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Reading Preparation in Initial Teacher Preparation Programs in Missouri

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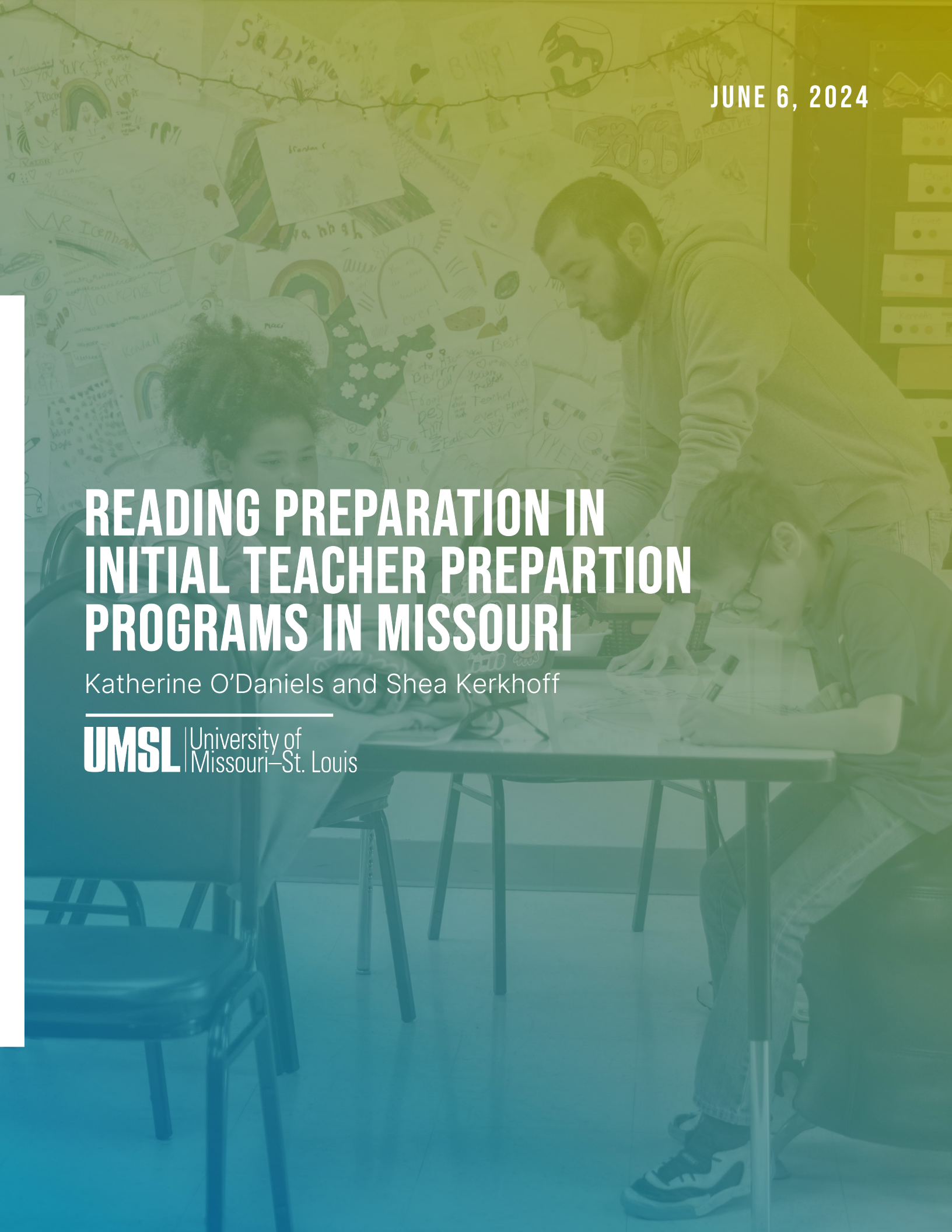

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READING PREPARATION IN INITIAL TEACHER PREPARTION PROGRAMS IN MISSOURI

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Introduction

This document reports on a research study about educator preparation programs in Missouri. In the spring of 2024, we developed and administered a survey to explore the curricular topics and instructional practices in initial teacher certification programs related to reading. The survey items were created by Drs. Katherine O'Daniels and Shea Kerkhoff to reflect the reading competencies outlined in the Missouri Standards for the Preparation of Educators (MoSPE) and the International Literacy (ILA) Standards for the Preparation of Literacy Professionals (see appendix A). We followed survey methodology best practices (Dillman, 2011; Groves et al., 2009) and used three strategies for improving content validity: 1) cognitive interviews with members of the target population, 2) testing the online survey with members of the target population, and 3) expert validation with a group of eight literacy professionals who work in both educator preparation programs (EPPs) and K-12 institutions. The survey was taken by personnel working in Missouri EPPs who teach courses related to literacy preparation of early childhood and elementary teachers. In this report, we share the aggregated results of the survey to describe the perceived strengths and gaps that exist within our state. These results can be used to inform statewide program improvement efforts and contribute data-based assertions to conversations about literacy curricula and practices in EPPs.

Recruitment and Participant Demographics

Recruitment happened in multiple waves following the Dillman Tailored Design Method (Dillman, 2011). We first emailed Deans and Department Chairs from each EPP in Missouri requesting that they forward to the appropriate instructors in their unit to complete the survey. One week later, we sent reminder emails to the Deans and Department Chairs of EPPs that had not responded yet. We also distributed the survey through the MACTE listserv requesting members take the survey on behalf of their organization or forward to the appropriate people. For the final phase of recruitment, we used the faculty directory on the website of EPPs who were still not represented and directly emailed the literacy faculty. Respondents represent 93% of Missouri EPPs. The survey was taken by 69 full-time faculty and staff and part-time adjunct instructors in EPPs with a wide range of years of experience, as seen in Table 1. The vast majority (97%) indicated that they have taught a related literacy course within their EPP in the last two years. Additionally, the vast majority of respondents (94%) indicated that they were focusing on their elementary education programs when responding, as seen in Table 2.

Table 1. Position and Experience of Participants

POSITION	PERCENTAGE	COUNT
Full-time Faculty	74%	51
Full-time Staff	1%	1
Part-time Instructor	25%	17
YEARS EXPERIENCE		
0-4 years	18.84%	13
5-9 years	30.43%	21
10-14 years	21.74%	15
15-19 years	7.25%	5
20+ years	21.74%	15

Table 2. Degree Programs Represented

Select at least one teacher certification program to focus on:

ANSWER	COUNT
Elementary Education	50
Early Childhood Education	3
Mild/Moderate Cross Categorical Special Education	1
Early Childhood Special Education	0
Elementary Education and Early Childhood	8
Elementary Education and Mild/Moderate Cross Categorical Special Education	2
Elementary Education, Early Childhood, and Special Education	2
Other	3
TOTAL:	69

Knowledge of Reading

To learn about teacher educators' perceptions of candidate knowledge upon completion of their teacher preparation program, we asked respondents to use a likert-type scale to state their level of agreement with 27 items phrased as course/program objectives. (See Appendices B and C for a list of all items with descriptive statistics.)

