



CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

**M.ED. IN READING
ADVISORY BOARD MATERIALS**

**M.Ed. In Reading
Advisory Board Meeting
11/2/2020**



DEPARTMENT of
CURRICULUM and INSTRUCTION
Clemmer College
EAST TENNESSEE STATE UNIVERSITY

M.Ed. In Reading Program Overview

36 hour program of study
On-line delivery

Core Requirement: 24 Credits
Advisor Approved Electives: 6-12 Credits
Thesis/Non-Thesis: 0-3 Credits

Pathways:

1. **M.Ed. In Reading with Reading Specialist Endorsement** – specific course sequence
2. **M.Ed. In Reading (non thesis)** – 12 hours of electives
3. **M.Ed. In Reading (thesis)** – 9 hours of electives + 3 hours of thesis

M.Ed. In Reading Program Overview

Needs?
Thoughts on changing to:
Reading Specialist endorsement with
Pathway Choice:

1. ESL PreK-12 Endorsement
2. Special Education Interventionist K-8 & Interventionist 6-12
3. M.Ed. In Reading with 9 hours of electives & 3 hours of thesis

M.Ed. In Reading Program Overview

36 hour program of study
On-line delivery

Core Requirements	18 credits
Advisor Approved Electives	15 - 18 credits
Thesis/Non-thesis	0-3 credits
Total	36 credits

M.Ed. In Reading Core Requirements

READ 5110 – History of Literacy Research, Policy & Legislation, 3 credits – Analyzes current and historical research, policy, and legislation that influence literacy practices, and provides leadership to advocate for students and families literacy needs.

READ 5120 – Teaching Reading and Writing – Designs, selects, critiques, adapts, and evaluates evidence-based literacy curriculum meant to address the needs of individual students, small groups, and whole classrooms of students in relation to teaching the components of reading and the processes of writing.

READ 5231 – Advanced Assessment Procedures in Literacy – Administers, interprets, and uses data for decision making about instruction, intervention, and evaluation for individual and groups of students including ability to describe orally and in writing the purpose for, validity and reliability of, and cultural biases within assessments as well as communicating assessment reports to convey results of assessments.

READ 5950, Action Research in Literacy Education - Implements theoretical and practical knowledge gained through coursework and other literacy experiences to write a plan to conduct action research in a literacy classroom environment.

READ 5241, Practicum in Literacy - Supervised individual and/or group teaching, analysis of applied teaching as well as coaching and collaborating with colleagues to use data to make instructional decisions, choose appropriate print and digital literacy materials to meet students' need as well as motivate and engage students.

READ 5871, Advanced Practicum in Literacy – Supervised leadership opportunities including leading professional development and application of adult learning strategies as candidates assist colleagues to analyze, reflect on, and study their own teaching practices as well as opportunities to advocate for learners, families, and teachers.



M.Ed. In Reading Core Requirements

READ 5241, Practicum in Literacy - Supervised individual and/or group teaching, analysis of applied teaching as well as coaching and collaborating with colleagues to use data to make instructional decisions, choose appropriate print and digital literacy materials to meet students' need as well as motivate and engage students.

- Carry out Action Research Plan
- Literacy Environment
- Teach (individual and/or small group)
- Discourse Analysis of Teaching
- Collegial Conversation

READ 5871, Advanced Practicum in Literacy – Supervised leadership opportunities including leading professional development and application of adult learning strategies as candidates assist colleagues to analyze, reflect on, and study their own teaching practices as well as opportunities to advocate for learners, families, and teachers.

- Needs Assessment of School
- Write a Grant
- Coaching Interaction Cycle
- Teacher Professional Development
- Parent Workshop



M.Ed. In Reading Core Requirements

Thoughts:
 What is missing?
 Would you be willing to assist in developing or revising one course?
 If so, is there one you are particularly interested in?
 Please send me an e-mail if you are interested.



M.Ed. In Reading

**Transition to
 CAEP
 Requirements and
 Expectations**



M.Ed. In Reading Essential Skills

1. Application of Data Literacy
2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
3. Employment of data analysis and evidence to develop supportive school environments
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
5. Supporting appropriate applications of technology for their field of specialization;
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?

1. Application of Data Literacy

EPP CREATED ASSESSMENTS

READ 5231: Learner Background Information Report; Pre-diagnostic Assessment; Reading Assessment Report; Reading Miscue Inventory (MID-POINT)

READ 5241: Action Research Report (END)

READ 5871: Coaching Interaction Project; Needs Assessment Report; Parent Workshop; Professional Development for Teachers (END)

PROPRIETARY ASSESSMENTS (end of program):

Reading Specialist Praxis – Assessment and Diagnostic Teaching & Analysis of Individual Student Case Study



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?

2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

EPP CREATED ASSESSMENTS:

READ 5950: Action Research Plan (MID-POINT)

READ 5241: Action Research Report; Discourse Analysis of Videotaped Observation (END)

PROPRIETARY ASSESSMENTS:

None



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?

3. Employment of data analysis and evidence to develop supportive school environments

EPP CREATED ASSESSMENTS:

READ 5120: Classroom Environments Reflection; Effective Practices Reflection; Evaluating and Selecting Materials (BEGINNING)

READ 5231: Learner Background Information Report; Reading Assessment Report; (MID-POINT)

READ 5241: Video Observation of Teaching (2); Discourse Analysis of Teaching (END) **ETSU Lesson**

Plan Template & Rubric

READ 5871: Needs Assessment Report; Grant Writing Project (END)

PROPRIETARY ASSESSMENTS:

Reading Specialist Praxis – Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices, Analysis of Individual Student Case Study



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?
 4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;

EPP CREATED ASSESSMENTS:
READ 5231: Reading Assessment Report;

READ 5241: Collegial Conversation

READ 5871: Parent Workshop; Teacher Professional Development; Needs Assessment; Coaching Interaction Project

PROPRIETARY ASSESSMENTS:
Reading Specialist Praxis - Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices; Professional Learning and Leadership



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?
 5. Supporting appropriate applications of technology for their field of specialization;

EPP CREATED ASSESSMENTS:
READ 5241: Video Observation of Teaching (2); Discourse Analysis of Teaching (END) **ETSU Lesson Plan Template & Rubric**

READ 5871: PD for Teachers

PROPRIETARY ASSESSMENTS:
 none



M.Ed. In Reading Essential Skills

ESSENTIAL TO THE PROFESSION?
 6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

EPP CREATED ASSESSMENTS:
READ 5241: Video Observation Reflection I & II; Collegial Conversation (END)

READ 5871: Personal Professional Learning Activities; Parent Workshop; Coaching Interaction Project (END)

PROPRIETARY ASSESSMENTS:
Reading Specialist Praxis - Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices; Professional Learning and Leadership
Educator Dispositions Assessment – [see attachment](#) (PROG ENT, READ 5950 – MID POINT, READ 5871 – END)



M.Ed. In Reading Essential Skills

What, if anything, is missing?

What should we expect in terms of candidate performance?

What should be the consequences if candidates do not meet those expectations?

What would benefit your schools or students?



M.Ed. In Reading

Recruitment Plan

M.Ed. In Reading Recruitment Plan

Diverse Candidates

- Would you be willing to provide a list of diverse teachers I could talk with about this program or other advanced programs?
- Are there methods to recruit diverse individuals I am missing?

High Needs Endorsements –

- Do you have a need for ESL or Special Education teachers?
- Will changing the program address that need?

M.Ed. In Reading

Transition Points

M.Ed. In Reading Program Transition Points

Entrance Requirement:

Overall undergraduate GPA of 3.0 or above on a 4.0 scale.

Applicants who seek the Reading Specialist endorsement should also provide the following:

- three (3) letters of recommendation (at least one from a principal or other individual who serves in a supervisory role)
- a current résumé; and
- a copy of current teaching license.

An oral or written interview may be requested by the program coordinator in specific cases.

