

**COMPLIANCE OPTION I: ALIGN CAEP KEY ASSESSMENTS WITH ADOPTED CANDIDATE OUTCOMES/COMPLIANCE TARGETS**

When Connecticut's Educator Preparation Programs (EPPs) apply to the Connecticut State Department of Education for approval, they are required to submit an application folio that includes 6-8 Key Assessments - assessments utilized during the course of instruction to provide feedback (to both candidate and program) about the candidate's progress toward standards-aligned target learner outcomes.

After securing initial approval by the State Department of Education, all of Connecticut's EPPs (including alternate route to certification programs, are required to be nationally accredited through the Council for Accreditation of Educator Preparation (CAEP) and are required to host a CAEP on-site visit every seven years thereafter to determine re-accreditation status.

Schools of Education seeking CAEP accreditation are required to prepare a comprehensive report that speaks to each of the five CAEP standards, while discipline-specific programs housed within Schools of Education (e.g. Special Education, Elementary Education, Remedial Reading, etc.), are required to prepare equally comprehensive reports that address CAEP Standard I: Content and Pedagogical Knowledge. These reports are typically submitted to programs' Specialized Professional Associations (SPA), which partner with CAEP and assume responsibility for evaluating programs' ability to adequately prepare candidates whose knowledge and skill sets reflect the SPA's unique, comprehensive set of standards. In such cases where a SPA is not an active CAEP partner, as is currently the case with the International Literacy Association, the previous CAEP partner for accrediting remedial reading programs, CAEP requires programs to submit a "Self-Study Report" as part of the institution's application for accreditation.

The aforementioned Key Assessments, present in programs' initial application for approval by the Connecticut State Department of Education, continue to play a most critical role in the program approval and accreditation process. In preparing reports to address the CAEP standards, programs strive to ensure that they are able to provide solid evidence that their graduates are competent (according to the standards of their SPA or state) and caring educators; and, that program faculty/staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of their program.

Because all of Connecticut's EPPs must have a set of standards-aligned Key Assessments in place; and must report on candidates' performance at the level of each standard, as part of the CAEP accreditation process, it is recommended that programs have the option to be evaluated for compliance with the candidate outcome/compliance targets recommendations put forth by this committee by refining select Key Assessments (including tasks, rubrics, etc.) so they are meaningfully aligned with and address, these outcomes.

A sample standards-aligned key assessment and how this might be accomplished is attached for reference.

## COMPLIANCE OPTION 2: SYLLABUS REVIEW

Many Educator Preparation Programs (EPPs) regard the course syllabus as a contract between the student and professor/institution: here, faculty articulate what their course is about, identify candidate outcomes/compliance targets to be mastered by the end of the course, and describe required assignments/assessments and how performance on each will be evaluated. As a permanent record, the syllabus serves to provide documentation of the aforementioned; and, establishes a sense of accountability between faculty and candidates concerning the expectations of each.

EPPs opting *not* to engage Compliance Option I: Align CAEP Key Assessments with adopted candidate outcomes/compliance targets will need to refine (select) course syllabi in order to provide evidence that adopted candidate outcomes/compliance targets are addressed through graded outcome/standards-aligned assignments and evaluated by outcome/standards-aligned rubrics.

Faculty are advised that assignments targeted to address adopted candidate outcomes/compliance targets are to:

1. be listed on course syllabi
2. be required across sections and semesters/terms
3. include an outcome/standards-aligned evaluation rubric
4. have a % value (toward final grade) associated with them

If a graded assignment involves a post-reading response of some type, it is essential that readings referenced:

1. Include a full citation
2. Identify *specific pages* that are aligned with the designated outcome(s)

A sample Compliance Audit Protocol is attached for reference.

