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- How well does coursework provide knowledge and practice opportunities so that candidates can identify and demonstrate strategies, scaffolds, and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text?

Area of Study: Phonics, Orthography, Automatic Word Recognition Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **ALL** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to develop	Coursework instruction and training **USUALLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **MOST** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **USUALLY** provide candidates with the knowledge to develop systematic, sequential, and	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **SOME** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to develop	Coursework instruction and training **RARELY or DO NOT** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to	

	systematic, sequential, and explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word; recognition; ● irregular words.	systematic, sequential, and explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction, materials, and assignments **CONSISTENTLY** provide candidates with multiple opportunities to gain knowledge and ability in **ALL** of the following: ● Use a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons such as: 　○ reading and spelling decodable words both in isolation and connected text; 　○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); 　○ analyzing word parts; 　○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **USUALLY** provide candidates with multiple opportunities to gain knowledge and ability in **MOST** of the following: ● Describe different types of texts, and use a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons, such as: 　○ practicing reading and spelling decodable words both in isolation and connected text; 　○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); 　○ analyzing word parts; 　○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **INCONSISTENTLY** provide candidates with multiple opportunities to gain knowledge and ability in **SOME** of the following: ● Describe different types of texts, and use of a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan and deliver systematic multisensory phonics lessons such as: 　○ practicing reading and spelling decodable words both in isolation and connected text; 　○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); 　○ analyzing word parts; 　○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **RARELY OR DO NOT** provide candidates with multiple opportunities to gain knowledge and ability to: ● Describe different types of texts, and use of a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons, such as: 　○ practicing reading and spelling decodable words both in isolation and connected text; 　○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); 　○ analyzing word parts; 　○ writing both regular and irregular high-frequency words.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **DO NOT OR RARELY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with **ALL** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **USUALLY** provide candidates with **MOST** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text. ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **INCONSISTENTLY** provide candidates with **SOME** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **DO NOT OR RARELY** provide candidates with: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	

Fluency Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important the program provides content knowledge and key teaching methods and skills to be an effective educator in all areas of fluency instruction.

Essential questions being answered:
- How well does coursework support candidates' knowledge of the relationship of fluency with word-level automaticity and comprehension in the connected text?
- How well does coursework support candidates' knowledge and practice to effectively assess fluent reading using valid and reliable instruments?
- How well does coursework ensure candidates can develop evidence-based instruction designed to support fluent reading?
- How well does coursework provide candidates with the knowledge and application to develop diverse learning opportunities?

<table>
<tr><th colspan="6">Area of Study: Fluency Instruction</th></tr>
<tr><th colspan="6">Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview</th></tr>
<tr><th>Criteria</th><th>4 – Strong</th><th>3 – Good</th><th>2 – Needs Improvement</th><th>1 – Inadequate</th><th>N/A</th></tr>
<tr>
<td>Depth of Content Knowledge</td>
<td>Coursework instruction and training CONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on ALL of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training USUALLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on MOST of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training INCONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on SOME of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training RARELY OR DO NOT provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td></td>
</tr>
</table>

Instruction/Materials/Assignments					
Instruction/Materials/Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities in **ALL** of the following: ● to apply and develop evidence-based instruction designed to support fluent reading; ● to incorporate automaticity at the phoneme level, word, phrase, and connected text.	Coursework instruction and training **USUALLY** use multiple opportunities in **MOST** of the following: ● to apply and develop evidence-based instruction designed to support fluent reading; ● to incorporate automaticity at the phoneme level, word, phrase, and connected text.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities in **SOME** of the following: ● to apply and develop evidence-based instruction designed to support fluent reading; ● to incorporate automaticity at the phoneme level, word, phrase, and connected text.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities in the following: ● to apply and develop evidence-based instruction designed to support fluent reading; ● to incorporate automaticity at the phoneme level, word, phrase, and connected text.	

Assessment					
Assessment	Coursework instruction and training **ALWAYS** provide candidates with the knowledge to assess and determine oral reading fluency across **ALL** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess and determine oral reading fluency across **MOST** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess and determine oral reading fluency across **SOME** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess and determine oral reading fluency across subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing).	

Diverse Learners					
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **ALWAYS** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text.	

Vocabulary Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Essential questions being answered:
- How well does the program provide candidates with the knowledge of research-based practices for vocabulary development?
- How well does the program provide candidates with opportunities to engage in varied language experiences across contexts (grammatical function of words, grade-appropriate literary devices, etc.)?
- How well does the program address the relationship between vocabulary and comprehension?

Area of Study: Vocabulary Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	**4 – Strong**	**3 – Good**	**2 – Needs Improvement**	**1 – Inadequate**	**N/A**
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● the various types of vocabulary (listening, speaking, reading, and writing) across contexts; ● how to teach oral and academic vocabulary with explicit word learning strategies; ● how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● the various types of vocabulary (listening, speaking, reading, and writing) across contexts; ● how to teach oral and academic vocabulary with explicit word learning strategies; ● how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **SOME** of the following: ● the various types of vocabulary (listening, speaking, reading, and writing) across contexts; ● how to teach oral and academic vocabulary with explicit word learning strategies; ● how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of: ● the various types of vocabulary (listening, speaking, reading, and writing) across contexts; ● how to teach oral and academic vocabulary with explicit word learning strategies; ● how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and read-alouds;	

	read-alouds; ● how vocabulary affects comprehension; ● developing word consciousness; ● structural analysis to support morphological awareness; ● knowledge of word origin; ● syntax; ● cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	read-alouds; ● how vocabulary affects comprehension; ● developing word consciousness; ● structural analysis to support morphological awareness; ● knowledge of word origin; ● syntax; ● cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	read-alouds; ● how vocabulary affects comprehension; ● developing word consciousness; ● structural analysis to support morphological awareness; ● knowledge of word origin; ● syntax; ● cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	● how vocabulary affects comprehension; ● developing word consciousness; ● structural analysis to support morphological awareness; ● knowledge of word origin; ● syntax; ● cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	
Instruction/Materials/ Assignments ● Examples of opportunities for connection to classroom practice: scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Instruction, materials, and assignments **CONSISTENTLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **ALL** of the following: ● specific vocabulary words (Tier 1, Tier 2, Tier 3) ● meaningful word parts (morphemes) ● word meanings using learner-friendly definitions **AND CONSISTENTLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **USUALLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **MOST** of the following: ● specific vocabulary words (Tier 1, Tier 2, Tier 3) ● meaningful word parts (morphemes) ● word meanings using learner-friendly definitions **AND USUALLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **INCONSISTENTLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **SOME** of the following: ● specific vocabulary words (Tier 1, Tier 2, Tier 3) ● meaningful word parts (morphemes) ● word meanings using learner-friendly definitions **AND INCONSISTENTLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **RARELY OR DO NOT** provide opportunities for candidates to demonstrate how to select and explicitly teach: ● specific vocabulary words (Tier 1, Tier 2, Tier 3) ● meaningful word parts (morphemes) ● word meanings using learner-friendly definitions **AND RARELY OR DO NOT** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	