M.Ed. In Reading Program Transition Points

Entrance Requirement:

Upon admissions, candidates demonstrate an average GPA of 3.73.

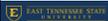
Fall 2020 – 3.755 (n=6)
 Summer 2020 – 3.986 (n=1)
 Spring 2020 – 3.38 (n=2)



M.Ed. In Reading Program Transition Points

Mid-Point Requirement:
 Successful completion of Student Case Study Report

- Pre-Assessments
 - Background Interview
 - Parent Interview
 - Interest Survey
 - Burke Reading Interview
- Assessments
 - Developmentally Appropriate Components of Reading with justification
 - Running Record
- Tutoring Sessions
- Case Study Write up
- Parent Letter



M.Ed. In Reading Program Transition Points

Exit Requirement:
 Successful Completion of Written Exam

1. Discuss the development of reading beginning with emergent and early literacy through high school, including disciplinary domains. This discussion should demonstrate an in-depth understanding of the components of reading and how those align to various developmental stages such as emergent and early literacy as well as fluent readers who comprehend both fiction and informational text. Your discussion should include the theoretical foundations of the processes you discuss
2. Discuss the role of the reading specialist and literacy coach. Articulate what research says about effective practices for the reading specialist and literacy coach, how those practices interface with the actual roles the reading specialist and literacy coach carries out, and suggestions for how the reading specialist and literacy coach can impact student achievement.
3. Develop a position statement regarding effective, balanced intervention practices and assessments for struggling, elementary aged readers in a diverse school population.



M.Ed. In Reading Program Transition Points

Reading Specialist Praxis (not a transition requirement)

Pass Rate	Average Score	Number taking Praxis	Passing Score
97%	184	29	164
100%	623	9	510



M.Ed. In Reading Program Transition Points

Possibilities for Changes:
Entrance: GRE, ACT/SAT/Praxis Core, GPA
Mid-Point: Action Research Report, Educator Dispositions Assessment, TEAM, etc.
Exit: Reading Specialist Praxis Exam

Recommendations:



M.Ed. In Reading

Satisfaction Surveys



M.Ed. In Reading Program Satisfaction Surveys

Completers Survey:
https://drive.google.com/file/d/1SRJ9Ygz7lCCc0tfQg_G3OWnA_WWc0VPXa/view?usp=sharing

Principal Employer Survey:
<https://drive.google.com/file/d/1favk4IRW35SpGPYskV0C7lyRgzlzi5uH/view?usp=sharing>



M.Ed. In Reading Program Satisfaction Surveys

Completers and Employer Survey

- How would you define Strongly Agree?
- How would you define Agree?
- How would you define Disagree?
- How would you define Strongly Disagree?



M.Ed. In Reading Program Satisfaction Surveys

Completers Survey	Principal Employer Survey
STUDENT Target = 3 Strength = Above 3 Area of Need = Under 3	STUDENT Target = 3 Strength = Above 3 Area of Need = Under 3
PROGRAM Target = 2.8-3.4 Strength = Above 3.4 Area of Need = Under 2.8	PROGRAM Target = 2.8-3.4 Strength = Above 3.4 Area of Need = Under 2.8



M.Ed. In Reading Program Satisfaction Surveys

Do you find questions ambiguous?
Are all questions necessary?
Are there any you would add?



M.Ed. In Reading Program

**OPEN
DISCUSSION**



M.Ed. In Reading Program

THANK YOU!!

**CONTACT
INFORMATION
KEITHKJ@ETSU.EDU**



WEBVTT

1

00:00:07.799 --> 00:00:08.490

Karin Keith: Hey, Tracy

2

00:00:15.000 --> 00:00:16.320

LaShay Jennings: Hi, how are you

3

00:00:16.650 --> 00:00:19.680

Karin Keith: I'm good. Hello Giuliana

4

00:00:20.280 --> 00:00:22.440

Julianna Maeng: And afternoon. How are you, I'm

5

00:00:22.470 --> 00:00:23.610

Karin Keith: Good, how are you

6

00:00:23.880 --> 00:00:24.810

Julianna Maeng: Doing well.

7

00:00:25.860 --> 00:00:28.080

Karin Keith: And shall we. How are you doing,

8

00:00:28.710 --> 00:00:30.450

Shelby Belcher: Hey, I'm good, how are you guys

9

00:00:30.660 --> 00:00:31.980

Karin Keith: And Hi Emily.

10

00:00:34.290 --> 00:00:39.480

Karin Keith: Will get everybody to introduce themselves once everybody gets on will give them a few more minutes.

11

00:00:41.640 --> 00:00:43.050

Karin Keith: Everybody surviving

12

00:00:46.800 --> 00:00:48.900

Karin Keith: Tracy, are you all virtual are you

13

00:00:50.160 --> 00:00:51.270

Tracy: We had to go back to

14

00:00:51.600 --> 00:00:57.990

Tracy: Remote learning this week because, you know, Carter county by came to the red and so

15

00:00:58.830 --> 00:01:11.730

Tracy: That actually, the issue was teachers had wait to meet teachers on quarantine and couldn't get them all covered. So it's not traveling through the students. So anyway, we're remote this week and hopefully next week we'll be back traditional

16

00:01:12.150 --> 00:01:12.720

Yeah.

17

00:01:14.910 --> 00:01:21.720

Karin Keith: And my daughter, she goes to she's in law school at Northern Kentucky University and they went virtual this week.

18

00:01:22.800 --> 00:01:27.330

Karin Keith: So I don't know what will happen after the neck for the next two weeks, I will see

19

00:01:30.060 --> 00:01:32.400

Karin Keith: Past the last pay Tiffany God

20

00:01:34.980 --> 00:01:36.810

Tiffany Hogan: Hello all my friends.

21

00:01:40.770 --> 00:01:42.180

JoDee: Hello. Good afternoon.

22

00:01:43.410 --> 00:01:49.650

Karin Keith: Yeah, now are you all Jody, Tiffany. Are you all working in the office or home from home.

23

00:01:50.310 --> 00:01:51.120

JoDee: I ran home.

24

00:01:52.710 --> 00:01:54.300

Karin Keith: But normally, you're in the office.

25

00:01:54.390 --> 00:01:56.280

JoDee: Oh yes, I was at Northside today.

26

00:01:56.700 --> 00:01:57.120

Okay.

27

00:01:58.890 --> 00:02:00.600

Karin Keith: Okay, well,

28

00:02:01.920 --> 00:02:16.500

Karin Keith: There will be likely be a few more pop on let's go ahead and go and start introductions and get started. I'll call on everybody, and just say, where you're from and what district are with and what you do.

29

00:02:18.150 --> 00:02:21.030

Karin Keith: So I'll just start Stephanie. Good.

30

00:02:24.750 --> 00:02:28.020

Stephanie Gouge: Well, I'm Stephanie gauge on the middle school la

31

00:02:29.070 --> 00:02:31.050

Stephanie Gouge: Curriculum Coordinator with Washington County.

32

00:02:32.400 --> 00:02:33.330

Karin Keith: Thanks Stephanie.

33

00:02:34.440 --> 00:02:35.280

Karin Keith: Was Sherry.

34

00:02:39.390 --> 00:02:40.710

LaShay Jennings: I'm Lucy Jennings

35

00:02:41.370 --> 00:02:41.850

LaShay Jennings: I'm a

36

00:02:43.080 --> 00:02:44.130

LaShay Jennings: clinical instructor

37

00:02:45.450 --> 00:02:49.680

LaShay Jennings: Through Ci, Ci. And I teach a lot of the Masters Courses and reading

38

00:02:51.270 --> 00:02:51.540

LaShay Jennings: Thanks.

39

00:02:52.380 --> 00:02:53.100

Tracy

40

00:02:54.570 --> 00:02:58.770

Tracy: Tracy McCabe, I am the new director schools and Carter County.