**SAMPLE**

## SAMPLE STANDARDS-ALIGNED KEY ASSESSMENT

### KEY ASSESSMENT 2

NAME OF KEY ASSESSMENT: Data-Based Decision Making and Case Study Unit

COURSE KEY ASSESSMENT IS EMBEDDED IN: RLD 583: Tests and Measurement

#### ALIGNED WITH:

- **A7:** How to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction: universal screening; progress monitoring; criterion-referenced
- **C2:** Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of:
  - selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties; utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing; applying the principles of progress-monitoring and reporting with Curriculum-Based Measurement, including graphing techniques.
- **C3:** How to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
- **C5:** Understands text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

#### VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached (**Link Provided**)

#### Description of the Assessment Provided to Candidates on Course Syllabus

This case study unit is intended to provide candidates with the opportunity to showcase their ability to apply basic progress monitoring concepts within the response to intervention (RTI) approach. For each of five case studies, candidates should review the student background, scenario, and progress monitoring data before determining with justification- whether or not the student is responding adequately to Tier I or Tier II instruction.

#### Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Key Assessment 2 consists of a data based decision making case study unit from Vanderbilt University's IRIS Center (see: [http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_case\\_studies/ics\\_rtdm.pdf](http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtdm.pdf)) that evaluates candidates' ability to evaluate students' response to interventions provided. This assessment occurs in the context of RLD 583: Tests and measurement in Reading and Language Arts Contexts, taken during the Spring of Year 1. Candidates are required to complete Case Study 1-4. Case Study 5, is reserved for remediation purposes- described below.

Instructors utilizing this assessment are required to view a training PPT that explains the assessment, why it is essential to the program's candidate training model, how to utilize and score the assessment, and how/when to report candidate performance to the Program Director.

A scoring protocol based on the instructor's scoring resource developed by Vanderbilt University's IRIS Center is used to score candidates' responses. Case Study 1-4 are administered to all candidates. Case Study 5-6 are reserved for candidates who have not performed satisfactorily on the case study unit and may require supplemental intervention: in such instances, Case Study 5-6 are utilized as post-intervention assessment indicators.

Performance data is analyzed following each administration of the assessment in order to identify those candidates who may require remediation (candidates earning below a B) supports and in order to identify trends with regard to aggregated performance strengths and needs. Program level performance data is reported annually at the September and May program meetings. This data is used to inform program refinement. See accompanying rubric.

#### Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

- MET All Learner Outcome/Compliance Targets for 4 Cases  
No Intervention Warranted
- MET Learner Outcome/Compliance Targets A7, C5; and/or, C2 for <4 Cases  
Administer Supplemental Case Studies (2) (Maximum Final Grade Possible: B)
- Met Learner Outcome/Compliance Target C3 for <4 Cases  
Revise/Resubmit

Candidate:

Instructor:

Term/Semester:

KEY ASSESSMENT 2	LEARNER OUTCOME/ COMPLIANCE TARGET	Needs Improvement 1	Developing 2	Met 3
Candidate is able to accurately calculate students' performance level	A.7	Candidate accurately calculates students' performance levels for <3 of 4 cases presented.	Candidate accurately calculates students' performance levels for 3 of 4 cases presented.	Candidate accurately calculates students' performance levels for 4 of 4 cases presented.
Candidate, upon reviewing and evaluating students' progress monitoring data and performance level data, is able to determine if students are responding adequately to instruction.	C.5	For <3 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.	For 3 of 4 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.	For 4 of 4 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.
Candidate, upon reviewing and evaluating students' response to intervention performance data, makes appropriate recommendations for students' level of instructional intensity/tier.	C.2	For <3 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.	For 3 of 4 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.	For 4 of 4 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.
Candidate effectively communicates findings and recommendations in writing, sufficient for a variety of stakeholders to comprehend the process and rationale underlying each.	C.3	For <3 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.	For 3 of 4 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.	For 4 of 4 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.

**Candidate Performance:**

- MET All Learner Outcome/Compliance Targets for 4 Cases  
No Intervention Warranted
- MET Learner Outcome/Compliance Target A7, C5; and C2 for 4 Cases  
Administer Supplemental Case Studies (2)
- Met Learner Outcome/Compliance Target C3 for <4 Cases  
Revise/Resubmit

# NOT FOR DISTRIBUTION: INTERNAL DRAFT DOCUMENT

## SAMPLE COMPLIANCE AUDIT PROTOCOL FOR EDUCATOR PREPARATION PROGRAMS: ALL CREDENTIALS

		COVERAGE OF DESIGNATED OUTCOMES				
OUTCOME	Candidates will...	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAG E
A.1	How learning to read differs from learning to speak, with most individuals requiring explicit instruction to learn how to read.				<div style="position: absolute; top: 0; right: 0; font-size: 4em; color: red; opacity: 0.5; pointer-events: none;">SAMPLE</div> <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
A.2	Factors impacting reading and writing acquisition, including: the component structures of language (phonology, orthography, syntax, morphology, semantics; organization of spoken and written discourse).				<div style="position: absolute; top: 0; right: 0; font-size: 4em; color: red; opacity: 0.5; pointer-events: none;">SAMPLE</div> A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