Diverse Learners Such as: • neuro diversity; • linguistically diverse; • culturally, ethnically, and racially diverse; • gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND ALWAYS** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **USUALLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND MOSTLY** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND SOMETIMES** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND RARELY OR DO NOT** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	

Text Comprehension Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, field work, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. It is important for the program to demonstrate evidence indicating comprehension content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Essential questions being answered:

- How well does coursework ensure candidates are able to demonstrate knowledge of the components, processes, and interactive factors involved in the development of skilled reading comprehension?
- How well does coursework ensure candidates are able to develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different levels of language and literacy learning?
- What coursework and training provide candidates with the knowledge of effective assessment practices to inform differentiated reading comprehension instruction and intervention?
- How well does the coursework develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension and critical reasoning?
- What coursework and training support candidates in the development of strategies for designing a text-rich classroom environment in which reading is purposeful and helps learners build new knowledge?
- What connections (e.g., scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

		Area of Study: Text Comprehension Instruction			
	Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview				
Criteria	**4 – Strong**	**3 – Good**	**2 – Needs Improvement**	**1 – Inadequate**	**N/A**
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including **ALL** of the following: - listening comprehension skills as a precursor to reading comprehension; - proficient word reading; - background knowledge; - vocabulary; - awareness of sentence sense and text structure (genre study); - inference making (use of vocabulary and background knowledge); - comprehension monitoring;	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including **MOST** of the following: - listening comprehension skills as a precursor to reading comprehension; - proficient word reading; - background knowledge; - vocabulary; - awareness of sentence sense and text structure (genre study); - inference making (use of vocabulary and background knowledge); - comprehension monitoring;	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including the **SOME** of the following: - listening comprehension skills as a precursor to reading comprehension; - proficient word reading; - background knowledge; - vocabulary; - awareness of sentence sense and text structure (genre study); - inference making (use of vocabulary and background knowledge); - comprehension monitoring; - metacognition strategies for	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills on which text comprehension and development depend, including the following: - listening comprehension skills as a precursor to reading comprehension; - proficient word reading; - background knowledge; - vocabulary; - awareness of sentence sense and text structure (genre study); - inference making (use of vocabulary and background knowledge); - comprehension monitoring; - metacognition strategies for comprehending.	

	• metacognition strategies for comprehending.	• metacognition strategies for comprehending.	comprehending.	
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: • scenarios; • peer teaching; • field work; • faculty modeling instruction; • demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **ALL** of the following: • evidence-based comprehension strategies which develop skills such as: ○ proficient word reading; ○ background knowledge	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **MOST** of the following: • evidence-based comprehension strategies which develop skills such as: ○ proficient word reading;	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **SOME** of the following: • evidence-based comprehension strategies which develop skills such as: ○ proficient word reading;	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address: • evidence-based comprehension strategies which develop skills such as: ○ proficient word reading; ○ background knowledge	

	activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	○ background knowledge activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	○ background knowledge activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	
Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **USUALLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **RARELY OR DO NOT** provide the candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	

Writing Instruction

Context/rationale: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Essential questions being answered:
- How well does coursework provide candidates with the content knowledge of foundational content and processes of writing?
- How well does coursework aim to develop a repertoire of strategies for teaching and differentiating writing across the curriculum?

- How well does coursework prepare candidates in the understanding of learners as diverse individuals who are on different developmental trajectories as writers, who have different understandings of academic language, and who are motivated to write through choices in topics and formats?
- How well does coursework prepare candidates to develop a repertoire of ways to assess learners' writing based on grade-level learning progressions?
- How well does coursework prepare candidates to design instruction integrating reading and writing?

Area of Study: Writing Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: • how writing occurs across the curriculum to enhance content learning; • how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; • how writing is a developmental and recursive process and children develop fine motor control at different rates; • how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; • how reading and writing instruction and practice	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: • how writing occurs across the curriculum to enhance content learning; • how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; • how writing is a developmental and recursive process and children develop fine motor control at different rates; • how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; • how reading and writing instruction and practice	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **SOME** of the following: • how writing occurs across the curriculum to enhance content learning; • how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; • how writing is a developmental and recursive process and children develop fine motor control at different rates; • how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; • how reading and writing instruction and practice	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of: • how writing occurs across the curriculum to enhance content learning; • how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; • how writing is a developmental and recursive process and children develop fine motor control at different rates; • how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; • how reading and writing instruction and practice have reciprocal benefits.	

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	have reciprocal benefits.	have reciprocal benefits.	have reciprocal benefits.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **ALL** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **MOST** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **SOME** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	
Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the ability to do **ALL** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **USUALLY** provide candidates with the ability to do **MOST** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the ability to do **SOME** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the ability to: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	

| Diverse Learners

Such as:
- neuro diversity;
- linguistically diverse;
- culturally, ethnically, and racially diverse;
- gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	

Report to the North Carolina General Assembly
on Science of Reading Educator Preparation Programs Coursework Implementation
Fall 2022

Executive Summary

Teacher Prep Inspection-US (TPI-US) shares North Carolina's commitment to advancing reading proficiency for every student. We are grateful for the opportunity to conduct this review of literacy coursework across the 30 public and private North Carolina institutions that train teachers for the state's schools. This report to the North Carolina General Assembly presents key findings and recommendations for continued improvement of literacy coursework and teacher candidate preparation across 30 institutions, identifies outcomes and implications from the work, and recommends next steps in moving forward.

Institutional review reports delivered to 15 University of North Carolina (UNC) and 15 independent college and university program leaders (NCICU) were designed to plot a pathway for improvement by identifying course or program strengths as well as the most significant aspects of a program's work where specific actions are needed to move it to the next level of quality. TPI-US conducted reviews of 122 courses across 30 public and private institutions.

Review findings and recommendations presented in this document provide the North Carolina General Assembly with insight into patterns and trends as well as strengths and weaknesses of the science of reading (SoR) coursework quality across the state. The 30 institutional reports transmitted separately to program leaders contain a description of the courses, the evidence used in the specific course review (e.g., ELEM 1234), reviewer-identified strengths, and recommendations for improving the course so that it embodies the SoR that North Carolina requires, thereby ensuring that candidates learn about the SoR and are prepared to teach it effectively.

In this summary report to the General Assembly, the review findings from the course-by-course evidence are organized by SoR concept because a particular concept like fluency or phonemic awareness may be embedded in more than one course. Each institution needs to sequence and spiral key SoR concepts within individual courses and across multiple reading courses to present and teach them well to effectively build teacher candidate knowledge and mastery so that teacher candidates teach reading effectively. Reviewers were trained to look for relevant SoR concept evidence and rate the accuracy and quality of these concepts in *every course*.

TPI-US teams reviewed 122 courses offered by 30 institutions by collecting and analyzing course syllabi and schedules, assignments, assessments, video observations of course instruction, and instructor interviews. Reviewers used the evidence from those sources to make informed judgments in line with the North Carolina Literacy Review Rubric. While most program leaders and faculty provided vital assistance to the review teams conducting this work, some offered minimal cooperation. As a result, there was little to no information about

some courses that should have been included in the review. For example, some faculty who are teaching relevant courses declined to make course session videos available or to be interviewed, and several program or institutional leaders withheld course materials and/or would not allow reviewers to view course videos and interview faculty. Despite those challenges, review teams were able to accumulate, analyze, and draw conclusions on a considerable body of evidence with direct relevance to how well North Carolina teacher candidates are prepared to advance the reading knowledge and skills of their students.