To determine the assets across the responses, we compared the mean to the frequency, following these steps.

- We organized the means from highest to lowest.
- We then organized the percentage of strongly agree from highest to lowest.
- This resulted in the same items as the top seven, representing the top quartile, as seen in Table 3

Table 3. Strengths in Knowledge of Reading across the State

Candidates who graduate from this program are able to:

#		SOMEWHAT AGREE	STRONGLY AGREE	MEAN
22	Explain the centrality of background knowledge in reading comprehension as both a requirement for and a product of understanding a text.	15.79%	82.46%	3.81
23	Describe the comprehension strategies that proficient readers use to make meaning before, during, and after reading (e.g. activating background knowledge, predicting, questioning, visualizing, monitoring/clarifying, drawing inferences, summarizing/retelling).	28.33%	71.67%	3.72
18	Define fluency in relation to rate/automaticity, accuracy, and prosody.	20.34%	76.27%	3.71
9	Explain how automatic word recognition facilitates fluency and comprehension.	23.33%	73.33%	3.68
4	Explain the relationship among phonological awareness, phonemic awareness, and phonics.	23.73%	71.19%	3.64
7	Define the alphabetic principle (i.e., sounds in words called phonemes are systematically represented by letters or groups of letters called graphemes).	30.00%	66.67%	3.63
10	Identify letter/sound relations for single consonants and consonant patterns (i.e., digraphs, trigraphs, blends, and silent letter patterns).	23.73%	69.49%	3.61

The items represented in the top quartile address the five pillars of reading (NRP, 2000) with the exception of specific emphasis on vocabulary. In addition, the items represent the relationships among the five pillars (e.g. item 4, 9, 22). This suggests that teacher educators believe candidates are gaining solid foundational knowledge related to the five pillars and the interaction among them.

When sorting the items based on mean, only one item scored below a 3.0, indicating most respondents agree that candidates graduate from their programs with knowledge across all items. For example, the difference between the highest mean (3.81) and the lowest mean (2.79) is only a one point difference. Teacher educators are overall more likely to agree that candidates are leaving their programs with the knowledge represented by the survey items. Thus, for a more nuanced look to determine needs, we conducted the same comparison as above. First, we ordered the means from highest to lowest and then by percentage of strongly disagree. This did not provide a clear result, ranking across disagree categories also did not provide a clear result. In an effort to be consistent with how we represented the assets, we report the lowest seven means to represent the lowest quartile, as seen in Table 4. (See Appendices B and C for a list of all items with descriptive statistics.)

Table 4. Areas for Improvement in Knowledge of Reading across the State

#	ITEM	STRONGLY DISAGREE	SOMEWHAT DISAGREE	MEAN
26	Identify the characteristics of students who have difficulty with language and reading comprehension.	0.00%	10.71%	3.34
3	Recognize how their own cultural experiences affect instruction.	4.92%	3.28%	3.30
1	Define the components within research-based models of reading (e.g. simple view of reading, Scarborough's reading rope, the 5 pillars, active view of reading).	3.45%	8.62%	3.29
12	Define elements of morphemic awareness (i.e., morphemes, prefixes, inflectional and derivational suffixes, and free and bound morphemes).	3.51%	12.28%	3.25
13	Categorize the spelling of high-frequency words as wholly decodable, not yet decodable, or irregular.	1.82%	16.36%	3.18
14	Differentiate among the six syllable types and articulate syllable division patterns to assist in decoding and encoding multisyllabic words.	5.17%	22.41%	3.07
27	Explain essential components of the special education identification and eligibility process.	7.55%	18.87%	2.79

When examining the items within the lowest quartile, the clearest area of need is in relation to explaining the components of special education. While this competency can certainly be strengthened, it can be argued that classroom teachers are not solely responsible for item 27 within their schools and classrooms as the special education process includes a variety of team members with varying roles. More concerning is the lower responses to item number 26, since classroom teachers would be in the position to help identify and provide intervention for students who have difficulty with language and reading comprehension. The lower response on item number 1 may indicate that the research frameworks are not being taught by name; however, other items indicate that the components of the frameworks are. Other items in this lowest quartile refer to more advanced phonics knowledge such as multisyllabic decoding, irregular word recognition, and morphemic analysis. This indicates that there may need to be a push beyond beginning phonics to continue to support students beyond the early literacy stages. Finally, the lower responses for item 3 suggest a need to integrate cultural competence given that literacy is socially and culturally situated.

Teaching of Reading

To learn about teaching methods in education preparation programs, we asked respondents to report on how evidence-based methods for reading instruction are addressed, modeled, practiced, and assessed in their program. The response choices assume that items lower in number would be addressed in some way in order to prepare candidates for items higher in number. Respondents were instructed to select one level that represents the highest expectation for their candidates. Response choices are listed below. (See Appendix D and E for a list of all items and descriptive statistics.)

1. Not addressed in this program
2. Evidence-based methods are addressed through class lecture and/or as part of course required reading with no demonstration of practice
3. Evidence-based methods are addressed AND instructors model/demonstrate practical knowledge
4. Evidence-based methods are addressed AND candidates practice method in college classroom context (e.g. micro teaching, lesson planning, peer collaboration, video analysis)
5. Evidence-based methods are addressed AND candidates demonstrate method within PK-12
6. teaching context (e.g., practica, field placement, literacy clinic, tutoring)
7. Evidence-based methods are addressed AND candidates' demonstration of method within PK-12 teaching context is assessed for competency.

To determine strengths, we sorted by means and by frequencies and found consistency among the data across these measures. In Table 5, we list seven items with the highest means, suggesting that these methods are practiced and demonstrated by candidates within PK-12 teaching contexts to a greater extent than other items. In addition, all of these items were reported as at least being addressed (indicated by a score of 2 or higher) in all programs with the exception of one respondent who identified item 19 as not being addressed. (See Appendices D and E for a list of all items with descriptive statistics.)

Table 5. Strengths in Teaching of Reading across the State

#	FIELD	5	6	MEAN
20	Differentiate instruction by supporting children's literacy strengths and addressing identified needs	27.12%	49.15%	5.20
19	Administer valid, reliable, fair, and appropriate assessment tools to identify children's literacy strengths and needs	30.51%	47.46%	5.15
3	Support children to apply decoding skills while reading connected text	40.68%	33.90%	4.97
14	Align instruction with state literacy standards	16.95%	49.15%	4.93
9	Facilitate meaningful conversations to help children understand, interpret, and evaluate what they read	35.59%	35.59%	4.92
4	Implement evidence-based instruction to develop students' oral reading fluency (i.e., prosody, rate, and accuracy)	23.73%	71.19%	4.81
2	Implement explicit and systematic instruction to develop children's decoding and encoding skills (e.g. letter-sound relationships, sound-spelling patterns, syllable patterns, and/or morphemes depending on children's developmental levels)	22.03%	37.29%	4.80

As shown in Table 5, teacher educators indicate that candidates are likely to get experiences with teaching decoding skills, both within the context of reading connected text (item 3) and as part of explicit and systematic instruction (item 2). Likewise, there seems to be a clear emphasis on teaching fluency (items 3 and 4) and comprehension (item 9). Attention to alignment is also represented across these items, including alignment to standards (item 14) and alignment among students' assessed strengths needs and the differentiated instruction they are provided (items 19 & 20).