41

00:02:59.700 --> 00:03:02.220

Karin Keith: Thanks, Tracy Giuliana

42

00:03:03.210 --> 00:03:12.900

Julianna Maeng: Hi, Joanna Mang I'm an English teacher at Science Hill high school and I listed in the program. When I recognize some of my professors who I've never actually seen so

43

00:03:14.250 --> 00:03:14.730

Julianna Maeng: Hello.

44

00:03:15.810 --> 00:03:16.680

Karin Keith: Hi Shelby

45

00:03:19.200 --> 00:03:28.470

Shelby Belcher: Shelby Belcher and I'm also a student in this program and I also work as a graduate assistant in the car department.

46

00:03:29.400 --> 00:03:31.080

Karin Keith: Thanks. Shelby, Emily.

47

00:03:33.180 --> 00:03:36.930

9 Emily Helphinstine: Emily how the district literacy coordinator for the school.

48

00:03:37.590 --> 00:03:38.580

Karin Keith: Thanks family.

49

00:03:40.740 --> 00:03:41.880

Karin Keith: Is it Patricia

50

00:03:45.540 --> 00:03:47.040

ptaylor: Yes, I go about Trish

51

00:03:47.160 --> 00:03:48.360

Karin Keith: Okay. Trish

52

00:03:48.660 --> 00:03:54.510

ptaylor: It's Trish Taylor and school interventionists for Kennedy Elementary in Kingsport city schools.

53

00:03:55.290 --> 00:03:57.390

Karin Keith: Thank you. Welcome. Trish Jodi.

54

00:04:00.300 --> 00:04:03.720

JoDee: JODI Dotson, and I'm a district literacy coach in Johnson City schools.

55

00:04:04.380 --> 00:04:06.390

Karin Keith: Thanks. Jody Natalia

56

00:04:08.670 --> 00:04:14.640

Natalia Ward: Hi everybody I'm Italian. Ward. I teach reading education and ESL education classes.

57

00:04:15.660 --> 00:04:18.390

Natalia Ward: NCUA Karen is my boss.

58

00:04:20.850 --> 00:04:23.820
Karin Keith: Like Italia Tiffany

59
00:04:25.860 --> 00:04:30.270
Tiffany Hogan: Hi I'm Tiffany How again and I'm a literacy coach and not city schools.

60
00:04:30.900 --> 00:04:31.800
Karin Keith: Thanks, Tiffany.

61
00:04:32.850 --> 00:04:33.660
Tiffany Hogan: Celeste.

62
00:04:36.570 --> 00:04:44.640
Celeste Arrowood: And Celeste arrowhead and I teach fourth grade science and social studies at Indian Springs Elementary in Sullivan County.

63
00:04:45.270 --> 00:04:47.430
Karin Keith: Thank Celeste, Renee.

64
00:04:53.280 --> 00:04:59.730
Renee : Hi I'm Renee linker felt, and I'm a reading interventionists at love chapel elementary school and unicorn County.

65
00:05:00.390 --> 00:05:01.320
Karin Keith: Thanks, Renee.

66
00:05:02.520 --> 00:05:03.210
Karin Keith: Jessica.

67
00:05:05.760 --> 00:05:06.780
Karin Keith: you're muted.

68
00:05:32.910 --> 00:05:39.930
Karin Keith: That's okay. I'll tell you what, if you want to try to work on it. We can come back and you can type something in the chat box, too.

69

00:05:40.440 --> 00:05:54.180

Karin Keith: So I put a link to the presentation that I'll use in the chat box and also if you could type in your name district indoor school and position in the chat box to we need all this for documentation.

70

00:05:54.780 --> 00:06:00.420

Karin Keith: And I have some other documents they are. We will talk about those. But you don't have to access those right now.

71

00:06:01.620 --> 00:06:09.210

Karin Keith: So I know I want, I want to make this as quick as possible because I know that you all have busy crazy lives and

72

00:06:10.950 --> 00:06:21.810

Karin Keith: You want to go live your lives, rather than be here with with us. So I'm going to share my screen and talk through this presentation. Some of this you may

73

00:06:23.220 --> 00:06:33.780

Karin Keith: You may think, I have no idea what this is talking about, or why, this is why our being asked this, but I can assure you it's very likely because of our

74

00:06:36.120 --> 00:06:48.480

Karin Keith: accreditation process. So the Italia will you if you have any questions or any thoughts, feel free to type those in the chat box and Italia will you monitor the chat box.

75

00:06:48.900 --> 00:07:03.450

Karin Keith: And also just kind of FYI for documentation purposes. And so I can go back to this. I am recording it. So just wanted to let everyone know. Okay, so I'm going to

76

00:07:09.780 --> 00:07:12.150

Karin Keith: Well, I was going to, but maybe not.

77

00:07:23.910 --> 00:07:31.860

Karin Keith: While I'm pulling all this up, I want to say thank you so so very much for, for being here and contributing to the US.

78

00:07:34.110 --> 00:07:39.900

Karin Keith: I feel like that. This is something that is important. Now, I think it's going to become more important.

79

00:07:40.980 --> 00:07:44.070

Karin Keith: Especially with everything that's going on with code so

80

00:07:47.370 --> 00:07:49.710

Karin Keith: I appreciate your input in our program.

81

00:07:54.480 --> 00:07:55.140

Okay.

82

00:08:02.220 --> 00:08:07.110

Karin Keith: something's not going right with taking care of you all got it pulled up

83

00:08:08.760 --> 00:08:09.240

Karin Keith: Now,

84

00:08:11.340 --> 00:08:18.090

Natalia Ward: I think that if you put it in the chat box before we all joined we I can't even see it. So,

85

00:08:18.570 --> 00:08:20.070

Karin Keith: Okay, I'll do it again.

86

00:08:32.220 --> 00:08:33.390

Karin Keith: It's slow to load up

87

00:08:48.810 --> 00:08:51.570

Karin Keith: Can you see the documents that are loaded or

88

00:08:56.700 --> 00:08:59.640

Karin Keith: The document there either. Now,

89

00:09:00.720 --> 00:09:01.320

Karin Keith: They are

90

00:09:02.850 --> 00:09:04.650

Julianna Maeng: I can see the Google Drive link now.

91

00:09:05.130 --> 00:09:06.690

Natalia Ward: Okay. Yeah, I do too.

92

00:09:07.260 --> 00:09:08.280

Jessica Hayworth: Can you hear me now.

93

00:09:08.700 --> 00:09:09.570

Karin Keith: Yes.

94

00:09:10.410 --> 00:09:11.700

Karin Keith: I can, yes.

95

00:09:11.880 --> 00:09:22.200

Jessica Hayworth: Would you introduce me. I'm so sorry. I got a new computer Friday and I thought it was on. So this is my first thing since so it obviously wasn't so I apologize.

96

00:09:24.330 --> 00:09:26.880

Karin Keith: So would you introduce yourself.

97

00:09:27.480 --> 00:09:32.790

Jessica Hayworth: Sure. I'm Jessica Hayworth, I'm an instructional design specialist with Kingsport city schools.

98

00:09:32.910 --> 00:09:33.990

Karin Keith: Thank you, Jessica.

99

00:09:34.020 --> 00:09:38.340

Karin Keith: Thank you. I so are you all able to access that night while

100

00:09:39.840 --> 00:09:40.590

Stephanie Gouge: It's loading.

101

00:09:41.130 --> 00:09:41.910

Okay.

102

00:09:51.300 --> 00:09:58.110

Karin Keith: Okay, I'll share my screen mom's actually up here. Now, finally, so I will go ahead and share my screen.

103

00:10:33.570 --> 00:10:34.740

Karin Keith: Except this lovely

104

00:10:40.530 --> 00:10:56.190

Karin Keith: Okay, so welcome. And thank you again for being part of our advisory board for the immediate reading. I'm going to kind of go over the program in general, and then we'll pause at certain points. Now, I don't need it to go there yet.

105

00:10:58.290 --> 00:10:59.070

Karin Keith: Hang on.

106

00:11:17.670 --> 00:11:18.000

Okay.