Key Findings and Recommendations for Actionable Next Steps

In addition to summarizing individual program reports providing evidence of key findings in each course, we also want to call attention to some overall findings that are intended to bolster the success of the state's SoR strategy.

<u>Course Content and Materials</u>

- Institutions should ensure that coursework spirals and is aligned to the competencies and sub-competencies in the North Carolina Literacy Review Rubric (concepts of print, oral language development, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing). Those competencies should be anchored to an SoR model such as the Simple View of Reading and Scarborough's Rope. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve. Educator preparation programs (EPPs) rated as Good or Strong utilized high-quality, research-based definitions and materials steeped consistently in SoR strategies and made learning relevant and engaging to candidates. It is key for all institutions to have foundational course content and materials. This work should occur through faculty collaboration within programs and by program and institutional leaders holding faculty accountable for progress.
- EPP coursework should ensure that candidates are effectively prepared to assess and address students' diverse reading needs to include neurodiversity, English language learners, gifted and talented learners, and all diverse learners. Instructors and coursework should provide multiple models and opportunities for candidates to practice administering and analyzing various measures and assessments and how to use that data to guide planning and target instruction for students who need more intensive support. Coursework should address differentiating for all students in all aspects of literacy. Each program should revise course syllabi and materials, and faculty should engage in ongoing professional development to ensure they are using research-based assessments and differentiated instruction and bolster their teaching skills through models and resources that embed connections to practice within their coursework.
- Across the state, coursework and training revealed a gap in writing instruction and preparation. Candidates need preparation and practice to understand the recursive process between reading and writing; how writing develops; and how to break down writing into manageable parts, from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing, which will better equip them to ensure growth and success for the students they teach.

<u>Faculty SoR Knowledge and Teaching</u>

- Many SoR components are incorporated and taught in North Carolina educator preparation programs; however, many are taught in isolation under a balanced literacy construct. Each institution should emphasize improving faculty knowledge and course content to include a deeper depth of foundational content knowledge in characteristics of high-quality reading. For example, Scarborough's Rope, the

Simple View of Reading, Ehri's stages of word ready development, and the Four-Part Processing Model as the foundation for all components would strengthen candidates' ability to teach the pillars of literacy in a structured way. Bolstering faculty SoR knowledge and their teaching strategies and skills should happen relatively quickly, and faculty and leadership should ensure that is done well.

● While many EPPs offer literacy coursework in their elementary and special education programs, some of which overlap, there is variation in the explanation of the key pillars, for example, phonics. Some courses teach a systematic, synthetic approach, and others teach a self-paced, inquiry-based approach. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. All faculty must work together to best prepare candidates for teaching P–12 students, and this collaboration would support the course sequencing and spiraling that are not evident in a number of programs. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve.

Course Sequencing and Connections

● Each institution should ensure that literacy courses are not taught in silos by taking steps to see that all literacy standards are mapped out and addressed across courses and that literacy coursework is planned and delivered as a well-thought-out **trajectory of courses** that build upon one another thoughtfully and intentionally. Taking those improvement steps successfully means that all literacy instructors should be included in this process to ensure consistency and that in-depth introduction, practice, and application levels are achieved.

● Many EPP courses demonstrated coursework-embedded connections to practice as a strength; however, this area also emerged as an area for improvement for many courses and instructors because their teacher candidates cannot learn how to apply their content knowledge in their classroom teaching without seeing it modeled and practiced within literacy courses. Candidates would benefit from seeing instructors explicitly model literacy concepts; having instructors step out to explain the link from modeling to classroom application; and utilizing in-class practice opportunities such as the gradual-release model, demonstration videos, practice opportunities, and peer teaching. Another key bridge from content acquisition to successful teaching practice is incorporating into these courses intentional assignments relevant to field-based work that are directly related to course content.

Other Comments for Consideration

Many institutional course reviews demonstrated that faculty and program leaders want to improve coursework that supports the SoR to positively impact candidates' ability to educate P–12 students and promote solid achievement outcomes. The commitment to and need for programs to act with a sense of urgency to address their shortcomings must lie at the core of a quest for improvement. To that end, understanding the external resources and expertise available to foster improvement will be a significant contributing factor for the public and independent colleges and universities to consider in moving forward.

In addition to the findings and recommendations noted above, review teams examining coursework and course materials across the 30 participating North Carolina EPPs noted several other areas where support for enhanced coursework, faculty teaching, or course delivery strategies would advance the reading improvement goals that the state of North Carolina seeks.

● Ensure that courses give deeper and more consistent attention to diverse learners' learning needs through research-based differentiated instruction, modeling its effective delivery in course instruction. Providing teacher candidates with high-quality supervised opportunities to practice differentiating their instruction

and receive accurate feedback on their practice is essential if every North Carolina child is to benefit from SoR-based teaching.

- Entirely online and asynchronous SoR courses, which some public institutions are utilizing, are a less-than-optimal course delivery mechanism for conveying complex, sequential, and inter-related topics *and* for building teacher candidate mastery. And because connections to practice in program coursework—helping candidates to understand how to apply what they are being taught in a course—is critical to successful teaching outcomes, most of the online or asynchronous courses analyzed in the review fell short in this area *almost by design*.
- The nature of this statewide literacy course review did not allow for collecting evidence about the clinical practice components of educator preparation programs—choice of placement schools, the SoR knowledge, and skills of classroom mentor teachers charged with helping to develop candidate teaching ability, or the quality of observation and feedback needed to build teaching capacity in novices. Those aspects of teacher preparation are essential complements to university program coursework; poor quality in those areas can undermine the impact of even the best program coursework and faculty teaching.

Conducting the Review

<u>The Charge to TPI-US</u>

The North Carolina General Assembly requested an independent report on the implementation of SoR coursework at EPPs through a baseline analysis of "current coursework in literacy training and intervention strategies and practices at educator preparation programs (EPPs)." That legislative request makes reference to the statutory requirement that EPPS must "provide training for elementary and special education general curriculum teachers that ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with the Science of Reading and State and national reading standards" to incorporate these components:

- "Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of literacy interventions to ensure reading proficiency for all students.
- "Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- "Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students."

The UNC System contracted with TPI-US to conduct this baseline assessment of relevant coursework. Fifteen public universities and 15 independent colleges and universities participated in this effort by sharing course materials, providing faculty teaching videos, and making faculty available for interviews about their SoR courses and instruction.

To design and conduct this baseline assessment of coursework content and quality, TPI-US worked closely with the UNC System, its 15 institutions providing teacher training in the SoR, and the North Carolina Independent Colleges and Universities (NCICU) and 15 of its member institutions. An expert review team that included literacy faculty from North Carolina public and private universities and national literacy experts convened to develop the North Carolina Literacy Review Rubric as a rubric for assessing evidence about course content and quality. Once the rubric was completed and approved for use, TPI-US trained a group of national literacy experts to apply the North Carolina Literacy Rubric in a reliable and valid way, similar to how TPI-US has conducted comprehensive EPP program reviews in more than 20 states over the past eight years.