To determine needs, we again sorted by means and by frequencies and found consistency among the data across these measures. In Table 6, we list seven items with the lowest means, suggesting that these methods are practiced and demonstrated by candidates within PK-12 teaching contexts to a lesser extent than other items. All of these items had at least one respondent indicate that they are not not being addressed within their programs with the exception of item 11, which was addressed in all programs. (See Appendices D and E for a list of all items with descriptive statistics.)

Table 6. Areas for Improvement in Teaching of Reading across the State

#	FIELD	1	2	MEAN
25	Implement culturally responsive instructional practices to support children's interest and motivation in reading	3.39%	13.56%	4.25
18	Critique and/or adapt literacy curricula to meet the needs of all learners	3.39%	11.86%	4.22
11	Design a language- and text-rich classroom environment	0.00%	16.95%	4.12
24	Build upon children's cultural and linguistic histories (e.g. different dialects, languages other than English) as a resource for literacy development	3.39%	22.03%	4.02
16	Evaluate texts for cultural and linguistic relevance	5.08%	13.56%	4.02
15	Evaluate instructional texts for complexity in order to scaffold instruction	5.08%	13.56%	3.97
23	Create reciprocal partnerships with families and community members in support of literacy learning	8.47%	22.03%	3.81

Table 6 indicates that candidates are not as likely to have opportunity to evaluate texts and curricula within PK-12 contexts (items 15, 16, and 18); however, it can be argued that text and curricula evaluation can be competently demonstrated outside of a specific PK - 12 classroom context. Likewise, they are not consistently getting opportunities to design language- and text-rich classroom environments (item 11). This can likely be attributed to the fact that candidates are often guests in other teachers' classrooms during practicum and field experiences. While they might be contributing to or evaluating the classroom environment, they may not yet be designing it. Most concerning within these data are indications that candidates are less likely to gain experience enacting practices related to family and community literacies (items 23 & 24) or culturally responsive teaching (items 16 & 25) within PK-12 classroom contexts.

Opportunities for and Assessment of Implementation of Evidence-Based Reading Instruction

There were 53 responses to the open-ended question, "What opportunities do teacher candidates have to implement evidence-based reading instruction within a PK-12 context during their teacher preparation program?" Almost two-thirds (62%) of those respondents referenced a literacy-specific practicum or field-based experience. Although different formats of these literacy-specific field experiences were discussed, in most cases it was clear that they were above and beyond the required practicum and student teaching hours. The amount of detail provided about the literacy-specific field experiences varied among respondents. Some referenced specific time requirements. For example, one respondent wrote "7 weeks in the classroom everyday" in reference to their literacy practicum and another wrote that candidates "participate in field-based experiences (FBE) (6 - 8 weeks) which require that they teach small groups of children literacy skills in two classes."

Others mentioned specific hour requirements, ranging from 20 hours to 84 hours. Many referenced multiple courses where candidates were gaining experience with implementing evidence-based reading instruction. For example, one respondent wrote that candidates have "2 practicums in literacy - 3 credit hours each." The respondent continued, "They [the candidates] spend 6-8 hours in classrooms during reading instruction a week for two semesters. During this time they teach 4 whole class lessons, 2 small group lessons, and individual conferences." There were variations in the format and teaching contexts of these literacy-specific field-based experiences as well, including references to observations of lessons, one-on-one tutoring, small group work, whole class teaching experiences, literacy clinics, and an after-school reading club.

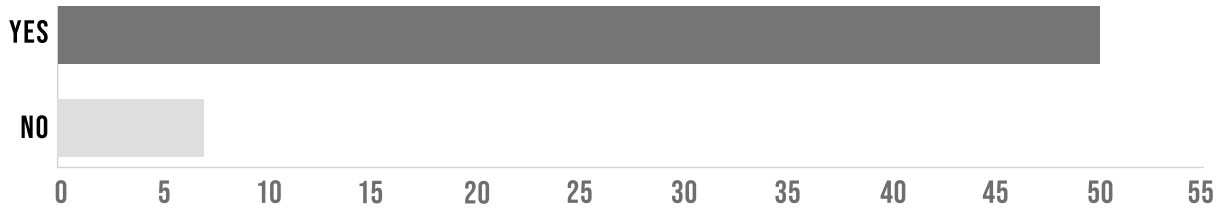
A little over half of respondents (55%) referenced general practicum courses and student teaching experiences as opportunities for candidates to implement evidence-based reading instruction. Because all candidates are required to participate in practicum and student teaching as part of their certification requirements, we can assume that all candidates have those opportunities, even if they were not mentioned specifically. However, 15 of the respondents (28%) described general practicum and student teaching as the only field-based experiences in which candidates have opportunities to implement reading instruction. It was not clear from those responses if there were any specific requirements for candidates to teach reading lessons. In addition, some specifically commented on the variability among the general practicum/student teaching experiences and candidates' ability to observe or teach evidence-based reading instruction in those settings. For example one respondent wrote that candidates "have little opportunities unless the school in which they are placed for practicum or apprentice teaching also implements the Science of Reading and Structured Literacy practices." Another wrote, "They also have two practicum courses in which they are engaging with reading instruction; however, there is variability depending on placement."

There was also a lot of variability among the 50 respondents who answered the question, "How do you assess your teacher candidates' competency to implement evidence-based reading instruction in your program?" Respondents mentioned many college-classroom based assessments such as discussions, quizzes, demo lessons with peers, and projects. In relation to specific field-experience, 20 respondents mentioned candidate observations as a form of assessment with many referencing the Missouri Educator Evaluation System specifically. In addition, many respondents reported having their candidates create a case study report of a student they worked with. Finally, reflections were also a common response, along with one respondent who stated that their candidates use video reflection.

Changes or Expected Changes Among EPPs

This survey attempted to understand the changes being made across EPPs in relation to evidence-based reading instruction through a series of three questions. The first asked respondents to answer yes or no in response to the question, "Over the last two years, have you made any changes within your teacher preparation program or within specific courses to strengthen candidates' knowledge and application of evidence-based reading instruction?" Responses to this question indicated that 88% of teacher educators (N = 57) made changes to programs or courses (See Figure 1).

Figure 1. Change in Last Two Years



We then used two open-ended questions to probe the nature of the changes that have been made and to inquire about anticipated changes. For the 88% who have made changes, the first open-ended question asked: "What changes have you made? What led to you deciding to make changes?" Fifty respondents answered that question. The second open-ended question asked, "Are you planning on making any changes within the next year to strengthen candidates' knowledge and application of evidence-based reading instruction? If so, what led to you deciding to make changes? What changes are you planning to make?" Forty-five respondents answered that question.