107

00:11:20.610 --> 00:11:32.400

Karin Keith: Okay, it will stay there. Okay, so the program is a 36 hour program of study. It is online completely online right now the core requirements are 24 credits.

108

00:11:32.970 --> 00:11:39.480

Karin Keith: There are six to 12 credits that are advisor approved and there's a thesis and non thesis option.

109

00:11:40.050 --> 00:11:45.120

Karin Keith: And the thesis non thesis option can go from anywhere from zero to three credits.

110

00:11:45.570 --> 00:11:56.580

Karin Keith: There are really three pathways that students can take the first one is that imedi in reading with the reading specialist endorsement in order to have the reading specialist endorsement.

111

00:11:57.240 --> 00:12:05.430

Karin Keith: They have to successfully pass the courses they have to have two years of teaching experience and they have to have a

112

00:12:05.940 --> 00:12:13.170

Karin Keith: Pass the reading specialist practice the reading specialist practice is not a requirement in our program at this point.

113

00:12:14.160 --> 00:12:28.590

Karin Keith: The second pathway is just an immediate reading and they can take a non thesis route so basically they follow a similar path to the reading specialist endorsement, but they have 12 hours of electives that they're able to take

114

00:12:29.070 --> 00:12:38.550

Karin Keith: The third path is the immediate reading with a thesis option. This is nine hours of electives with three hours of thesis or more

115

00:12:39.930 --> 00:12:53.220

Karin Keith: And I have had. I think four people attempt the reading with a non thesis option. I have had no one attempt the immediate rating with the thesis option.

116

00:12:53.820 --> 00:13:10.470

Karin Keith: The individuals who selected the non thesis option. They basically decided halfway through the program that they did not want to be reading specialist. They didn't want to leave their classroom. And so they said, well, we'll just take electives. And so that's the route. They took

117

00:13:12.120 --> 00:13:15.840

Karin Keith: So in terms of needs in your, your district.

118

00:13:17.220 --> 00:13:26.040

Karin Keith: I want your thoughts on what your needs are in terms of reading specialist, as well as I have been thinking of changing the

119

00:13:26.760 --> 00:13:35.520

Karin Keith: Pathway to be a reading specialist endorsement with three different pathways one pathway would be the ESL Pre K 12 endorsement.

120

00:13:36.120 --> 00:13:52.290

Karin Keith: The second pathway would be a special education interventionists K and intervention of 612. And then the second would be just the immediate reading with nine hours of electives and three hours of thesis, so

121

00:13:54.720 --> 00:13:56.070

Karin Keith: What are your thoughts on

122

00:14:05.100 --> 00:14:05.640

Tracy: Dr.

123

00:14:06.750 --> 00:14:18.810

Tracy: Keith I will say something that I really am intrigued at your number two they are as Asian investors. For this reason, it's been my experience. I'm going to the old guys

124

00:14:19.350 --> 00:14:28.020

Tracy: So special ed back in the day was all about a deficit model not about teaching to the deficit and not really having a lot of strategies.

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00:14:28.470 --> 00:14:35.790

Tracy: And when I first took over as a principal I'll make this brief I had meetings with my special ed folk and they told me that

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00:14:36.360 --> 00:14:46.230

Tracy: They had the fewest amount of reading classes of anybody in my school. It was all law classes and that kind of thing. So they really didn't know how to help students struggling with reading

127

00:14:46.500 --> 00:14:57.030

Tracy: So you're weaving that in with legit reading strategies and a focus on how to accelerate a child. I think that's very interesting to me.

128

00:14:58.050 --> 00:15:09.330

Karin Keith: Okay, others Shelby Giuliana with this. I know this is not not available at this time. But would it have been interesting or or something you would be interested in

129

00:15:10.950 --> 00:15:30.360

Shelby Belcher: That looks really interesting and I like how and I know a lot of students in this program kind of enjoy reading instruction, but I like how they're given even more individualized kind of career pathway choices.

130

00:15:30.540 --> 00:15:31.080

Shelby Belcher: cater to

131

00:15:31.110 --> 00:15:35.310

Shelby Belcher: What they're wanting for themselves. And yeah, I really like it.

132

00:15:36.570 --> 00:15:42.900

Karin Keith: And so last and I have talked with you about this a couple of times. And what are your thoughts.

133

00:15:45.090 --> 00:16:01.260

Celeste Arrowood: Um, I, I like these options wish they would have been around when I was going through and I talked to you recently about the ESL option. And the reason for that being the last time I checked and Sullivan County, we only have

134

00:16:02.340 --> 00:16:09.060

Celeste Arrowood: Just a handful of ESL people in. So a couple of them are pretty close to retirement and so

135

00:16:11.040 --> 00:16:31.890

Celeste Arrowood: That's a pretty big need, I would say also, I think, you know, anything special, and related is is just a growing need as well. So I think it would make teachers more marketable. I guess when they're leaving the program under those options. Okay.

136

00:16:33.570 --> 00:16:34.740

Karin Keith: Any other thoughts.

137

00:16:40.590 --> 00:16:53.880

9 Emily Helphinstine: I just agree with both of those at that the ESL option is really helpful were often looking for that endorsement and and it gives teachers, an option of something different if they even if they have talked for a while. Sometimes it's nice to have a different path.

138

00:16:55.110 --> 00:16:57.060

9 Emily Helphinstine: But that sounds excellent.

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00:16:58.650 --> 00:17:06.270

9 Emily Helphinstine: Um, it's just helpful to any specialization, we can get with with reading in any area is going to be

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00:17:07.290 --> 00:17:11.310

9 Emily Helphinstine: Really work with our time. So I think that was great. Okay.

141

00:17:12.810 --> 00:17:23.400

Karin Keith: Okay, so if we do change. And I've just kind of laid everything out the core requirements would be 18 hours. And so those 18 hours would be

142

00:17:23.850 --> 00:17:40.980

Karin Keith: Reading courses within CEI if they took the ESL option, it would be 15 to 18 credits again in CI if they decided the to take this special education pathway, then it would be courses and of course special education.

143

00:17:42.090 --> 00:17:44.490

Karin Keith: And it would be 15 to 18 credits.

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00:17:45.780 --> 00:17:52.200

Karin Keith: And basically they would then take the practice to become endorsed as well as have them.

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00:17:53.580 --> 00:17:55.830

Karin Keith: Successful program completion.

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00:17:57.840 --> 00:18:00.720

Karin Keith: So the hours don't change in terms of classes.

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00:18:01.260 --> 00:18:03.630

Karin Keith: I've kind of thought about these but I

148

00:18:04.710 --> 00:18:05.880

Karin Keith: Fully welcome.

149

00:18:07.350 --> 00:18:17.490

Karin Keith: Any kind of recommendations and if you see something that you think this is really missing from the program of study and you would really need to add this and then

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00:18:18.030 --> 00:18:31.260

Karin Keith: I really want you to speak up and say that that's something that we would need. So the first class would be 5110 and this would be history of least literacy research policy and legislation.

151

00:18:31.680 --> 00:18:34.140

Karin Keith: This is where we would really get into the

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00:18:35.340 --> 00:18:51.570

Karin Keith: The policies like No Child Left Behind ID. A in any kind of legislation that's really influenced literacy practices and we would also get into the research behind the foundations of literacy and look at that and

153

00:18:52.350 --> 00:19:05.010

Karin Keith: And also we would work in opportunities that this would allow our candidates to start establishing some leadership by advocating for students and their families, then the

154

00:19:06.930 --> 00:19:13.500

Karin Keith: This currently is teaching reading, but we would weave in teaching reading and writing

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00:19:16.200 --> 00:19:24.420

Karin Keith: And this would be very similar to the course that that they have right now, with the exception of we're weaving in the writing in the

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00:19:26.070 --> 00:19:38.070

Karin Keith: This would be advanced assessment procedures and literacy and this one would be very similar to the course that they have right now. And in this one. They identify a learner, they

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00:19:38.760 --> 00:19:48.810

Karin Keith: Do multiple assessments on the learner and then tutor. The learner and then write up a literacy, basically it's like a case study, as well as a

158

00:19:50.130 --> 00:20:08.400

Karin Keith: Parent report, then there's 5950 action research and literacy, education, no change in this course, they would plan of action research study that they would carry out in a later class in illiteracy classroom, the

159

00:20:09.810 --> 00:20:12.840

Karin Keith: The practical and literacy, I

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00:20:13.110 --> 00:20:15.060

Karin Keith: Imagine this would be

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00:20:15.180 --> 00:20:20.550

Karin Keith: This is the first practical and it's at the end of the program and this

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00:20:22.410 --> 00:20:25.230

Karin Keith: When I was imagining this, this would be

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00:20:26.280 --> 00:20:39.480

Karin Keith: The practical where they focus more on the reading specialist side so working individually with students working with small groups of students, whereas the Advanced Practice come in literacy would be more about the coaching aspect.