TPI-US was contracted to transmit final literacy review reports to each of the 30 participating EPPs at the conclusion of their review. Standard TPI-US practice is to submit these individual reports in draft form, requesting programs to identify factual errors or unclear statements and then delivering the final reports to the institution after obtaining their factual feedback. TPI-US followed this process for the 30 North Carolina institutional reports.

In keeping with the legislative language, contract terms call for TPI-US to submit a report to the UNC System summarizing findings and recommendations for improvement across its 15 EPPs and to deliver a similar report to NCICU with summarized findings and improvement recommendations for its 15 participating college and university EPPs. TPI-US was also charged with preparing and submitting a single report that consolidated findings and improvement recommendations across all 30 institutions.

About TPI-US

Since 2013, TPI-US has been a reliable catalyst for EPP improvement across the country and has completed more than 250 program reviews in 22 states. Grounded in a philosophy of continuous improvement, TPI-US reviews teacher preparation programs to determine how programs can expand their promising practices and address areas of needed improvement and has shown repeated success in developing and implementing formative reviews and frameworks that produce reliable and valid information about teacher preparation programs. No other organization in the United States has the demonstrated capacity to organize and deliver the quantity or quality of inspections to move the needle on improving teacher preparation programs.

Methodology & Evidence Base for Analyses and Assessments

TPI-US worked in summer 2022 to develop and train on a review framework aligned with North Carolina state standards. The intention was to create a focused framework that included the SoR concepts expected to be embedded in program coursework and taught by faculty as well as the level of quality with which each program was implementing them. Literacy experts from private and public institutions and national literacy experts developed this framework and ensured it was aligned with North Carolina standards. A three-day training was developed and facilitated to train reviewers (also literacy experts) on the content of the framework, norming, and calibration practices, as well as the methodology of the TPI-US process. The framework covers nine areas of study. The nine areas of study include an overview of the science of reading, concepts of print instruction, oral language instruction, phonological and phonemic instruction, phonics instruction to include orthography and automatic word recognition, fluency instruction, vocabulary instruction, text comprehension instruction, and finally, writing instruction.

TPI-US coordinated schedules, logistics, and data requests with the independent colleges and university literacy programs chosen to participate in the review and with all fifteen UNC institutions. During this period, all parties held virtual meetings with leadership from NCICU and the University of North Carolina (UNC) system to ensure that all aspects of the framework and review methodology were known and understood by all parties to facilitate the successful completion of the reviews. Additional calls and conversations with programs took place throughout the review process to ensure that they fully understood the review process, what materials should be provided to the review teams, which videos of course sessions should be submitted, and which faculty members were to be interviewed. TPI-US provided multiple opportunities for programs to provide the necessary items to conduct a thorough review. Most programs provided requested course materials, instructional videos, and the opportunity to interview course instructors. All available and provided materials were included in the review.

Review teams met to summarize each program's key strengths and areas for improvement and provided that information in an institutional report. The totality of the evidence that reviewers—who are trained to use the North Carolina Literacy Review Rubric reliably and validly—collected, analyzed, and rated resulted in each program's overall evaluation.

Relevant Considerations & Observations

Teacher educators and education policy leaders across the country recognize there are important differences between the TPI-US approach to literacy coursework reviews and that of other organizations that may issue reports or publish ratings. The TPI-US methodology addresses course syllabi and related materials, paying attention to how well that material is conveyed to teacher candidates and how well they can apply their SoR knowledge and skills in the K–12 classroom. What may look strong on paper could be undermined by how faculty implement and teach it, the level of attention the college instructors give to helping candidates understand how to apply what they are learning, and whether future teachers understand the information well enough to use it effectively in their own classroom.

Those important quality considerations led TPI-US to request course videos from the college or university instructors whose coursework was included in this review. TPI-US teams also sought opportunities to interview the instructors about their courses and the observed class session. The time and resources available for the North Carolina literacy coursework review meant that TPI-US was unable to gather evidence about other vital components of literacy-focused educator preparation in North Carolina that would shed further light on how well programs are implementing the SoR across the state. These program components include:
- Observation of candidates teaching in their clinical placements as well as direct observation of the feedback these candidates receive from program field supervisors and classroom mentors to understand how well teacher candidates have learned and can apply SoR knowledge in their own classroom teaching.
- The extent to which preparation programs collect and use high-quality information from candidate academic and clinical experiences to gauge their own program's strengths and weaknesses and how effectively program leaders and faculty act on this information to foster ongoing continuous improvement.

A comprehensive review of programs to assess how well they prepare candidates to teach the Science of Reading effectively will certainly add detail to recommendations for improvement. Current time and resource constraints on the overall review process did not enable TPI-US to consider evidence from the clinical practice components described above. Moreover, limited cooperation from some program faculty and leaders who were unwilling to share relevant course materials with review teams left TPI-US with incomplete information with which to assess their programs.

Full TPI-US reviews include interviews with an extensive set of stakeholders (teacher candidates, recent graduates, school principals from placement schools and those hiring program graduates, classroom mentors, program faculty, and district administrators) as well as analysis of key data on candidate academic and clinical performance; completion and employment rates; survey feedback from graduates and their employers; and the impact of graduates on student learning.

This additional evidence—part of the typical TPI-US review of educator preparation programs—would be useful for determining how well North Carolina teacher candidates are able to apply their SoR knowledge and skills in classrooms across the state where, according to the 2019 National Assessment of Educational Progress (NAEP) report, 36 percent of North Carolina fourth graders are proficient in reading and 33 percent score below the Basic level. Performance for non-white and economically disadvantaged fourth graders in North Carolina is well below

that for all students. While fourth graders' performance on the 2022 NAEP reading assessment declined from the 2019 results, it seems highly likely that schooling and other disruptions associated with the worldwide pandemic played a role.

Another relevant factor in considering the next steps for improving SoR teaching and learning within North Carolina EPPs is the varying level of cooperation that program leaders and faculty gave to the baseline SoR review. That is addressed in this report's executive summary and noted in the individual institutional reports. Had these programs cooperated more fully, review teams would have produced a fuller picture of how well SoR concepts are embedded in their coursework and conveyed to teacher candidates. For those programs in both public and independent sectors that gave limited cooperation, trained review teams applied the North Carolina Literacy Review Rubric accurately and made carefully considered assessments of the evidence that was provided just as they did for programs that participated in the spirit of full cooperation.