In response to the question of what changes have been made or are expected to be made, ten responses specifically referenced complete curriculum overhauls and/or new textbook adoptions. Twenty-five responses discussed content-specific course-level changes that have been implemented or are planned to be implemented. For example, in relation to content adjustments, 14 responses named aspects of foundational skills development (e.g. phonological awareness, phonemic awareness, explicit and systematic phonics, fluency, mouth formation/articulation of sounds, use decodable texts, six syllable types). Twenty-one responses named LETRS training and indicated that course adjustments would be related to the knowledge base explored in that training program, and 19 responses named alignment to the "Science of Reading (SOR)" as content adjustments to courses. Respondents also named specific theoretical models and research-based frameworks that have been added to or enhanced within their courses including the active view of reading (Duke & Cartwright, 2021), the What Works Clearinghouse (https://ies.ed.gov/ncee/wwc), the Five Pillars (National Reading Panel, 2000), the Simple View of Reading (Gough & Tumner, 1986), and the Reading Rope (Scarborough, 2001), as well as structured literacy and elements of the English language. Other responses included content changes in relation to: vocabulary, knowledge building, and comprehension (5 responses); assessment and data analysis (4 responses); teaching writing (3 responses); disciplinary/content area literacy (2 responses); and one respondent described the addition of a "parent/community partnership project."

Course and curricular adjustments were not only made in regard to content. Respondents also indicated changes related to practicum and field-based work. For example, one respondent cited the addition of a field component to a course, "The course I teach was not field-based. A strong partnership was created with a local public school to bridge theory to practicum in the literacy teaching of children." Others referenced enhancements to existing practical experiences, such as the respondent who wrote, "We have added more lesson plans including reading and writing skills the education students teach in their assigned classrooms."

The open-ended questions also inquired about the impetus for the changes. The responses indicated both internal and external influences that predicated adjustments to courses and curricula. Based on the 21 references to LETRS training and the 19 additional references to SOR, as well as the naming of specific theoretical models and research-based frameworks, it can be concluded that alignment to cognitive reading research influenced course and curricular changes. Thus, as teacher educators have more deeply immersed themselves in the cognitive reading research, their work with pre-service teachers has reflected the growing knowledge base in the field as a whole. Other responses indicated collaborative efforts at continuous improvement that guided changes. For example, one respondent wrote that their faculty "continuously review course content based on student outcomes, evaluation data and feedback," and another stated, "We are constantly evaluating and changing the program to meet the needs of our students."

Professional partnerships and organizations connected to EPPs also influenced changes. For example, 11 respondents referenced partnerships with PK-12 schools as reasons for course changes. One respondent wrote, "Changes were also implemented based on how local school districts were beginning to make changes in their own ELA curriculums," and another referenced the "emergence of SRG [Standards Referenced Grading] and SBG [Standards-Based Grading] in area schools" as an influencing factor. Likewise, 7 respondents stated that course and curricular changes were prompted by the goal to align with educator preparation standards, including the specific literacy competencies added to the Missouri Standards for the Preparation of Educators and the International Literacy Association's Standards for Literacy Professionals. A few cited preparation of a self-study designed to earn national recognition from the International Literacy Association.

A handful of respondents implicated socio-political issues such as Missouri Senate Bill 681, the syllabus reviews conducted by the National Council on Teacher Quality, and influences of popular media as reasons for changes; however, respondents also critiqued the influence of those external pressures. For example, one teacher educator was explicit in stating that their faculty "still emphasize all other areas and give attention to culturally relevant pedagogy, student engagement and motivation in reading, authentic reading, etc." Another wrote, "We are working hard not to ride the pendulum swings of the field and popular media while keeping the courses up to date with current research." This suggests that even as teacher educators make course adjustments to align with SOR state policies and media attention, they are cognizant to maintain balance within their programs. Finally, one respondent stated,

"I am concerned about the strict mandates and one-size-fits-all programs that are being heavily adopted. We need to develop professionals who are knowledgeable and can contribute to decisions based on critical analysis of information in the education and political arenas." This statement raises questions regarding the role of EPPs in promoting teacher advocacy and professionalism within initial reading teacher preparation.

Conclusion

In looking across the quantitative and qualitative data, our analysis identified patterns. First, this survey data indicates that there is attention among EPPs in Missouri to building evidence-based knowledge and practices aligned with the Science of Reading. The quantitative data identified foundational knowledge related to four of the five pillars of reading (NRP, 200) as strengths and opportunities existed to put that knowledge into practice in PK-12 classrooms. Although it appears that additional focus needs to be given to evidence-based practices for teaching vocabulary, by and large the perception is that teacher candidates are leaving with knowledge and instructional experiences related to the five pillars and their interactive nature. Moreover, out of 50 total respondents to the open-ended question of "What changes have you made [within your EPP]," 74% referenced course adjustments related to the Science of Reading (SOR), either by directly referencing SOR (19 references), by referencing LETRS training (21 references), or by discussion of elements of SOR (e.g. explicit systematic phonics instruction) (14 references). An additional 9 respondents indicated anticipated changes related to the SOR. Although full revisions of curricula take time within EPPs, it is clear that teacher educators are responsive to the ever-changing nature of the field of literacy and have the autonomy to make adjustments within specific courses.

The amount of time that candidates spend within their EPPs is finite. Not only are they learning about reading teaching methods, but pedagogical and theoretical frameworks across disciplines. When teacher educators give more time and attention to one thing in their courses (e.g. the SOR), typically other topics are left with less time and attention. Across both of the quantitative sections of the survey, items related to culturally responsive teaching and family/community literacies surfaced as needs. This suggests that more attention must be given to social, cultural, and affective aspects of literacy development, especially given the cultural, linguistic, and socioeconomic diversity that exists among children and families across Missouri. Likewise, the responses to the qualitative data represented some attention to the issue of maintaining attention to the other necessary components, such as knowledge building through reading and culturally responsive teaching within the programs, which raises caution about overemphasizing some elements at the expense of others. As EPPs respond to external pressures, it may be helpful to maintain a holistic vision for what a candidate should know and be able to do upon graduation.

When looking at the items that asked about opportunities for candidates to implement practices within PK-12 contexts, there was a good deal of variability in the responses. Although the new literacy competencies within the Missouri Standards for the Preparation of Educators (MoSPE) provide some

guidance for EPPs in relation to outcomes, similar guidance does not exist around best practices for literacy practicum experiences. It is clear that there are a lot of excellent opportunities being provided to candidates across the state. One recommendation might be for there to be some suggested parameters or guidance provided to EPPs in relation to the experiences candidates might need to have during their initial preparation and the expected success criteria. These recommendations could be created by a working group of both K-12 and higher education literacy professionals and then distributed to EPPs for them to use as fits their context.