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00:20:40.620 --> 00:20:58.080

Karin Keith: And so we'll go on from there. And so just specifically looking at those clinical experiences. Right now the practical and literacy. They carry out the action research plan they analyze their own literacy environment or

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00:20:59.370 --> 00:21:09.840

Karin Keith: In they juxtapose that with current research about what, what should the literacy environment look like and how should it be arranged and then they videotape illiteracy environment.

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00:21:11.130 --> 00:21:18.660

Karin Keith: If it's not their own. Then they can do that in another classroom and then they teach individual indoors small groups.

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00:21:18.990 --> 00:21:25.320

Karin Keith: And they do a discourse analysis of their teaching so they transcribe it and kind of just look at their talk

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00:21:25.860 --> 00:21:41.430

Karin Keith: What happens during the teaching. And then there's a collegial conversation. This is when they painter side by side with a colleague and just kind of briefly go over their videos and and just kind of talk through these and think about

169

00:21:43.320 --> 00:21:54.540

Karin Keith: Try to it. The purpose of this assignment is to get them to start talking about their practices and adding a level of comfort one on one, because in the next practical

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00:21:54.750 --> 00:21:59.040

Karin Keith: They have to do this a little more broadly for schools and so forth.

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00:21:59.490 --> 00:22:09.840

Karin Keith: So in the advanced practice and they do a needs assessment of a school based on that needs assessment. They write a grant Giuliana got her grant funded. Yay.

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00:22:11.340 --> 00:22:16.920

Karin Keith: They do a coaching interaction cycle. And this is basically where they look at a grade level.

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00:22:18.420 --> 00:22:35.220

Karin Keith: Data set and they identify one teacher, where they go in and model instruction for that teacher and then have that teacher basically teach a similar lesson and they give that teacher feedback and then they do a teacher professional development in a parent workshop

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00:22:37.200 --> 00:22:41.070

Karin Keith: So based on those. What do you think is missing.

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00:22:43.800 --> 00:22:55.620

Karin Keith: Would you be willing to work in developing or revising any of these assessments or courses and are there any that are particularly interesting to you.

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00:22:57.030 --> 00:22:58.440

Karin Keith: So thoughts on those

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00:23:00.720 --> 00:23:06.390

Karin Keith: Especially those of you who are actually reading specialist. Are there things that I'm missing.

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00:23:08.940 --> 00:23:11.760

Celeste Arrowood: I write myself a note. Karen about the

179

00:23:13.140 --> 00:23:13.980

Celeste Arrowood: Class.

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00:23:15.510 --> 00:23:19.470

Celeste Arrowood: I absolutely love writing. I love to teach rotting

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00:23:21.000 --> 00:23:43.920

Celeste Arrowood: Even elementary level. It's just amazing what they're actually able to do that. I find that I am pretty alone in that venture and most people don't know where to start, or where to go or what's the best way to do it. What's developmentally appropriate and so I put a big. Yay. Beside of

182

00:23:45.300 --> 00:23:55.380

Celeste Arrowood: If you're going to add in that running component. And I mean that I can only speak for Solomon County. But, and for elementary teachers that's mostly who I work with

183

00:23:56.310 --> 00:24:06.540

Celeste Arrowood: And it's a really, really huge struggle. I mean, everybody knows it, but it's like we don't really know exactly the best way to fix it, if that makes sense. Yeah.

184

00:24:06.990 --> 00:24:19.860

Tracy: Echo that that was the one that stood out to me is the reciprocity of reading and writing being structured there and really rotting being left out all these years.

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00:24:21.060 --> 00:24:25.170

Tracy: You know, that's huge what that looks like in kindergarten and eighth grade 10th grade.

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00:24:25.530 --> 00:24:33.930

Tracy: And you know, I don't know really where you're going to focus on that surface the full spectrum Orpheus weaving in workshops, will people know that

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00:24:34.290 --> 00:24:44.490

Tracy: The six traits of people know that some of these sentence diagramming platforms that have kids get started. So I'm very interested in the writing component as well.

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00:24:45.150 --> 00:24:51.000

Stephanie Gouge: Okay, Karen, I also would like to speak to that, this is Stephanie huge

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00:24:52.410 --> 00:25:00.720

Stephanie Gouge: As as you went through the descriptions, the class stood out to me and I think it would be interesting if we could incorporate or

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00:25:01.530 --> 00:25:11.970

Stephanie Gouge: With the incorporation of universal design for learning within those classes, we are, we're looking at all the components of literacy reading and writing are key.

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00:25:12.360 --> 00:25:25.680

Stephanie Gouge: But also with speaking and listening and how with intervention strategies we can work with students in showing their learning with tactile and manipulative to help level.

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00:25:26.160 --> 00:25:33.900

Stephanie Gouge: The learning feel for those learners of. I know that the state personal development grant that works with the Office of Special

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00:25:34.800 --> 00:25:41.340

Stephanie Gouge: Needs in the tea with Kate more and she has a lot of work on that. And here in Washington County, we actually

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00:25:42.300 --> 00:25:54.810

Stephanie Gouge: Went through the process of that grant and have trained, some of our intervention. This and spread teachers using UDL. And so I think that's an important concept for reading interventionist and specialist to know those tools.

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00:25:55.200 --> 00:25:56.220

Stephanie Gouge: And apply them.

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00:25:57.300 --> 00:26:10.050

Karin Keith: And that is definitely a course that is in if they chose this bed pathway that would, that it is definitely one of the courses that and like focus on that you deal methodology.

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00:26:12.420 --> 00:26:24.090

JoDee: Here, I'll echo the importance of the writing piece within that reading course I do feel like maybe a missing component might be the word study piece.

198

00:26:25.980 --> 00:26:28.740

JoDee: And I know teachers struggle with.

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00:26:30.900 --> 00:26:39.390

JoDee: And this is not necessarily words that either. But grammar and language and integrating that into writing and what that looks like. Instead of teaching it.

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00:26:39.780 --> 00:26:46.230

JoDee: Mostly in isolation but also teaching it within the writing. So I don't know if

201

00:26:46.740 --> 00:26:59.250

JoDee: I think there's, I think there's some pieces there that could be put with the writing almost wonder if the writing could even be it's a standalone. I mean, I like it with the reading. But I feel like I feel like there also needs to be something with kind of word study

202

00:26:59.340 --> 00:27:01.770

Karin Keith: Okay, kind of skills and things

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00:27:02.190 --> 00:27:07.320

JoDee: And then maybe in addition to the advanced practical and literacy class.

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00:27:08.430 --> 00:27:13.860

JoDee: The state has rolled out the instructional or the IPG is what they're calling walk the walk through

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00:27:14.280 --> 00:27:17.130

JoDee: And I know as coaches that some things that we're doing.

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00:27:18.420 --> 00:27:29.490

JoDee: So that might be something that you could add or, you know, take something out or whatever that that teachers that are interested in that literacy coaching piece that they might want experience with doing a walkthrough.