Summary of the Findings - Overall Program Distribution Score:

Overall Program Score

Strong 6.7%	Inadequate 6.7%
Good 23.3%	
	Needs Improve… 63.3%
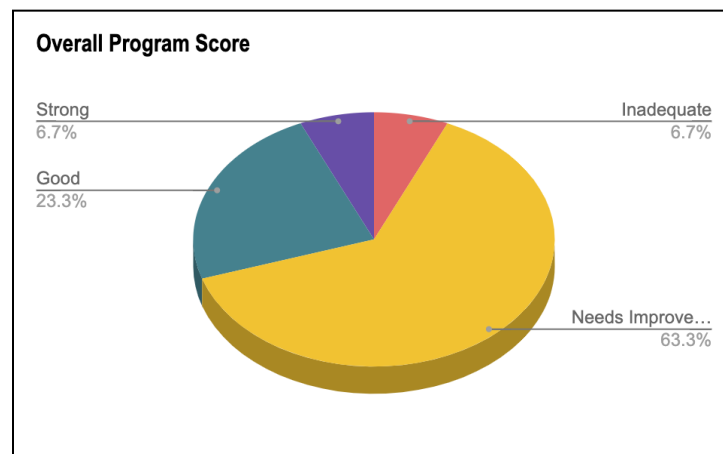
N=30: Inadequate, 2 institutions; Needs Improvement, 19 institutions;
Good, 7 institutions; Strong, 2 institution

Reviewers found that the overall program scores were Good or Strong for nine of the 30 programs because the SoR components were woven into all or most courses consistently across programs to ensure candidates were able to understand their implications to student learning. For 21 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their program. These programs may have some of the components of the SoR, but they are not yet being taught consistently across all courses in all programs or reflected in course materials and syllabi.

Summary of the Findings for Each Area of Study:

Domain 1: Overview of the Science of Reading: This area of study focuses on how well the program defines and outlines coursework and assignments to support the SoR competencies. The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Reviewers found that these course content, instruction, and associated materials in SoR instruction were Good or Strong for 12 of 30 programs because the SoR components—such as Ehri's stages of word reading development, Scarborough's rope, and the Simple View of Reading—were woven into all or most courses to ensure candidates were able to understand their implications to student learning. For 18 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their classroom teaching.

Overview of the Science of Reading

Strong 13.3%

Inadequate 13.3%

Good 26.7%

Needs Improvement 46.7%
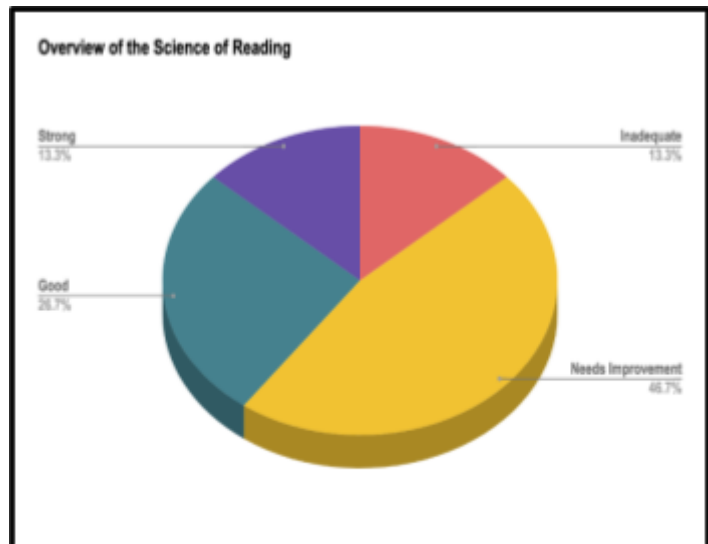
N=30: Inadequate, 4 institutions; Needs Improvement, 14 institutions; Good, 8 institutions; Strong, 4 institutions
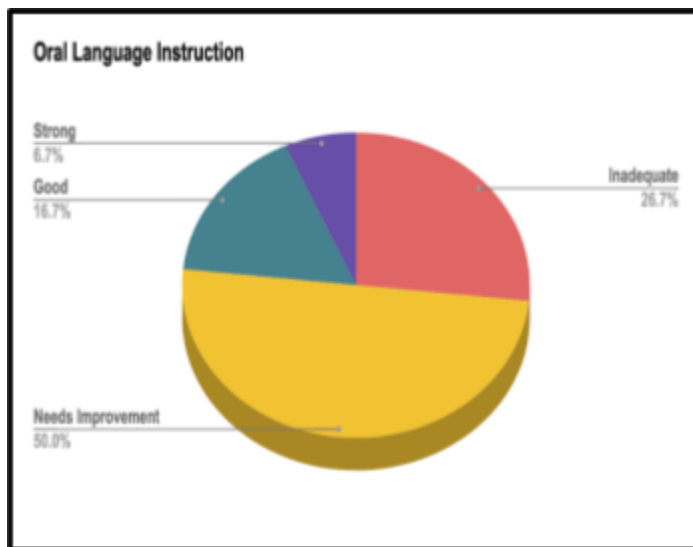
Example of course strength:	**Example of course in need of improvement:**
This course structure rigorously addresses all literacy components that align with the North Carolina Literacy Review Rubric and SoR research. The instructor models structured teaching of reading that is explicit, sequential, and engaging with scaffolding on the components of phonemic awareness, phonics, orthography, word recognition, fluency, and written expression. Candidates are required to administer assessments and participate in data meetings to plan and deliver 10–14 structured literacy lessons. The instructor observes lessons and engages candidates in a cycle of good-quality ongoing feedback and reflection. Those courses provide a clear coherence between research, knowledge, skills, practice, and candidates' pedagogy. They should serve as a model for all faculty to emulate.	The course does not provide candidates with adequate knowledge, understanding, or practice to develop and deliver explicit, systematic, and sequential instruction within a structured literacy lesson. The course should begin by developing a systematic, sequential, and explicit process to teach the components of reading and language structures. Instructors should provide consistent modeling, videos, and opportunities for candidates to practice peer-to-peer review, along with providing candidates with good examples of structured literacy lesson plans.

Domain 2: Concepts of Print Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating that concepts of print content knowledge are taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Reviewers found that course content, instruction, and associated materials in concepts of print instruction were Good or Strong for 12 of 30 programs because courses mostly or always covered content thoroughly, provided multiple opportunities for candidates to practice and apply content, and discussed how to assess concepts of print instruction. For 18 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply concepts of print in their classroom teaching.

