To complete a program report, institutions must provide evidence of meeting IRA/CAEP standards based on data from key assessments. A program is free to select the types of assessments within the following constraints:

1. A program cannot use more than 8 key assessments. There is no minimum requirement.
2. Assessments must be required of all candidates.
3. The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area.
4. One assessment must demonstrate candidate effect on student learning.
5. In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

The program report form includes the following sections:

**Section I. Context**
Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. Note that the table for Candidate Completer information is filled out online. The faculty information is entered one time for all faculty in the AIMS Manage Faculty Information view, then pertinent faculty information is imported into each program report. There is one attachment required, a program of study for the program being submitted.

**Section II. List of Assessments**
Using the chart included in this report form, indicate the name, type, and administration point for each of the assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

**Section III. Relationship of Assessments to Standards**
Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

**Section IV. Evidence for Meeting Standards**
Attach a single document that provides a rationale for how the key assessments, taken as a whole, demonstrate candidate mastery of the SPA/CAEP standards. For each assessment, attach one document that includes the assessment, scoring guide/criteria, and data table.

**Section V. Use of Assessment Results to Improve Candidate and Program Performance**
Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

**Section VI. For Revised and Response to Conditions Reports Only**
Describe what changes or additions have been made in the report to address the raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report and for preparing a response to conditions report are available on the NCATE web site at [http://caepnet.org/accreditation/guide-to-self-study-reports-and-evidence/](http://caepnet.org/accreditation/guide-to-self-study-reports-and-evidence/)

**Attachments:** Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2mb. Attachments must be created as documents with “.doc” extension. The AIMS system will not accept documents created with a “.docx” extension.

**Character Limits:** Character limits have been set based on one-page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

**Formatting Instructions:** Please note that this Word document has been provided as a guide. You can use this document to prepare a draft of your report (although you can create drafts in the online AIMS/PRS system). You can cut and paste text from a Word document into the on-line AIMS/PRS system. But it is important to note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all
NOTE: CAEP staff may require institutions to revise reports that do not follow directions on format, page limits, and number of attachments. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Resources on the CAEP website: CAEP has multiple resources on their web site to help you prepare your reports at the following URL: http://caepnet.org/accreditation/guide-to-self-study-reports-and-evidence/

SPECIFIC INSTRUCTIONS FOR IRA

Prepare candidates for All Roles of the Contemporary Reading Specialist/Literacy Coach

Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. Reading Specialists/Literacy Coaches may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading. Many of these professionals have a specific focus that further defines their duties, such as serving as a teacher for students experiencing reading difficulties, as a reading or literacy coach, as a coordinator of reading and writing programs at the school or district level, or in several combinations of these roles. Explanations for these roles follow:

- The Reading Specialist/Literacy Coach may have primary responsibility for working with students who struggle with reading (interventionist).
- The specialist may have primary responsibility for supporting teacher learning (coach).
- The specialist may have primary responsibility for developing, leading, or evaluating the school or district pre-K–12 reading and writing program (leader).

See Standards for Reading Professionals-Revised 2010 for a complete description on the reading specialist/literacy coach role.

Who Should Submit A Program Report?

Graduate reading and/or literacy programs that lead to a Master’s degree with a concentration in reading and writing education or a reading endorsement to an initial license. Typically, programs should have the equivalent of 21–27 graduate semester hours in reading, language arts, and related courses. The program must include a supervised practicum experience, typically the equivalent of 6 semester hours.

Which Program Report Format?

- Option A, The current process will continue to be an option. This option requires that the program select 6 to 8 key assessments required of all candidates.
- Option B, This option provides institutions greater flexibility to choose their own assessments (up to a maximum of 8) and take responsibility to demonstrate the collection demonstrates candidate mastery of the SPA standards.