The commitment to continuous improvement was evident across the responses. In addition, many respondents identified PK-12 partnerships as being an impetus for program and course changes. Structures to support strong PK-12 partnerships would provide mutually beneficial collaboration as EPPs continually improve programming. PK-12 partners could share insight into what aspects are most needed for their early career teachers to be successful in meeting the needs of students in their contexts. Likewise, EPPs could help PK-12 institutions develop realistic expectations for what an effective graduate of their EPP should know and be able to do entering the field so that they will know where the new teachers might need additional support.

In conclusion, it is important to note that this study represents data collected through self-report. Self-report survey research studies are valuable tools for gathering data directly from participants, but they come with several limitations. One drawback is the potential for response bias, where participants may answer questions in a socially desirable manner rather than accurately. Additionally, self-report surveys rely on the participants' memory and self-awareness, which can be flawed, leading to errors in their responses. Moreover, the design of the survey itself can influence results; misinterpretation of questions or limited response options can restrict the depth and accuracy of the information collected. These limitations highlight the importance of careful survey design and the use of complementary research methods to validate findings. Future research could gather artifacts of curricula and assessment as evidence and collect data from stakeholders other than instructors to corroborate the findings of this study.

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Appendix A: Alignment of Survey to Standards

This appendix shows the alignment between the survey items, the Missouri Standards for the Preparation of Educators (MoSPE), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals.

CONCEPTUAL AND PRACTICAL KNOWLEDGE ABOUT READING, LEARNING TO READ, AND TEACHING READING

1. Define the components within research-based models of reading (e.g. simple view of reading, Scarborough's reading rope, the 5 pillars, active view of reading).
   Tags: MoSPE 22; ILA 1

2. Explain how reading acquisition and development are impacted by social and cultural factors.
   Tags: MoSPE 22; ILA 1, 4

3. Recognize how their own cultural experiences affect instruction.
   Tags: MoSPE 22; ILA 4

4. Explain the relationship among phonological awareness, phonemic awareness, and phonics.
   Tags: MoSPE 1; ILA 1

5. Outline the acquisition of phonological awareness, acknowledging the learning continuum from easier to more complex components (i.e., word, syllable, onset and rime, phoneme).
   Tags: MoSPE 1; ILA 1

6. Describe the progression of phonemic awareness skills development (i.e., isolation, blending, segmenting, manipulation).
   Tags: MoSPE 1; ILA 1

7. Define the alphabetic principle (i.e., sounds in words called phonemes are systematically represented by letters or groups of letters called graphemes).
   Tags: MoSPE 2; ILA 1

8. Explain how spelling, meaning, and pronunciation work together to support the development of sight vocabulary (i.e., orthographic mapping).
   Tags: MoSPE 2; ILA 1

9. Explain how automatic word recognition facilitates fluency and comprehension.
   Tags: MoSPE 2; ILA 1

10. Identify letter/sound relations for single consonants and consonant patterns (i.e., digraphs, trigraphs, blends, and silent letter patterns).
    Tags: MoSPE 2; ILA 1

11. Identify letter/sound relations for single vowels and vowel patterns (i.e., short vowels, long vowels, VCe, vowel teams, diphthongs, and r-controlled vowels).
    Tags: MoSPE 2; ILA 1

12. Define elements of morphemic awareness (i.e., morphemes, prefixes, inflectional and derivational suffixes, and free and bound morphemes).
    Tags: MoSPE 2; ILA 1

13. Categorize the spelling of high-frequency words as wholly decodable, not yet decodable, or irregular.
    Tags: MoSPE 2; ILA 1

14. Differentiate among the six syllable types and articulate syllable division patterns to assist in decoding and encoding multisyllabic words.
    Tags: MoSPE 2; ILA 1

15. Explain the role of decodable texts within phonics instruction.
    Tags: MoSPE 3; ILA 1

16. Explain how self-monitoring and self-correcting word-reading errors contribute to meaning making.
    Tags: MoSPE 3; ILA 1

17. Identify appropriate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text (e.g. direct attention to letters rather than illustrations to support word reading).
Tags: MoSPE 3; ILA 1, 2

18. Define fluency in relation to rate/automaticity, accuracy, and prosody.
Tags: MoSPE 4; ILA 1

19. Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.
Tags: MoSPE 4; ILA 1

20. Explain the contribution of oral language to reading comprehension.
Tags: MoSPE 4; ILA 1

21. Select essential, valuable, and accessible vocabulary words (e.g. Tier 2, Tier 3) for direct instruction from a text.
Tags: MoSPE 6; ILA 1, 2

22. Explain the centrality of prior knowledge in reading comprehension as both a requirement for and a product of understanding a text.
Tags: MoSPE 8; ILA 1

23. Describe the comprehension strategies that proficient readers use to make meaning before, during, and after reading (e.g. activating prior knowledge, predicting, questioning, visualizing, monitoring/clarifying, drawing inferences, summarizing/retelling).
Tags: MoSPE 8; ILA 1

24. Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative and the common text structures used by authors of informational/expository texts.
Tags: MoSPE 8; ILA 1

25. Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).
Tags: MoSPE 8; ILA 1, 2

26. Identify the characteristics of students who have difficulty with language and reading comprehension.
    Tags: MoSPE 11; ILA 1, 5

27. Explain essential components of the special education identification and eligibility process.
    Tags: MoSPE 12; ILA 5

IMPLEMENTATION OF THE TEACHING OF READING

1. Implement explicit and systematic instruction for phonological and phonemic proficiency
   Tags: MoSPE 1; ILA 1,2; Phonological/Phonemic Awareness; Instruction

2. Implement explicit and systematic instruction to develop students' decoding and encoding skills (e.g. letter-sound relationships, sound-spelling patterns, syllable patterns, and/or morphemes depending on children's developmental levels)
   Tags: MoSPE 2; ILA 1,2; Phonics; Instruction

3. Support students to apply decoding skills while reading connected text
   Tags: MoSPE 3; ILA 1,2; Phonics; Instruction

4. Implement evidence-based instruction to develop students' oral reading fluency (i.e., prosody, rate, and accuracy)
   Tags: MoSPE 5; ILA 1,2; Fluency; Instruction

5. Implement evidence-based instruction to develop specific vocabulary knowledge
   Tags: MoSPE 5; ILA 1,2; Fluency; Instruction

6. Implement evidence-based instruction to develop students' dimensions of word knowledge (e.g. context clues, cognates, language play, synonyms, antonyms, homographs, homophones, morphemes, parts of speech)
   Tags: MoSPE 6,7 ILA 1,2; Language & Vocabulary; Instruction

7. Implement explicit instruction on text structure to promote reading comprehension
   Tags: MoSPE 9; ILA 1,2; Language & Vocabulary; Instruction

8. Implement gradual release of responsibility to support students in using reading comprehension strategies
   Tags: MoSPE 9; ILA 1,2; Reading Comprehension; Instruction

9. Facilitate meaningful conversations to help children understand, interpret, and evaluate what they read
   Tags: MoSPE 9,23; ILA 1,2; Reading Comprehension; Instruction