Concepts of Print Instruction

Strong 10.0%
Inadequate 16.7%
Good 30.0%
Needs Improvement 43.3%
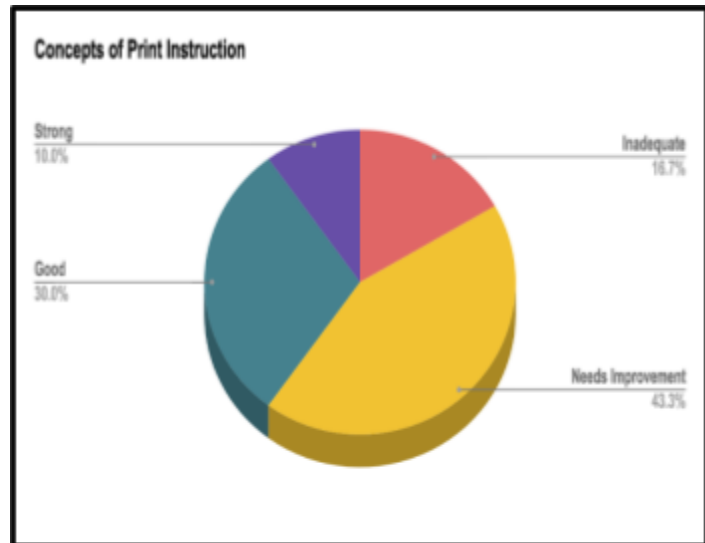
N=30: Inadequate, 5 institutions; Needs Improvement, 13 institutions; Good, 9 institutions; Strong, 3 institutions
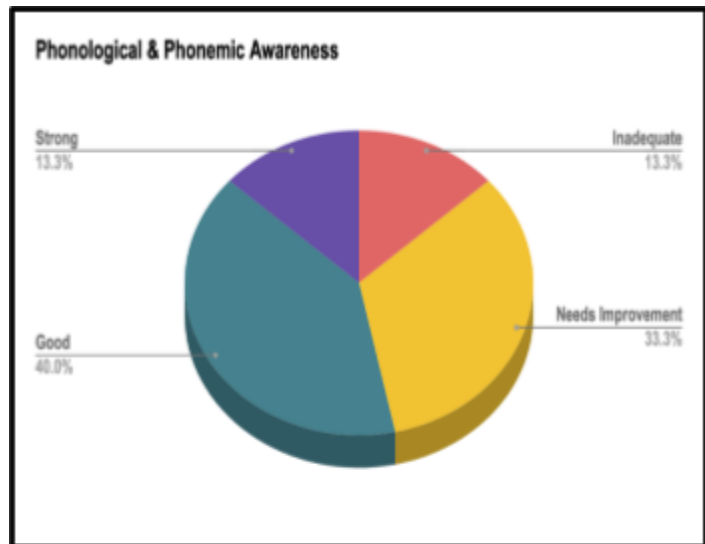
Example of course strength:	**Example of course in need of improvement:**
This course provides instruction in book concepts and print concepts as well as letter formation. This course emphasizes and models shared reading and the importance of creating a print-rich environment. There are clear opportunities for candidates to practice assessing students' understanding of concepts of print.	Candidates receive knowledge and terminology to define print concepts; however, there is no evidence of opportunities for candidates to identify and explicitly plan, model, or teach book and print concepts. The curriculum needs to include how print and book concepts vary across languages and cultures and how to use assessment of print concepts and student backgrounds to guide and differentiate instruction. Programs should provide opportunities for candidates to plan, model, or teach book and print concepts that support the transfer of knowledge and skills to pedagogy and practice.

Domain 3: Oral Language Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Reviewers found that oral language instruction was Good or Strong for seven of 30 programs because the course content mostly or always addressed language structures and literacy components, including assessment, application, and instructor modeling of these structures and components. For 23 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply knowledge of oral language instruction in their classroom teaching. Given the widespread need for improvement within and across courses and institutions, this may be one of the areas in which a multi-institutional community of practice or similar strategy would be helpful to strengthen coursework and training in these essential areas of the SoR.

Oral Language Instruction

Strong 6.7%
Good 16.7%
Inadequate 26.7%
Needs Improvement 50.0%

N=30: Inadequate, 8 institutions; Needs Improvement, 15 institutions; Good, 5 institutions; Strong, 2 institutions
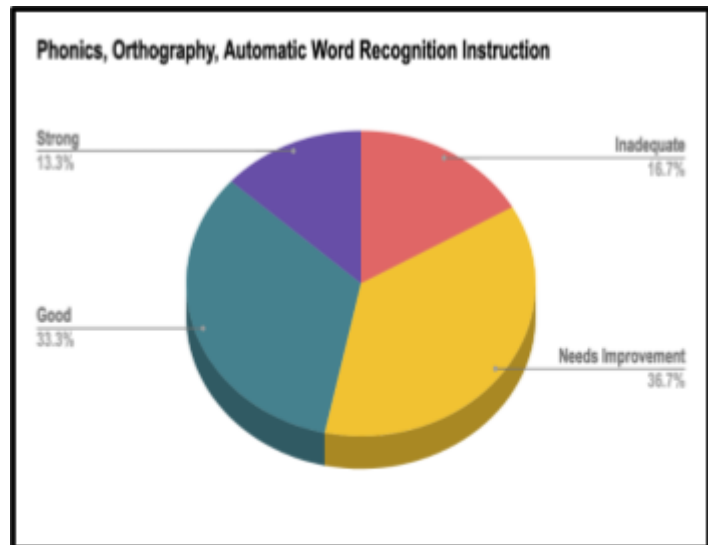
Example of course strength:	Example of course in need of improvement:
This course approaches assessment for oral language from different angles, one being the measurement of skills through observation of language development and facilitation of conversations, while the other is evaluating the impact of oral language on other skills assessments. This multifaceted approach deepens candidates' understanding of the interwoven relationship among skills and how those relationships connect to assessment. A major strength of the course is the ongoing support and feedback provided throughout the learning cycle of observing, practicing, administering, and analyzing.	The program course needs to include additional information about the reciprocal relationship between oral language and all literacy components. Candidates should have multiple opportunities to observe examples of facilitating engaging conversations (e.g., faculty modeling, demonstration videos, fieldwork) and to evaluate all language structures through assignments such as case studies and scenarios. Additionally, candidates should have structured opportunities that deepen their understanding of language diversity and instruction that meets diverse learners' needs.

Domain 4: Phonological and Phonemic Awareness Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support the manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. The program needs to demonstrate evidence indicating that phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Reviewers found that instruction in phonological and phonemic awareness was Good or Strong for 16 of 30 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonological and phonemic awareness development of the students they teach. For 14 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply phonological and phonemic awareness in their classroom teaching.

Phonological & Phonemic Awareness

Strong 13.3%
Inadequate 13.3%
Needs Improvement 33.3%
Good 40.0%

N=30: Inadequate, 4 institutions; Needs Improvement, 10 institutions; Good, 12 institutions; Strong. 4 institutions
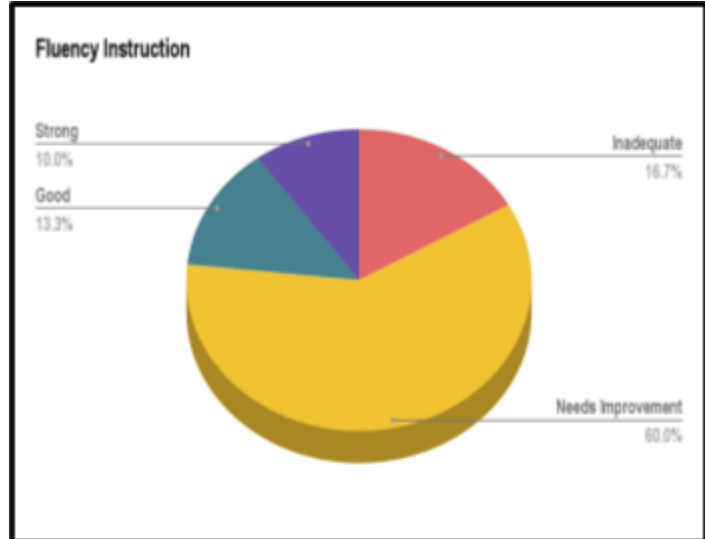
Example of course strength:	Example of course in need of improvement:
Candidates consistently receive the knowledge, skills, and terminology related to instruction in phonological and phonemic awareness as they contribute to decoding and encoding. Candidates practiced phonemic awareness skills associated with isolating, blending, segmenting, adding, deleting, and substituting as they answered questions through the "word ladder" activity in class. The instructor does phoneme-grapheme checks at two points during this course. Candidates are also asked to answer a discussion board question where they differentiate between phonological and phonemic awareness. Candidates are explicitly taught the three stages of word reading development (early, beginning, and advanced phonemic awareness).	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and provide candidates with feedback on their ability to use assessment data to plan full phonological/phonemic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 5: Phonics, Orthography, Automatic Word Recognition Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR and structured literacy instruction to include content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and the order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the framework are included as core, research-based components of developing children's literacy within a diverse population of learners.