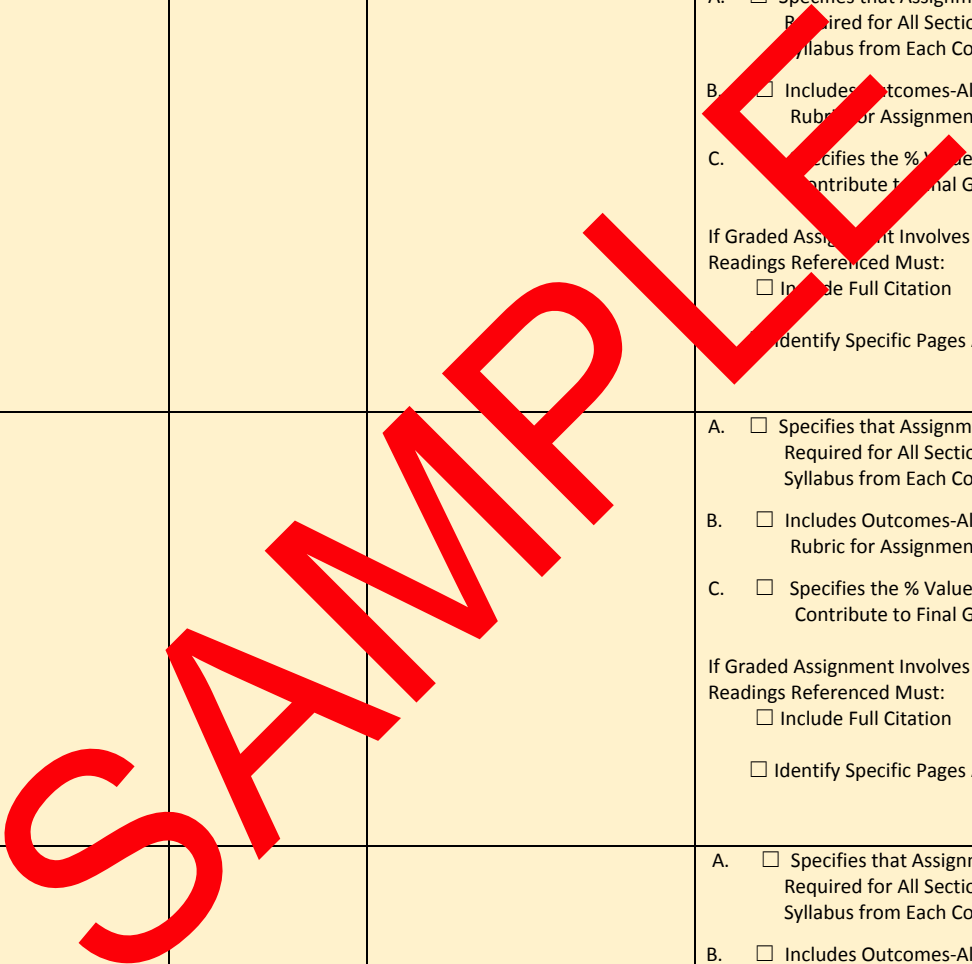
**COVERAGE OF DESIGNATED OUTCOMES**

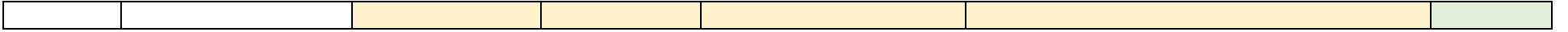
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A.3	The typical developmental progression of the following skill domains: <ul style="list-style-type: none"> <li>• oral language</li> <li>• phoneme awareness</li> <li>• decoding</li> <li>• spelling</li> <li>• reading fluency</li> <li>• reading comprehension</li> <li>• written expression</li> </ul>				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
A.4	The most common intrinsic differences between good and poor readers (e.g. linguistic, cognitive, and neurobiological).				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
A.5	The role of:fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read vocabulary development and vocabulary knowledge in oral and written language comprehension.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

