

Program Evaluation Guide For Reviewers

(For use when reviewing programs applying
for IRA/NCATE accreditation using
Standards for Reading Professionals – Revised 2003)

International Reading Association
Revised 11/04

**International Reading Association
IRA/NCATE Program Evaluation Worksheet for Reviewers**

Reviewers use this worksheet to evaluate programs submitted to IRA/NCATE for accreditation. The worksheet corresponds to the submission template (Cover Sheet) completed by institutions. Reviewers use this worksheet to determine if the contextual information is included in the program template and whether each IRA standard is met. It is also used to determine whether assessments are linked to the IRA standards and if they show performance. Reviewers can use the findings from this worksheet to complete the SPA Review Template that is submitted to NCATE.

Section I — Context

Submit the following contextual information:

1. Description of any state or institutional policies that may influence the application of SPA standards.

_____ Included in the report

_____ Not included in the report

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for practicum or internships. (A program cannot be approved if a six credit supervised practicum/internship is not included in the program.)

_____ Included in the report

_____ Not included in the report

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

_____ Included in the report

_____ Not included in the report

4. Description of the relationship¹ of the program to the unit's conceptual framework.

_____ Included in the report

_____ Not included in the report

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.²

_____ Included in the report

_____ Not included in the report

¹ This response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

² This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

Attach the following contextual information:

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

_____ Attachment included

_____ Attachment not included

2. Chart with the number of candidates and completers.³

_____ Attachment included

_____ Attachment not included

3. Chart on program faculty expertise and experience.⁴

_____ Attachment included

_____ Attachment not included

_____ Faculty expertise appears to be adequate for a program at this level.

_____ Faculty expertise appears to be inadequate for a program at this level.

³ NCATE will provide a link to a table on candidates and completers to be completed for this requirement (see Attachment A).

⁴ NCATE will provide a link to a table on faculty to be completed for this requirement (see Attachment B).

Section II — Assessments and Related Data

	Unacceptable	Acceptable	Target
Attachments	Not all required information is included.	All required information is included.	All required information is included.
Instructions to candidates about the assigned task	Vague criteria for completion, missing components.	Clear and sufficient information. Apparent relationship between the assessment and the scoring guides. What the student needs to do and what the product should look like are described.	Explicit – scoring guides are aligned within the content of the assessment. No ambiguities in relationship to student expectations and product.
Scoring guides or criteria used to score candidate responses on the assessment	No or weak relationship between scoring guides and assessment. No defined levels of candidate proficiency is included.	Apparent relationship between the scoring guides and assessment. Defined levels of candidate proficiency are included.	Explicit - assignments are aligned within the content of the scoring guides. Defined levels of candidate proficiency are distinct and appropriate.
A three-year table of aggregated results	Table is not included or incomplete.	Table of aggregated results from each of the last three years presented separately with percentage of candidates achieving at each category.	Table of aggregated results from each of the last three years presented separately with percentage of candidates achieving at each category. Table indicates the mean score for each standard and element that are met and not met in the assessment.

Section III — Standards Assessment

Are all applicable assessments from Section II identified?

_____ **yes**

_____ **no**

Is every standard and element addressed in the assessments?

_____ **yes**

_____ **no**

Section IV — continued

3. and 4.

Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. (Required assessment #3 & #4 and/or #6,7, 8)

	Unacceptable	Acceptable	Target
Standards Addressed	Not all applicable standards and elements were addressed and applied.	All applicable standards and elements were addressed and applied.	All applicable standards and elements were addressed and applied.
Quality of assessments	Assessment does not align and is not clearly associated or applied within the standards and elements.	Assessment aligns and clearly is associated with the application of the standards and elements. Pedagogical and professional knowledge, skills and dispositions are required within the assessment.	Assessment aligns and clearly is associated with the application of the standards and elements. Pedagogical and professional knowledge, skills and dispositions and critical thinking are required within the assessment.
Scoring guides are effective in identifying appropriate levels of proficiency.	No or weak relationship between scoring guides and standards. No defined levels of candidate proficiency are included in how candidates apply knowledge, skills and dispositions.	Apparent relationship between the scoring guides and the standards. Defined levels of proficiency indicate different levels of the ability to apply knowledge, skills, and dispositions.	Explicit, standards are aligned within the critical elements of the scoring guides. Defined levels of proficiency indicate different levels of critical thinking and the ability to apply knowledge, skills, and dispositions.
Extent that candidates are meeting the standards.	Data is not summarized and/or not interpreted in terms of the application of the standards.	Data is summarized and results are interpreted in terms of the application of the standards.	Data is summarized and results are critically analyzed in terms of the application of the standards.