Review teams found that instruction in phonics, orthography, and automatic word recognition was Good or Strong for 14 of 30 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonics development of the students they teach. For 16 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply these SoR components in their classroom teaching.

N=30: Inadequate, 5 institutions; Needs Improvement, 11 institutions; Good, 10 institutions; Strong, 4 institutions
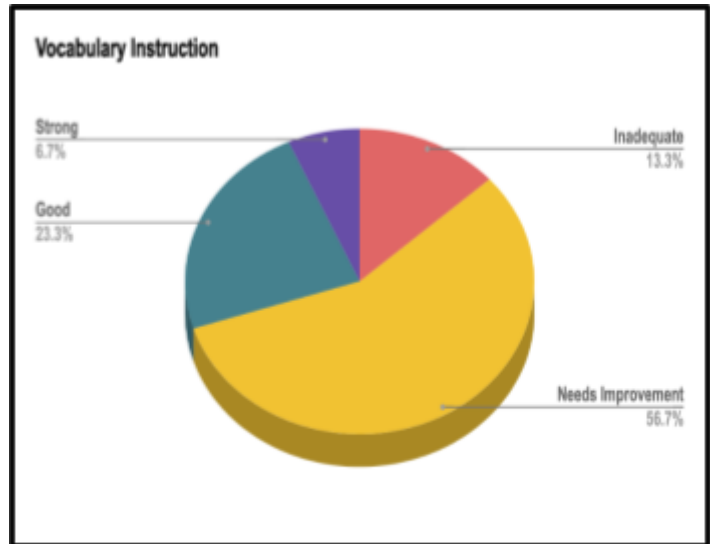
Example of course strength:	Example of course in need of improvement:
The course provides a solid foundation in the developmental continuum of word reading skills and provides multiple exposures to orthographic patterns, common morphemes, and strategies for teaching those items to intermediate grades. The course provides good exposure to data analysis with candidates analyzing data sets (e.g., spelling inventories, running records) and using the results to make instructional decisions that are reflective of the SoR. Additionally, the course provides a strong experience of instructing diverse learners. These experiences include instructor modeling and course activities addressing how to scaffold phonics instruction for a variety of needs.	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and provide feedback to candidates on their ability to use assessment data to plan full phonological/phonic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 6: Fluency Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important that the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of fluency instruction.

Review teams found that fluency instruction was Good or Strong for seven of 30 programs because course content consistently addressed all areas of fluency, assessment of fluency, opportunities to practice and apply instructor modeling, and attention to diverse learners related to fluency. For 23 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in their classroom teaching.

Fluency Instruction

Strong 10.0%
Good 13.3%
Inadequate 16.7%
Needs Improvement 60.0%

N=30: Inadequate, 5 institutions; Needs Improvement, 18 institutions; Good, 4 institutions; Strong, 3 institutions
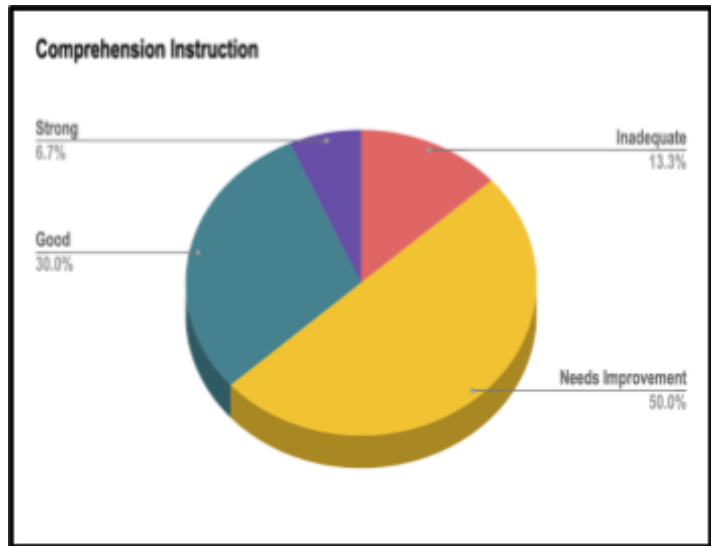
Example of course strength:
Instruction and training consistently use multiple opportunities to define and apply the relationships of rate and prosody; fluency at the word level; how fluency impacts comprehension; the relationships between accuracy and decoding; as well as automaticity at the grapheme, phoneme, syllable, phrase, and sentence level are important to build fluency within the connected text. The course observation indicates the candidates are consistently engaged in activities to deepen their knowledge, and the instructor uses varied levels of questioning to check for candidates' understanding. Candidates analyze completed assessments and have opportunities to administer these assessments to design instruction through a case study.

Example of course in need of improvement:
The course largely focuses on accuracy, with less attention given to prosody and appropriate reading rate. Second, it does not teach or practice a fluency rubric. Instead, candidates are prompted with reflective prompts such as "I notice," leaving room for inconsistent observations. Finally, candidates are not required to plan and teach a fluency lesson but instead may choose to teach lessons as part of their 10-lesson requirement. To improve, candidates should be trained in using a reliable and valid method of assessing oral reading fluency such as a rubric. The program should provide in-class practice with additional opportunities to use the rubric in their field placements. Additionally, the program should require candidates to address fluency in their planned lessons and to reflect upon the effectiveness of those lessons. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 7: Vocabulary Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Vocabulary instruction was Good or Strong for nine of 30 programs because course content consistently addresses the different aspects and tiers of vocabulary, assessment of vocabulary, instructor modeling, and attention to diverse learners. Vocabulary instruction for 21 programs calls for significant course content and/or faculty teaching improvements to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of vocabulary instruction in their classroom teaching.