SAMPLE

**COVERAGE OF DESIGNATED OUTCOMES**

OUTCOME	Candidates will...	COURSE(S) Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAG E
A.6	<p>Reading disabilities, including:</p> <ul style="list-style-type: none"> <li>• How reading disabilities vary in presentation and degree.</li> <li>• How and why symptoms of reading difficulty are likely to change over time in response to development and instruction.</li> <li>• Definition of dyslexia (IDA and State).</li> <li>• Federal and state laws pertaining to the identification and instruction of students at risk for, identified with, dyslexia.</li> <li>• Signs and symptoms of dyslexia by age and grade.</li> </ul>				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<p><input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked</p> <p><input type="checkbox"/> <b>Developing</b> A and B Checked</p> <p><input type="checkbox"/> <b>Met:</b> A, B, and C Checked</p>
A.7	<p>How to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction:</p> <ul style="list-style-type: none"> <li>• universal screening</li> <li>• progress monitoring</li> <li>• criterion-referenced norm-referenced</li> </ul>				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<p><input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked</p> <p><input type="checkbox"/> <b>Developing</b> A and B Checked</p> <p><input type="checkbox"/> <b>Met:</b> A, B, and C Checked</p>
B.1	<p>The rationale for adapting reading, spelling, and writing instruction to accommodate individual differences in cognitive, linguistic, sociocultural and behavioral aspects of learning.</p>				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<p><input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked</p> <p><input type="checkbox"/> <b>Developing</b> A and B Checked</p> <p><input type="checkbox"/> <b>Met:</b> A, B, and C Checked</p>





**SAMPLE**



## COVERAGE OF DESIGNATED OUTCOMES

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B.2	Methods for adapting, designing, and delivering evidence-based reading, spelling, and writing curricula to meet the needs of students with weaknesses in working memory, attention, and/or executive function.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
B.3	The definition of, and what constitutes, the principles and practices of Structured Literacy.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
B.4	Know considerations for the appropriate uses of assistive technology in written expression.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade  If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation  <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

SAMPLE

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C.1	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of: (1)Selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties; (2)Utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing; and, (3)Applying the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.				<p><input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.3	How to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Outcome</p>	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked  <input type="checkbox"/> <b>Developing</b> A and B Checked  <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

**SAMPLE**

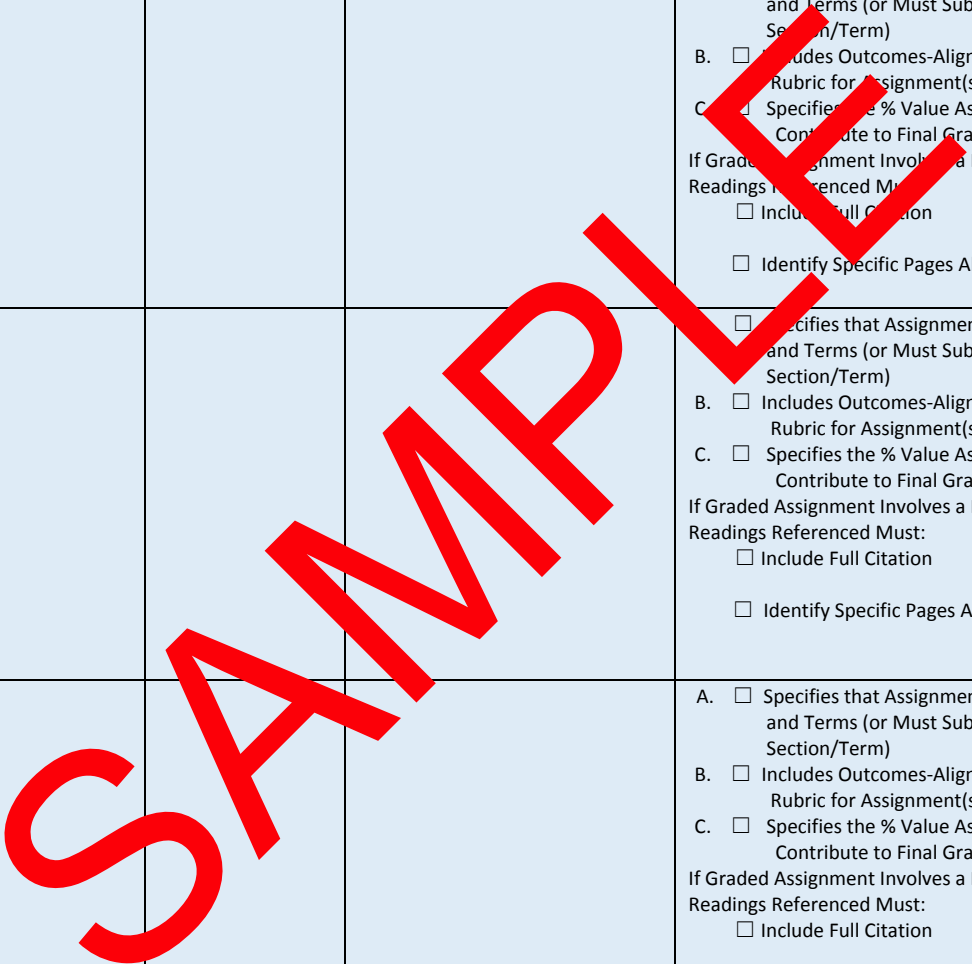
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C.4	The structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllabic regular word reading.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.5	Text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.6	The sources of wide differences in students' vocabularies and the role and characteristics of (a) indirect (contextual) methods of vocabulary instruction; and, (b) direct, explicit methods of vocabulary instruction.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