10. Implement evidence-based instructional practices to promote reading engagement
    Tags: MoSPE 9,25; ILA 1,2,5; Reading Comprehension; Instruction; Motivation & Engagement

11. Design a language- and text-rich classroom environment
    Tags: MoSPE 10; ILA 5; Literacy-rich Environment

12. Implement evidence-based instructional practices for integrating reading, writing, speaking, and listening
    Tags: MoSPE 10; ILA 2; Instruction

13. Implement evidence-based instructional practices to help students build new knowledge
    Tags: MoSPE 10; ILA 2; Instruction

14. Align instruction with state literacy standards
    Tags: MoSPE 13; ILA 2; Curriculum

15. Evaluate instructional texts for complexity in order to scaffold instruction
    Tags: MoSPE 14; ILA 2; Curriculum

16. Evaluate texts for cultural and linguistic relevance
    Tags: MoSPE 14; ILA 2,4; Curriculum; Family & Community Literacies

17. Select high-quality texts across literary genres for instructional purposes
    Tags: MoSPE 14; ILA 2; Curriculum

18. Critique and/or adapt literacy curricula to meet the needs of all learners
    Tags: MoSPE 15; ILA 2; Curriculum

19. Administer valid, reliable, fair, and appropriate assessment tools to identify students' literacy strengths and needs
    Tags: MoSPE 16; ILA 3; Assessment & Differentiation

20. Differentiate instruction by supporting students' literacy strengths and addressing identified needs
    Tags: MoSPE 17; ILA 3; Assessment & Differentiation

21. Interpret benchmarking and progress monitoring data to effectively guide small group and whole group instruction
Tags: MoSPE 18; ILA 3; Assessment & Differentiation

22. Facilitate writing across the curriculum to enhance the learning of content
Tags: MoSPE 19, 23; ILA 2; Curriculum

23. Create reciprocal partnerships with families and community members in support of student literacy learning
Tags: MoSPE 21; ILA 4; Family & Community Literacies

24. Build upon students' cultural and linguistic histories (e.g. different dialects, languages other than English) as a resource for literacy development
Tags: MoSPE 24; ILA 4; Family & Community Literacies

25. Implement culturally responsive instructional practices to support students' interest and motivation in reading
Tags: MoSPE 25; ILA 4, 5; Family & Community Literacies; Motivation & Engagement

Appendix B: Knowledge of Reading Item Statistics

Candidates who graduate from this program are able to:

I don't know = no score; 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = strongly agree

#	FIELD	MIN	MAX	MEAN	STANDARD DEVIATION	COUNT
1	Define the components within research-based models of reading (e.g. simple view of reading, Scarborough's reading rope, the 5 pillars, active view of reading).	1.00	4.00	3.29	0.77	58
2	Explain how reading acquisition and development are impacted by social and cultural factors.	1.00	4.00	3.35	0.75	60
3	Recognize how their own cultural experiences affect instruction.	1.00	4.00	3.30	0.75	61
4	Explain the relationship among phonological awareness, phonemic awareness, and phonics.	1.00	4.00	3.64	0.63	59
5	Outline the acquisition of phonological awareness, acknowledging the learning continuum from easier to more complex components (i.e., word, syllable, onset and rime, phoneme).	2.00	4.00	3.53	0.59	59
6	Describe the progression of phonemic awareness skills development (i.e., producing rhymes, isolation, blending, segmenting, manipulation).	2.00	4.00	3.44	0.70	59

#	FIELD	MIN	MAX	MEAN	STANDARD DEVIATION	COUNT
7	Define the alphabetic principle (i.e., sounds in words called phonemes are systematically represented by letters or groups of letters called graphemes).	2.00	4.00	3.63	0.55	60
8	Explain how spelling, meaning, and pronunciation work together to support the development of sight vocabulary (i.e., orthographic mapping).	1.00	4.00	3.36	0.74	58
9	Explain how automatic word recognition facilitates fluency and comprehension.	1.00	4.00	3.68	0.59	60
10	Identify letter/sound relations for single consonants and consonant patterns (i.e., digraphs, trigraphs, blends, and silent letter patterns).	1.00	4.00	3.61	0.66	59
11	Identify letter/sound relations for single vowels and vowel patterns (i.e., short vowels, long vowels, VCe, vowel teams, diphthongs, and r-controlled vowels).	1.00	4.00	3.53	0.70	59
12	Define elements of morphemic awareness (i.e., morphemes, prefixes, inflectional and derivational suffixes, and free and bound morphemes).	1.00	4.00	3.25	0.80	57
13	Categorize the spelling of high-frequency words as wholly decodable, not yet decodable, or irregular.	1.00	4.00	3.18	0.76	55
14	Differentiate among the six syllable types and articulate syllable division patterns to assist in decoding and encoding multisyllabic words.	1.00	4.00	3.07	0.91	58
15	Explain the role of decodable texts within phonics instruction.	2.00	4.00	3.39	0.64	59
16	Explain how self-monitoring and self-correcting word-reading errors contribute to meaning making.	2.00	4.00	3.50	0.59	60
17	Identify appropriate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text (e.g. direct attention to letters rather than illustrations to support word reading).	1.00	4.00	3.44	0.62	59
18	Define fluency in relation to rate/automaticity, accuracy, and prosody.	1.00	4.00	3.71	0.58	59
19	Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.	1.00	4.00	3.48	0.65	58
20	Explain the contribution of oral language to reading comprehension.	2.00	4.00	3.56	0.64	59
21	Select essential, valuable, and accessible vocabulary words (e.g. Tier 2, Tier 3) for direct instruction from a text.	1.00	4.00	3.42	0.69	59

#	FIELD	MIN	MAX	MEAN	STANDARD DEVIATION	COUNT
22	Explain the centrality of background knowledge in reading comprehension as both a requirement for and a product of understanding a text.	2.00	4.00	3.81	0.44	57
23	Describe the comprehension strategies that proficient readers use to make meaning before, during, and after reading (e.g. activating background knowledge, predicting, questioning, visualizing, monitoring/clarifying, drawing inferences, summarizing/retelling).	3.00	4.00	3.72	0.45	60
24	Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative and the common text structures used by authors of informational/expository texts.	2.00	4.00	3.53	0.53	58
25	Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).	2.00	4.00	3.57	0.59	58
26	Identify the characteristics of students who have difficulty with language and reading comprehension.	2.00	4.00	3.34	0.66	56
27	Explain essential components of the special education identification and eligibility process.	1.00	4.00	2.79	0.76	53

Appendix C: Knowledge of Reading Scores Range

Candidates who graduate from this program are able to:

#	ITEM	1. STRONGLY DISAGREE		2. SOMEWHAT DISAGREE		3. SOMEWHAT AGREE		4. STRONGLY AGREE	
1	Define the components within research-based models of reading (e.g. simple view of reading, Scarborough's reading rope, the 5 pillars, active view of reading).	3.45%	2	8.62%	5	43.10%	25	44.83%	26
2	Explain how reading acquisition and development are impacted by social and cultural factors.	5.00%	3	1.67%	1	46.67%	28	46.67%	28
3	Recognize how their own cultural experiences affect instruction.	4.92%	3	3.28%	2	49.18%	30	42.62%	26
4	Explain the relationship among phonological awareness, phonemic awareness, and phonics.	1.69%	1	3.39%	2	23.73%	14	71.19%	42
5	Outline the acquisition of phonological awareness, acknowledging the learning continuum from easier to more complex components (i.e., word, syllable, onset and rime, phoneme).	0.00%	0	5.08%	3	37.29%	22	57.63%	34
6	Describe the progression of phonemic awareness skills development (i.e., producing rhymes, isolation, blending, segmenting, manipulation).	0.00%	0	11.86%	7	32.20%	19	55.93%	33

#	ITEM	1. STRONGLY DISAGREE		2. SOMEWHAT DISAGREE		3. SOMEWHAT AGREE		4. STRONGLY AGREE	
7	Define the alphabetic principle (i.e., sounds in words called phonemes are systematically represented by letters or groups of letters called graphemes).	0.00%	0	3.33%	2	30.00%	18	66.67%	40
8	Explain how spelling, meaning, and pronunciation work together to support the development of sight vocabulary (i.e., orthographic mapping).	1.72%	1	10.34%	6	37.93%	22	50.00%	29
9	Explain how automatic word recognition facilitates fluency and comprehension.	1.67%	1	1.67%	1	23.33%	14	73.33%	44
10	Identify letter/sound relations for single consonants and consonant patterns (i.e., digraphs, trigraphs, blends, and silent letter patterns).	1.69%	1	5.08%	3	23.73%	14	69.49%	41
11	Identify letter/sound relations for single vowels and vowel patterns (i.e., short vowels, long vowels, VCe, vowel teams, diphthongs, and r-controlled vowels).	1.69%	1	6.78%	4	28.81%	17	62.71%	37
12	Define elements of morphemic awareness (i.e., morphemes, prefixes, inflectional and derivational suffixes, and free and bound morphemes).	3.51%	2	12.28%	7	40.35%	23	43.86%	25
13	Categorize the spelling of high-frequency words as wholly decodable, not yet decodable, or irregular.	1.82%	1	16.36%	9	43.64%	24	38.18%	21
14	Differentiate among the six syllable types and articulate syllable division patterns to assist in decoding and encoding multisyllabic words.	5.17%	3	22.41%	13	32.76%	19	39.66%	23
15	Explain the role of decodable texts within phonics instruction.	0.00%	0	8.47%	5	44.07%	26	47.46%	28
16	Explain how self-monitoring and self-correcting word-reading errors contribute to meaning making.	0.00%	0	5.00%	3	40.00%	24	55.00%	33
17	Identify appropriate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text (e.g. direct attention to letters rather than illustrations to support word reading).	1.69%	1	1.69%	1	47.46%	28	49.15%	29
18	Define fluency in relation to rate/automaticity, accuracy, and prosody.	1.69%	1	1.69%	1	20.34%	12	76.27%	45
19	Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.	1.72%	1	3.45%	2	39.66%	23	55.17%	32
20	Explain the contribution of oral language to reading comprehension.	0.00%	0	8.47%	5	27.12%	16	64.41%	38
21	Select essential, valuable, and accessible vocabulary words (e.g. Tier 2, Tier 3) for direct instruction from a text.	1.69%	1	6.78%	4	38.98%	23	52.54%	31
22	Explain the centrality of background knowledge in reading comprehension as both a requirement for and a product of understanding a text.	0.00%	0	1.75%	1	15.79%	9	82.46%	47

		1. STRONGLY DISAGREE		2. SOMEWHAT DISAGREE		3. SOMEWHAT AGREE		4. STRONGLY AGREE	
23	Describe the comprehension strategies that proficient readers use to make meaning before, during, and after reading (e.g. activating background knowledge, predicting, questioning, visualizing, monitoring/clarifying, drawing inferences, summarizing/retelling).	0.00%	0	0.00%	0	28.33%	17	71.67%	43
24	Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative and the common text structures used by authors of informational/expository texts.	0.00%	0	1.72%	1	43.10%	25	55.17%	32
25	Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).	0.00%	0	5.17%	3	32.76%	19	62.07%	36
26	Identify the characteristics of students who have difficulty with language and reading comprehension.	0.00%	0	10.71%	6	44.64%	25	44.64%	25
27	Explain essential components of the special education identification and eligibility process.	7.55%	4	18.87%	10	60.38%	32	13.21%	7

Appendix D: Teaching of Reading Item Statistics

Please select one level that represents the highest expectation for your candidates.

1. Not addressed in this program
2. Evidence-based methods are addressed through class lecture and/or as part of course required reading with no demonstration of practice
3. Evidence-based methods are addressed AND instructors model/demonstrate practical knowledge
4. Evidence-based methods are addressed AND candidates practice method in college classroom context (e.g. micro teaching, lesson planning, peer collaboration, video analysis)
5. Evidence-based methods are addressed AND candidates demonstrate method within PK-12 teaching context (e.g., practica, field placement, literacy clinic, tutoring)
6. Evidence-based methods are addressed AND candidates' demonstration of method within PK-12 teaching context is assessed for competency.

#	FIELD	MIN	MAX	MEAN	STANDARD DEVIATION	COUNT
1	Implement explicit and systematic instruction for phonological and phonemic proficiency	1.00	6.00	4.73	1.29	59
2	Implement explicit and systematic instruction to develop children's decoding and encoding skills (e.g. letter-sound relationships, sound-spelling patterns, syllable patterns, and/or morphemes depending on children's developmental levels)	2.00	6.00	4.80	1.18	59
3	Support children to apply decoding skills while reading connected text	2.00	6.00	4.97	1.01	59
4	Implement evidence-based instruction to develop students' oral reading fluency (i.e., prosody, rate, and accuracy)	2.00	6.00	4.81	1.10	59
5	Implement evidence-based instruction to develop specific vocabulary knowledge	1.00	6.00	4.56	1.29	59
6	Implement evidence-based instruction to develop children's dimensions of word knowledge (e.g. context clues, cognates, language play, synonyms, antonyms, homographs, homophones, morphemes, parts of speech)	1.00	6.00	4.39	1.21	59
7	Implement explicit instruction on text structure to promote reading comprehension	1.00	6.00	4.58	1.28	59
8	Implement gradual release of responsibility to support children in using reading comprehension strategies	1.00	6.00	4.56	1.39	59
9	Facilitate meaningful conversations to help children understand, interpret, and evaluate what they read	2.00	6.00	4.92	1.11	59
10	Implement evidence-based instructional practices to promote reading engagement	2.00	6.00	4.71	1.22	59
11	Design a language- and text-rich classroom environment	2.00	6.00	4.12	1.24	59
12	Implement evidence-based instructional practices for integrating reading, writing, speaking, and listening	1.00	6.00	4.73	1.20	59
13	Implement evidence-based instructional practices to help children build new knowledge	2.00	6.00	4.61	1.18	59
14	Align instruction with state literacy standards	2.00	6.00	4.93	1.27	59
15	Evaluate instructional texts for complexity in order to scaffold instruction	1.00	6.00	3.97	1.33	59
16	Evaluate texts for cultural and linguistic relevance	1.00	6.00	4.02	1.35	59
17	Select high-quality texts across literary genres for instructional purposes	1.00	6.00	4.46	1.34	59
18	Critique and/or adapt literacy curricula to meet the needs of all learners	1.00	6.00	4.22	1.34	59