Vocabulary Instruction

Strong 6.7%
Good 23.3%
Inadequate 13.3%
Needs Improvement 56.7%

N=30: Inadequate, 4 institutions; Needs Improvement, 17 institutions; Good, 7 institutions; Strong, 2 institutions
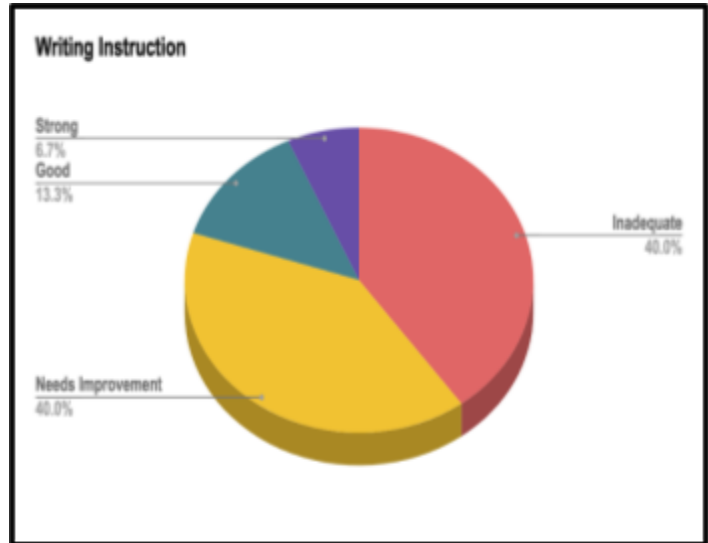
Example of course strength:	Example of course in need of improvement:
The teaching of vocabulary from models that support read-aloud structures to morphemic analysis/meaningful word parts provide varied research-based resources supporting comprehension through vocabulary development. Candidates have the opportunity to view videos, see models of vocabulary instruction, and practice with peers so they have a common understanding of the need to provide multiple opportunities for vocabulary development to support the acquisition of language at various learning stages. Candidates discuss and practice assessment with opportunities to discuss the next steps for instruction.	The course needs to provide more opportunities for candidates to explore evidence-based instruction incorporating vocabulary within all components of literacy instruction through consistent and pervasive modeling to instill the importance of vocabulary all day every day by playing with language to explore a deeper understanding of the role of syntax and pragmatics on literacy development. The program should provide models of vocabulary instruction not only through oral language but as the candidate teaches phonics, using words in sentences with students reciprocating, and active engagement of new vocabulary throughout lessons. It can accomplish that by sharing a few evidence-based vocabulary models of instruction with teaching methods courses and possibly providing an extension to this course to address a comprehensive understanding of diversity to support language acquisition. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 8: Text Comprehension Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, field work, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. It is important for the program to demonstrate evidence indicating that comprehension content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Course review teams reported that text comprehension instruction was Good or Strong for 11 of 30 programs because course content consistently addresses comprehension components and instructional strategies, provides candidates with the opportunities to practice and apply, and includes instructor modeling to ensure candidates are prepared to develop comprehension and understanding for the students they teach. Significant course content and/or faculty teaching improvements are needed in 19 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in text comprehension knowledge and strategies in their classroom teaching.

N=30: Inadequate, 4 institutions; Needs Improvement, 15 institutions; Good, 9 institutions; Strong, 2 institutions

Example of course strength:
This course provides a complete picture of comprehension instruction while breaking its complexity into smaller, understandable chunks,. Candidates learn and practice a wide variety of topics such as types of questions and think-alouds to model a variety of skills (e.g., inferencing, self-monitoring of comprehension). Candidates are able to see examples of comprehension instruction (e.g., class observations, instructor demonstrations, videos) and have opportunities to practice using and teaching comprehension skills (e.g., peer teach, recorded lesson enactments, classroom teach). Continuous growth is embedded into the course because the instructor provides immediate feedback on pre- and post-lesson plans and for the recorded lesson enactments, giving candidates more opportunity to grow as teachers of scientifically based reading instruction. The course makes connections to linguistically diverse students, such as strong connections during the teaching demonstrations by providing examples of cognates and how to support linguistically diverse students in the classroom.

Example of course in need of improvement:
The program could strengthen the course by intentionally spiraling back to scientifically based reading models such as Scarborough's Rope to explain why individual difficulties/differences in comprehension may occur across children, offering teaching demonstrations that model how to teach all comprehension skills with direct connections to differentiating that instruction and by offering additional connections to cultural relevancy such as how text structures vary across cultures and the difference between created texts and authentic texts. Additional ways to strengthen the course are by ensuring that all candidates plan a full comprehension lesson instead of selecting among various topics (e.g., vocabulary, fluency, comprehension) and by increasing the fidelity of course assignments by using a retelling rubric for the "retelling assignment" and an observation evaluation form to evaluate lessons performed in the field.

Domain 9: Writing Instruction: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Review teams found writing instruction to be Good or Strong for six of 30 programs because course content consistently taught the developmental process for teaching writing and how to assess writing, provided opportunities for candidates to practice and apply, and included instructor modeling to further demonstrate classroom application. Significant course content and/or faculty teaching improvements are needed in 24 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of writing instruction in their classroom teaching.

Writing Instruction

Strong 6.7%
Good 13.3%
Inadequate 40.0%
Needs Improvement 40.0%

N=30: Inadequate, 12 institutions; Needs Improvement, 12 institutions; Good, 4 institutions; Strong, 2 institutions

Example of course strength:	Example of course in need of improvement:
This is a writing-focused course that notes how writing is connected to all other areas of literacy and shares the reciprocal benefits of reading and writing. The instructor models the development of writing skills from letter formation and drawing to advanced sentence formation to share stories, communicate for different purposes, and as a recursive process, and candidates practice and teach that throughout this course. The video observation of this course specifically focused on combining sentences and the difference between simple, compound, and complex sentences and how to help students progress in their writing based on where they currently are. The instructor explicitly teaches and models where to intervene, and candidates use peer-to-peer teaching to practice this skill. Candidate teach and execute the use of CBM assessments to screen and monitor students' writing mechanics, fluency, and expression in the field during this course. Direct instruction and modeling in the course provide candidates with opportunities to practice making instructional decisions based on collected assessments.	Coursework and training should include the recursive process between reading and writing; how writing occurs across the curriculum; how writing develops; best practices in writing instruction and how to break down writing into manageable parts from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing that will equip them to ensure student growth and success.

**RESOLUTION OF
THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA**
January 18, 2023

WHEREAS, the 2019 National Assessment of Educational Progress (NAEP) found that 64 percent of North Carolina's fourth graders scored below proficient in reading; and

WHEREAS, in April 2020 the Board of Governors called on the 15 educator preparation programs in the UNC System to adopt a common framework for literacy based on the science of reading; and

WHEREAS, in 2021 the North Carolina General Assembly passed the Excellent Public Schools Act, which requires all approved educator preparation programs in elementary education and special education general curriculum in the state to include training in the science of reading; and

WHEREAS, the 2022 National Assessment of Educational Progress (NAEP) found that 68 percent of North Carolina's fourth graders scored below proficient in reading; and

WHEREAS, a legislatively-mandated review of adherence to the legal requirements of the Excellent Public Schools Act across 30 educator preparation programs in the state, including the 15 UNC System programs, has found that just one UNC program was rated "strong", five were rated "good", and the remainder were rated "needs improvement" or "inadequate";

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors shall require that by July 1, 2023, all UNC System educator preparation programs in elementary and special education general curriculum will have addressed areas in need of improvement as identified in the legislatively-mandated review so as to comply with the provisions of the Excellent Public Schools Act and shall provide evidence to the President of actions taken to bring programs into full compliance; and

BE IT FURTHER RESOLVED that in the event an educator preparation program does not provide sufficient evidence to the President that areas in need of improvement have been addressed by July 1, 2023, the chancellor, provost, and dean will present to the Board of Governors Committee on Educational Planning, Policies, and Programs at its next scheduled meeting; and

BE IT FURTHER RESOLVED that based on that presentation and other available evidence, the Board of Governors Committee on Educational Planning, Policies, and Programs, in consultation with the President, shall decide what remedies are appropriate to ensure compliance.

This the _____ day of _____ 2023

_____   _____
Randall C. Ramsey, Chair   Meredith R. McCullen, Secretary