COVERAGE OF DESIGNATED OUTCOMES						
OUTCOME	Candidates will...	COURSE(S) Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
C.7	The role of sentence comprehension in listening and reading comprehension.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.8	Major skill domains that contribute to written expression and the developmental phases of the writing process.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.9	How to prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

		COVERAGE OF DESIGNATED OUTCOMES				
OUTCOME	Candidates will...	COURSE(S) Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
C.10	How to develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.11	Varied instructional routines, techniques and methods - and their corresponding evidence base- that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/ phonemic awareness; b. the six syllable types to support phonics decoding and encoding instruction for single syllable word reading; c. the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction; d irregular word/sight word reading/spelling (e.g. Fernald Technique); e: word reading automaticity and reading fluency skills; f: teach comprehension of major genres: narrative, expository, argument, with consideration for the teacher's role as an active mediator; g: letter formation (both manuscript and cursive), written spelling and punctuation.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
C.12	How to effectively apply foundational knowledge to evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	

**COVERAGE OF DESIGNATED OUTCOMES IN PRACTICUM**

OUTCOME	Supervised practicum prepares candidates to...	PRACTICUM COURSE Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAG E
D.1	Read and interpret common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators for the purposes of informing the analyses of students' literacy profiles and the generation of instructional recommendations.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
D.2	Prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.				<input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
D.3	Develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.				<input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	



		COVERAGE OF DESIGNATED OUTCOMES				
OUTCOME	Supervised practicum prepares candidates to...	PRACTICUM COURSE Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAG E
D.4	Select and implement varied instructional routines, techniques and methods that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: <ol style="list-style-type: none"> <li>phonological/phonemic awareness.</li> <li>the six syllable types to support phonics decoding and encoding instruction for single syllable word reading.</li> <li>the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction.</li> <li>irregular word/sight word reading/spelling (e.g. Fernald Technique).</li> <li>word reading automaticity and reading fluency skills.</li> <li>letter formation (both manuscript and cursive), written spelling and punctuation.</li> </ol>				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
D.5	Evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked



COVERAGE OF DESIGNATED OUTCOMES						
OUTCOME	Supervised practicum prepares candidates to...	PRACTICUM COURSE Prefix and Number	CALENDAR Week Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAG E
D.6	Apply in practice considerations for the appropriate uses of assistive technology for students with serious limitations in reading fluency and for written expression.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked
D.7	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Outcome	<input type="checkbox"/> <b>Not Met:</b> A, B, or C Not Checked <input type="checkbox"/> <b>Developing</b> A and B Checked <input type="checkbox"/> <b>Met:</b> A, B, and C Checked

SAMPLE