#	FIELD	MIN	MAX	MEAN	STANDARD DEVIATION	COUNT
19	Administer valid, reliable, fair, and appropriate assessment tools to identify children's literacy strengths and needs	1.00	6.00	5.15	1.04	59
20	Differentiate instruction by supporting children's literacy strengths and addressing identified needs	3.00	6.00	5.20	0.92	59
21	Interpret benchmarking, progress monitoring, and classroom assessment data to effectively guide small group and whole group instruction	1.00	6.00	4.63	1.41	59
22	Facilitate writing across the curriculum to enhance the learning of content	2.00	6.00	4.44	1.29	59
23	Create reciprocal partnerships with families and community members in support of literacy learning	1.00	6.00	3.81	1.64	59
24	Build upon children's cultural and linguistic histories (e.g. different dialects, languages other than English) as a resource for literacy development	1.00	6.00	4.02	1.49	59
25	Implement culturally responsive instructional practices to support children's interest and motivation in reading	1.00	6.00	4.25	1.44	59

Appendix E: Teaching of Reading Scores Range

#	ITEM	NOT ADDRESSED		ADDRESSED THROUGH LECTURE OR READING		ADDRESSED & MODELED		PRACTICED WITHIN COLLEGE CLASSROOM		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT IS ASSESSED	
1	Implement explicit and systematic instruction for phonological and phonemic proficiency	1.69%	1	8.47%	5	1.69%	1	27.12%	16	25.42%	15	35.59%	21
2	Implement explicit and systematic instruction to develop children's decoding and encoding skills (e.g. letter-sound relationships, sound-spelling patterns, syllable patterns, and/or morphemes depending on children's developmental levels)	0.00%	0	6.78%	4	3.39%	2	30.51%	18	22.03%	13	37.29%	22
3	Support children to apply decoding skills while reading connected text	0.00%	0	3.39%	2	5.08%	3	16.95%	10	40.68%	24	33.90%	20
4	Implement evidence-based instruction to develop students' oral reading fluency (i.e., prosody, rate, and accuracy)	0.00%	0	3.39%	2	8.47%	5	24.42%	15	28.81%	17	33.90%	20
5	Implement evidence-based instruction to develop specific vocabulary knowledge	3.39%	2	5.08%	3	8.47%	5	25.42%	15	30.51%	18	27.12%	16

#	ITEM	NOT ADDRESSED		ADDRESSED THROUGH LECTURE OR READING		ADDRESSED & MODELED		PRACTICED WITHIN COLLEGE CLASSROOM		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT IS ASSESSED	
6	Implement evidence-based instruction to develop children's dimensions of word knowledge (e.g. context clues, cognates, language play, synonyms, antonyms, homographs, homophones, morphemes, parts of speech	1.69%	1	8.47%	5	6.78%	4	33.90%	20	30.51%	18	18.64%	11
7	Implement explicit instruction on text structure to promote reading comprehension	1.69%	1	6.78%	4	8.47%	5	28.81%	17	23.73%	14	30.51%	18
8	Implement gradual release of responsibility to support children in using reading comprehension strategies	1.69%	1	10.17%	6	10.17%	6	20.34%	12	23.73%	14	33.90%	20
9	Facilitate meaningful conversations to help children understand, interpret, and evaluate what they read	0.00%	0	6.78%	4	1.69%	1	20.34%	12	35.59%	21	35.59%	21
10	Implement evidence-based instructional practices to promote reading engagement	0.00%	0	8.47%	5	6.78%	4	22.03%	13	30.51%	18	32.20%	19
11	Design a language- and text-rich classroom environment	0.00%	0	16.95%	10	6.78%	4	37.29%	22	25.42%	15	13.56%	8
12	Implement evidence-based instructional practices for integrating reading, writing, speaking, and listening	1.69%	1	5.08%	3	5.08%	3	27.12%	16	28.81%	17	32.20%	19
13	Implement evidence-based instructional practices to help children build new knowledge	0.00%	0	10.17%	6	3.39%	2	25.42%	15	37.29%	22	23.73%	14
14	Align instruction with state literacy standards	0.00%	0	6.78%	4	8.47%	5	18.64%	11	16.95%	10	49.15%	29
15	Evaluate instructional texts for complexity in order to scaffold instruction	5.08%	3	13.56%	8	6.78%	4	40.68%	24	22.03%	13	11.86%	7
16	Evaluate texts for cultural and linguistic relevance	5.08%	3	13.56%	8	3.39%	2	45.76%	27	16.95%	10	15.25%	9
17	Select high-quality texts across literary genres for instructional purposes	5.08%	3	6.78%	4	3.39%	2	30.51%	18	30.51%	18	23.73%	14
18	Critique and/or adapt literacy curricula to meet the needs of all learners	3.39%	2	11.86%	7	8.47%	5	28.81%	17	30.51%	18	16.95%	10

#	ITEM	NOT ADDRESSED		ADDRESSED THROUGH LECTURE OR READING		ADDRESSED & MODELED		PRACTICED WITHIN COLLEGE CLASSROOM		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT		DEMONSTRATED WITHIN PK-12 TEACHING CONTEXT IS ASSESSED	
19	Administer valid, reliable, fair, and appropriate assessment tools to identify children's literacy strengths and needs	1.69%	1	0.00%	0	5.08%	3	15.25%	9	30.51%	18	47.46%	28
20	Differentiate instruction by supporting children's literacy strengths and addressing identified needs	0.00%	0	0.00%	0	5.08%	3	18.64%	11	27.12%	16	49.15%	29
21	Interpret benchmarking, progress monitoring, and classroom assessment data to effectively guide small group and whole group instruction	3.39%	2	8.47%	5	5.08%	3	25.42%	15	20.34%	12	37.29%	22
22	Facilitate writing across the curriculum to enhance the learning of content	0.00%	0	13.56%	8	3.39%	2	35.59%	21	20.34%	12	27.12%	16
23	Create reciprocal partnerships with families and community members in support of literacy learning	8.47%	5	22.03%	13	10.17%	6	16.95%	10	23.73%	14	18.64%	11
24	Build upon children's cultural and linguistic histories (e.g. different dialects, languages other than English) as a resource for literacy development	3.39%	2	22.03%	13	5.08%	3	27.12%	16	23.73%	14	18.64%	11
25	Implement culturally responsive instructional practices to support children's interest and motivation in reading	3.39%	2	13.56%	8	8.47%	5	28.81%	17	20.34%	12	25.42%	15