Section IV — continued

5. Candidates effects on student learning and the creation of environments that support student learning. (Required assessment #5 and/or #6,7, 8)

	Unacceptable	Acceptable	Target
Standards Addressed	Not all applicable standards and elements were addressed and applied.	All applicable standards and elements were addressed and applied.	All applicable standards and elements were addressed and applied.
Quality of assessments	Assessment does not align and is not clearly associated or applied within the standards and elements. No evidence exist that candidates positively effect student learning and create environments that support student learning.	Assessment aligns and clearly is associated with the application of the standards and elements. The candidates positively effect student learning and create environments that support student learning.	Assessment aligns and clearly is associated with the application of the standards and elements. The candidates use critical thinking to positively effect student learning and to create environments that support student learning.
Scoring guides are effective in identifying appropriate levels of proficiency.	No or weak relationship between scoring guides and standards. No defined levels of candidate proficiency are included on how candidates effect student learning and create environments that support student learning.	Apparent relationship between the scoring guides and the standards. Defined levels of proficiency indicate different levels of the ability to ability to effect student learning and create environments that support student learning.	Explicit, standards are aligned within the critical elements of the scoring guides. Defined levels of proficiency indicate different levels of critical thinking and the ability to effect student learning and create environments that support student learning.
Extent that candidates are meeting the standards.	Data is not summarized and/or not interpreted in terms of the application of the standards.	Data is summarized and results are interpreted in terms of the application of the standards.	Data is summarized and results are critically analyzed in terms of the application of the standards

Section IV — Standards Assessment Chart

6. Addresses IRA standards.

Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, the candidates:	Met	Not Met
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.		
1.2 Demonstrate knowledge of reading research and histories of reading.		
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.		
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.		
Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, the candidates:	Met	Not Met
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.		
2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.		
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.		
Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:	Met	Not Met
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.		
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.		
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.		

3.4 Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).		
Standard 4. Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:	Met	Not Met
4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.		
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.		
4.3 Model reading and writing enthusiastically as valued life-long activities.		
Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility. As a result, candidates:	Met	Not Met
5.1 Display dispositions related to reading and the teaching of reading.		
5.2 Continue to pursue the development of professional knowledge and dispositions.		
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice		
5.4 Participate in, initiate, implement, and evaluate professional development programs.		

Are all IRA standards and elements addressed?

_____ **yes** _____ **no**

If no, which standards are not met. _____

Section V — Use of Assessment Results to Improve Candidate and Program Performance

	Unacceptable	Acceptable	Target
Principal findings summarized from the evidence	Minimal or no summarization from evidence.	Summarization of evidence across most assessments.	Summarization of evidence across all assessments.
Faculty’s interpretation of those findings	Minimal or no faculty interpretation of findings.	Interpretation of data.	Interpretation and critical analysis of data with implications for program and candidate improvement.
Changes made or planned for as a result of the interpretation	Limited or no changes made or planned for as a result of interpretation.	Changes are made or planned based on the interpretation of data.	Changes are made or planned based on the interpretation of the data and its critical analysis.
Steps taken by program faculty to use information from assessment for program improvement and improvement of candidate performance	No steps are indicated that were taken by faculty to use information from assessment for program improvement and improvement of candidate performance.	Steps for changes are aligned with the interpretation of data.	Steps for changes are aligned with the interpretation of the data and its critical analysis.