207

00:27:30.000 --> 00:27:41.700

Karin Keith: Okay, yes, that would be great and assess assessment to add in there. I may call on some of you all to see if you could help me design something for that class if that would be okay.

208

00:27:43.230 --> 00:27:44.250

Karin Keith: Anything else

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00:27:45.840 --> 00:27:52.110

Julianna Maeng: As a student, I really like that beginning class with the history and like overall look at

210

00:27:53.790 --> 00:28:04.140

Julianna Maeng: A lot of that legislation and things like that, like, over the course of the program I pieced it together slowly. Um, but I feel like that would have been really helpful in the beginning.

211

00:28:05.400 --> 00:28:05.940

Okay.

212

00:28:09.000 --> 00:28:10.050

Karin Keith: Anything else

213

00:28:11.820 --> 00:28:18.210

Celeste Arrowood: And Karen. One thing that we have had a major struggle with this year.

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00:28:19.740 --> 00:28:22.740

Celeste Arrowood: Is the amount of parents who

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00:28:24.270 --> 00:28:30.900

Celeste Arrowood: Feel as if their kids are dyslexic, whether they are or they're not

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00:28:32.280 --> 00:28:37.140

Celeste Arrowood: We have that problem compounded with terrible spelling

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00:28:38.400 --> 00:28:47.370

Celeste Arrowood: And and i know people are all over the board about how they feel about spelling and then we all have our own personal feelings about that.

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00:28:47.970 --> 00:28:55.500

Celeste Arrowood: And also know that computer spellcheck doesn't fix all those problems magically. And so just wonder if there's

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00:28:56.070 --> 00:29:07.770

Celeste Arrowood: You know, I mean, if you're if you're talking in the spirit realm of dyslexia bit, even if you're just talking about the child, he would never qualify. But, you know, may have that issue as well.

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00:29:09.120 --> 00:29:14.370

Celeste Arrowood: It's, it's real, it's perplexing this year because almost every single parent teacher conference. I had

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00:29:15.450 --> 00:29:17.640

Celeste Arrowood: That's what the parents said. The problem was,

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00:29:18.120 --> 00:29:19.320

Karin Keith: Hmm. Interesting.

223

00:29:19.710 --> 00:29:22.620

Celeste Arrowood: Even though it's end up you know parrot diagnose or whatever but

224

00:29:22.740 --> 00:29:23.850

Celeste Arrowood: Yeah, I don't know.

225

00:29:25.110 --> 00:29:26.730

Celeste Arrowood: Okay, thanks.

226

00:29:26.970 --> 00:29:27.930

Karin Keith: Anything else

227

00:29:30.720 --> 00:29:37.110

Karin Keith: Okay, I'm gonna move on. So we're going to transition a little bit here indicate this is where you're going to going to

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00:29:38.190 --> 00:29:49.560

Karin Keith: wonder a little bit about this. So I have to implement six Essential Skills basically into the classes and what I need to know from you all.

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00:29:49.980 --> 00:29:58.290

Karin Keith: Are, are these essential skills for the profession, and then I'll tell you about how I'm assessing them and then get some recommendations.

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00:29:58.590 --> 00:30:10.470

Karin Keith: So those are listed there. I'll have them on a separate slide. So I'll just go over them am. So the first one is application of data literacy is that essential to the profession.

231

00:30:12.090 --> 00:30:12.780

Karin Keith: Thumbs up.

232

00:30:15.810 --> 00:30:21.630

Karin Keith: Yeah, that's what I thought, too. So we have a PP created assessments and

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00:30:22.770 --> 00:30:33.000

Karin Keith: So if we use these as what we call a key assessment, we have to establish validity and reliability on these. So I'm going to try not to do that.

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00:30:33.990 --> 00:30:47.910

Karin Keith: So basically right now in read 5231 we have the learner background information report the pre diagnostic assessment report and then reading miscue inventory and that's it mid point

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00:30:49.710 --> 00:31:01.200

Karin Keith: We also have the action research report and that's at the end. And then we also have the coaching interaction project and needs assessment report parent workshop and professional development.

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00:31:02.340 --> 00:31:19.080

Karin Keith: All of those projects, use the assessment or use data literacy then to design those those projects the reading specialist practice that's a proprietary assessment and it's at the end of program. It's not required, but

237

00:31:20.520 --> 00:31:25.170

Karin Keith: It does address those components that data literacy component as well.

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00:31:26.670 --> 00:31:29.700

Karin Keith: I'm going to keep on going and then I'll ask for

239

00:31:30.780 --> 00:31:42.720

Karin Keith: Thoughts. So in the use of research and understanding of qualitative quantitative mixed methods research methodologies. Is that essential to the profession.

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00:31:46.800 --> 00:31:47.520

Karin Keith: Thumbs up.

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00:31:52.320 --> 00:31:57.900

Karin Keith: OK, so the EP created assessment for those are action

research plan.

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00:31:58.350 --> 00:32:15.660

Karin Keith: Action Research Report in the discourse analysis of videotaped observation. So we have one at midpoint and then again at the end, we don't have any proprietary assessments for the US and proprietary, meaning that we would purchase them or the students purchase them.

243

00:32:17.430 --> 00:32:22.320

9 Emily Helphinstine: And what the research piece to you is some of the questions that

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00:32:23.700 --> 00:32:35.280

9 Emily Helphinstine: You know, every company will say we're research based. And so if someone is ends up in a position where they're looking through and comparing products, it's helpful to know what to really look for so

245

00:32:36.030 --> 00:32:47.820

9 Emily Helphinstine: I'm not sure if the practical side of that is is a part of that. But that to me, could be really helpful. Just because it's, you know, you can have a great salesperson guide a district in a way that they didn't intend to go

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00:32:48.780 --> 00:32:49.380

Right.

247

00:32:55.980 --> 00:32:57.300

Karin Keith: It's a very good point.

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00:32:59.940 --> 00:33:13.380

Karin Keith: And so the next one is the employment of data analysis and evidence to develop Supportive Learning Environment of school environments. So the AP P created assessments. This is classroom.

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00:33:15.000 --> 00:33:15.750

Karin Keith: Do that.

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00:33:20.310 --> 00:33:28.860

Karin Keith: classroom environments reflection, the effective

practices reflection and selecting materials. Those are all at the beginning in

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00:33:30.870 --> 00:33:43.830

Karin Keith: In 5231 again the reading assessment report and that's it midpoint and then the video observation of teaching and discourse analysis of teaching that's closer

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00:33:44.580 --> 00:33:57.270

Karin Keith: To the end of the program and then the needs assessment. I have a link here and I just want your thoughts on it. Well, first of all, how are you all evaluated as reading specialist

253

00:33:59.820 --> 00:34:01.080

Karin Keith: Or literacy coaches.

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00:34:11.010 --> 00:34:19.110

Jessica Hayworth: I can't think of the name what it's called. It's the same one that we have that librarians media specialist. What is that called

255

00:34:21.630 --> 00:34:22.920

Jessica Hayworth: Do you all know what I'm talking about.

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00:34:24.540 --> 00:34:26.130

Jessica Hayworth: Emily, do you know the name of that one.

257

00:34:26.880 --> 00:34:31.830

9 Emily Helphinstine: I always just refer to it as the rubric for librarian, but the

258

00:34:32.490 --> 00:34:34.170

Stephanie Gouge: Other special services.

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00:34:34.260 --> 00:34:36.570

Jessica Hayworth: Yes, I think so. I think that that's what

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00:34:36.600 --> 00:34:40.200

Jessica Hayworth: We are in Kingsport city that's how they're evaluated.

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00:34:40.680 --> 00:34:51.240

Jessica Hayworth: Is think it's more. I think that is more of the scope of the work is the reason they use that one instead of just one small piece and that does allow them to look at the entire scope for the

262

00:34:51.270 --> 00:35:01.710

Stephanie Gouge: There is a specific rubric for intervention. So that principles use in the evaluation process. It is specific to interventionist

263

00:35:02.160 --> 00:35:05.100

Karin Keith: Okay. Is that similar to the team.

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00:35:06.000 --> 00:35:11.340

Stephanie Gouge: It is part of the team, but it's a different rubric for interventionist

265

00:35:11.940 --> 00:35:15.960

Jessica Hayworth: And Karen, I was referring to the team one as well. That was just okay

266

00:35:17.190 --> 00:35:19.470

Karin Keith: God. What about you, and Tiffany

267

00:35:20.430 --> 00:35:24.300

JoDee: That's what we used to as a team rubric for delivery or special services.

268

00:35:24.720 --> 00:35:28.380

JoDee: And it has an environment component to it.

269

00:35:29.400 --> 00:35:37.590

JoDee: And I was trying to remember what else it has three components and come but it's it's it's part of the team also

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00:35:38.490 --> 00:35:41.610

Karin Keith: Do you think that would be valuable in this program.

271
00:35:43.050 --> 00:35:43.200
Or

272
00:35:45.330 --> 00:35:46.440
JoDee: I do. Yeah.

273
00:35:47.520 --> 00:35:56.880
JoDee: I do think that would be, I do think that would be good. I mean, if it looks like that. Most districts use that for those types of positions so

274
00:35:58.500 --> 00:35:59.670
Karin Keith: That will be sometimes

275
00:35:59.670 --> 00:36:00.360
JoDee: A good idea

276
00:36:00.720 --> 00:36:01.920
Karin Keith: Okay, okay.

277
00:36:02.490 --> 00:36:05.520
Karin Keith: Because I think the tsu lesson plan template and rubric.

278
00:36:05.940 --> 00:36:24.810
Karin Keith: It's basically one of the reasons I said I'll use that one is because we have validity and reliability on it and it is a very comprehensive lesson plan template, but I'm not sure that reading specialist would use that Shelby, what would be your thoughts on that.

279
00:36:26.670 --> 00:36:40.980
Shelby Belcher: Yeah, I would agree with that. I don't think reading specialist would use that. But I also think it'd be really helpful to see you know kind of what standards. They're how to and how we would be assessed as well. I think that would really be helpful.

280
00:36:41.550 --> 00:36:50.130
Karin Keith: OK, so maybe that the team, one would be the better choice and the reading specialist practice does address this as well.

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00:36:51.180 --> 00:36:55.890

Jessica Hayworth: And I'll just look that up. It has the planning of services, the environment.

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00:36:56.310 --> 00:37:06.480

Jessica Hayworth: And the delivery of services so that that is where you get that, like I was saying, the major scope of the work. And that's throughout the whole piece. So I feel like

283

00:37:06.840 --> 00:37:19.380

Jessica Hayworth: If they knew what to expect in the program that it's not just a one time like just this one component of that one day, there's no way that could really show what they do.

284

00:37:20.010 --> 00:37:26.880

Jessica Hayworth: So I think it would just make them more comfortable to see that that's something that takes in the entire school year and you look at the work. Okay.

285

00:37:26.910 --> 00:37:28.050

Karin Keith: Great, thanks.

286

00:37:30.090 --> 00:37:41.580

Karin Keith: And the fourth essential skill is leading indoor participating and collaborative activities with other colleagues teachers, administrators, community organizations and parents

287

00:37:42.120 --> 00:37:49.680

Karin Keith: And we have lots of opportunities for that. Those are listed there. And again, the reading specialist practice does address these

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00:37:50.730 --> 00:37:53.850

Karin Keith: So we do have a proprietary assessment for that.

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00:37:58.020 --> 00:38:07.620

Karin Keith: And the fifth one is supporting a probe. Oh, do you all think that that, of course, I don't even need to ask on that. One is that one essential to the profession.

290

00:38:11.520 --> 00:38:22.500

Karin Keith: Supporting appropriate applications of technology for the field of specialization. So for this one, we have the video observation of teaching in the discourse analysis.

291

00:38:23.490 --> 00:38:37.980

Karin Keith: And I think it's me. I'm hitting this the button too much and then PD for teachers. We don't have any proprietary assessments, what, what recommendations do you have for this one. This one is kind of perplexing to me.

292

00:38:56.010 --> 00:39:00.390

Karin Keith: What do you, what technology applications do you feel like our, our

293

00:39:02.670 --> 00:39:08.490

Karin Keith: You know, appropriate for reading specialist to have an a deep understanding of

294

00:39:20.040 --> 00:39:24.780

Tracy: So Dr. Keith. Are you are you talking about like a learning management system. I know in this area.

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00:39:25.830 --> 00:39:33.420

Tracy: Carter county and the ones I talked with unicorn different ones canvas is big. I don't know if that's where you're going, or is it specific things like

296

00:39:34.860 --> 00:39:39.060

Tracy: Flip grid and all these things that teachers could use in a remote environment.

297

00:39:41.100 --> 00:39:43.800

Tracy: online lessons, maybe I'm not understanding

298

00:39:43.830 --> 00:39:46.320

Karin Keith: rah rah, and I

299

00:39:47.400 --> 00:39:50.550

Karin Keith: I think it's any of those. Is it and

300

00:39:51.780 --> 00:40:04.380

Karin Keith: Do they need opportunities to learn about, for example, on the canvas, but also the assessment, the technology used to assess students or the

301

00:40:05.550 --> 00:40:07.080

Karin Keith: You know, easy ICBM

302

00:40:07.620 --> 00:40:11.700

Jessica Hayworth: We don't. I was gonna say, I feel like if it's something you're thinking about universal screeners

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00:40:12.180 --> 00:40:20.520

Jessica Hayworth: For example, eCPM when be something that I would certainly say something that I don't know if this is kind of what you're thinking. And I may be way off.

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00:40:21.510 --> 00:40:32.640

Jessica Hayworth: But when I think about technology for that specific field. I'm thinking of accommodations modifications ways that you can support teachers. So, in my mind, no matter what technology you're using

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00:40:33.360 --> 00:40:39.240

Jessica Hayworth: It might be helpful to show them how like the read aloud options that we have certain

306

00:40:39.960 --> 00:40:52.320

Jessica Hayworth: extensions that we have on computers that will read anything that's in Google or reading anything and other apps. I'm thinking things like that as a reading specialist that's questions were asked quite often.

307

00:40:53.160 --> 00:41:03.630

Jessica Hayworth: Is even though I'm using this it doesn't have the read alone, but with it, like, some of them do. So what can I do, and then you know how to help have that help in my classroom, since I'm just one teacher

308

00:41:04.290 --> 00:41:17.550

Jessica Hayworth: So I feel like using any technology that and we can certainly share the apps that we use and maybe what other surrounding

districts use is probably very similar, but I think that would be super helpful, along with easy CBS

309

00:41:18.420 --> 00:41:18.840

Okay.

310

00:41:23.070 --> 00:41:24.780

Karin Keith: So one of the things that

311

00:41:26.400 --> 00:41:43.200

Karin Keith: Some of you would know who've gone through the program already so the media 5400 course I've taken that out. And so that's the technology course. And I felt like it would be better to embed that technology in different a different course.

312

00:41:46.830 --> 00:41:48.810

Karin Keith: Any thoughts on that students

313

00:41:52.260 --> 00:41:55.680

Shelby Belcher: I haven't taken the technology course yet.

314

00:41:58.110 --> 00:42:02.130

Shelby Belcher: But I do agree that any technology.

315

00:42:03.630 --> 00:42:25.260

Shelby Belcher: Integration would be really great. I know. I have no idea how to work canvas or a lot of the other kind of popular methods of communication, you know, for students and stuff. And I know with my mentor teacher. She tried to explain it, but I feel like it would be

316

00:42:27.210 --> 00:42:35.370

Shelby Belcher: really effective for that to become embedded in multiple classes and also kind of having a

317

00:42:36.540 --> 00:42:44.160

Shelby Belcher: Like a go to list of websites and resources for and the intervention.

318

00:42:44.550 --> 00:42:48.810

Shelby Belcher: type activities that we talked about as well will be

really great.

319

00:42:50.370 --> 00:42:59.970

Julianna Maeng: I'm in the technology course right now. And I feel like I have either done a lot of different technology projects just

320

00:43:00.390 --> 00:43:13.860

Julianna Maeng: Throughout this program and other courses like making videos and things like that and integrating technology into lesson plans or they could be very easily integrated into another class.

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00:43:14.970 --> 00:43:21.720

Julianna Maeng: It seems like the projects are a little disjointed and we're just going down a list of yeah technology projects.

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00:43:21.780 --> 00:43:22.170

Karin Keith: Well,

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00:43:22.740 --> 00:43:23.280

Karin Keith: I think that

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00:43:23.370 --> 00:43:27.840

Julianna Maeng: I would have, I would have appreciated it embedded within classes.

325

00:43:28.200 --> 00:43:40.500

Karin Keith: I have had that feedback before to him. Okay, so we're going to move on to the very last one. And that's application of professional dispositions laws, policies.

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00:43:41.910 --> 00:43:47.370

Karin Keith: Code of Ethics professional standards appropriate to the field. We do have

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00:43:48.510 --> 00:43:52.650

Karin Keith: 5241 as well as 5871 both of those address

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00:43:53.760 --> 00:44:09.180

Karin Keith: Professional dispositions and laws and so forth. The reading specialist practice addresses that. But I've also thought

about implementing the educator disposition assessment. So that is one of the assessments that was loaded to the chat.

329

00:44:10.440 --> 00:44:14.130

Karin Keith: If I could ask you all to just take a look at that.

330

00:44:15.390 --> 00:44:30.450

Karin Keith: And see if you feel like that would be something is it way off base at program entrance. How would I ask candidates to complete a self assessment, we would do this at the midpoint, as well as the end

331

00:45:38.400 --> 00:45:40.020

Karin Keith: Any thoughts on that assessment.

332

00:46:04.080 --> 00:46:16.500

Karin Keith: One of the reasons I chose that assessment is because it has validity and reliability already established rather than me having to establish that. Sorry.

333

00:46:37.980 --> 00:46:40.410

Karin Keith: Okay. Any thoughts on that.

334

00:46:48.270 --> 00:46:50.160

JoDee: I think it looks good. It's very comprehensive

335

00:46:50.610 --> 00:46:58.110

JoDee: Okay. Yeah. Can you speak to real quick. Why the practice is not required. I'm just curious. I don't think

336

00:46:58.860 --> 00:46:59.850

Karin Keith: I am going to speak to that.

337

00:47:03.090 --> 00:47:17.760

Karin Keith: Okay. Do you see anything missing that we should expect in terms of candidate performance or even or anything missing or what should we expect like of all of our assessments.

338

00:47:19.320 --> 00:47:31.620

Karin Keith: What should our expectations be, should it be like a B

or, you know, what would be equivalent to A, B or and then what should be the consequences if candidates do not meet those expectations.

339

00:47:39.900 --> 00:47:43.860

Celeste Arrowood: Is there anything set forth by the College already or is that just up to you.

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00:47:44.160 --> 00:47:53.040

Karin Keith: Well graduate studies they can't students cannot make below a C minus. But other than that, we don't have program expectations.

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00:47:54.960 --> 00:48:05.340

Karin Keith: And, you know, one of our accrediting body requirements is that we work with our elite is to help us establish some of these ideas and

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00:48:06.750 --> 00:48:07.170

Karin Keith: Thoughts

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00:48:13.260 --> 00:48:16.260

Tracy: Dr. Keith. One thing I think of I sit on the Committee.

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00:48:17.760 --> 00:48:26.220

Tracy: These ep, ep is a year and a half ago now, I guess it was and something that we felt was important is for folks to be able to come out.

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00:48:26.670 --> 00:48:38.940

Tracy: Not only knowing about these assessments, but really knowing the weaknesses of these assessments. So I think that may be something to focus on is that all of your candidates understand

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00:48:39.630 --> 00:48:54.990

Tracy: That these assessments that we do that identify certain things with reading or writing or whatever. There are limitations and weaknesses. I'd like for them to be able to to be able to speak to that and know that instead of just maybe passing over there.

347

00:49:01.320 --> 00:49:09.570

Karin Keith: And actually, Tracy, that is something that we do ask the

reading specialist to do in some of the assessment classes.

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00:49:13.320 --> 00:49:14.880

Tracy: That was just something on my mind. Thank you.

349

00:49:16.380 --> 00:49:17.400

Karin Keith: Anything else

350

00:49:18.960 --> 00:49:20.280

Karin Keith: I'm sorry about my dog.

351

00:49:23.130 --> 00:49:44.850

Karin Keith: Okay, I'm going to move on and talk about just real quick recruitment. So as every EP, and I know you all are hoping to recruit diverse candidates and I'm just asking. Would you all be willing to provide a list of your diverse teachers that I could talk with about possibly

352

00:49:45.900 --> 00:49:48.570

Karin Keith: Coming into getting an advanced degree.

353

00:49:53.070 --> 00:49:58.590

Karin Keith: And then are there any methods that to recruit diverse individuals that I'm just missing.

354

00:50:10.800 --> 00:50:17.940

Karin Keith: You already talked a little bit about your need for special education in the needs high or are they

355

00:50:19.980 --> 00:50:23.340

Karin Keith: Doing trouble finding special ed or ESL teachers.

356

00:50:30.120 --> 00:50:32.370

Tracy: Funding specially than ESL actually

357

00:50:43.980 --> 00:50:53.850

Karin Keith: So now I'm going to move into transition points and Jody, this will address your question. So right now the entrance requirement is a GPA of 3.0

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00:50:54.300 --> 00:51:14.940

Karin Keith: And three letters of recommendation with one being from someone who has served in some kind of supervisory role a current resume in a current teaching license if someone doesn't have requirements we can request an interview and possibly look at them as a potential candidate.

359

00:51:18.300 --> 00:51:34.620

Karin Keith: Right now, the average GPA of our candidates is 3.73 in the fall. There were six candidates and it was 3.755 summer there was just one and it was 3.996 and then in spring. It's 3.38

360

00:51:36.060 --> 00:51:40.800

Karin Keith: There are two candidates in spring. So that's the entrance requirement.

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00:51:41.910 --> 00:51:52.770

Karin Keith: The midpoint requirement and I talked with some of your districts before and we talked about the student case study report, which is kind of the reading assessment report.

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00:51:53.250 --> 00:52:03.390

Karin Keith: That maybe that should be the midpoint and that involves pre assessments assessments, they do tutoring case study right up in parallel letters.

363

00:52:05.280 --> 00:52:23.730

Karin Keith: And then the exit requirement is right now. It's a written exam and and so they respond to three different questions on their own time. They have two weeks or so many weeks to do it. And then they send it to me and it's blind scored by our faculty

364

00:52:25.320 --> 00:52:40.110

Karin Keith: And as far as the reading specs specialist practice goes. The reason we haven't required it is because not everybody is desires to be a reading specialist. And so we never did require it.

365

00:52:41.280 --> 00:52:46.380

Karin Keith: I would like to see this move to be an exit requirement.

366

00:52:47.700 --> 00:52:50.370

Karin Keith: Our candidates do exceptional on it.

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00:52:51.480 --> 00:52:56.250

Karin Keith: We have we've had 29 candidates. They changed the task. That's why we have three different

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00:52:57.660 --> 00:53:05.070

Karin Keith: pass rates and so forth. They are but 97 97% on the. This was an old one and

369

00:53:06.810 --> 00:53:18.600

Karin Keith: Actually no, that was, I can't remember. So anyway, the our average scores 184 and then the passing score is 164 so our candidates do well above

370

00:53:20.250 --> 00:53:30.030

Karin Keith: The passage. Right. And then we've had 100% passage right on the new one and non candidates have taken that so

371

00:53:33.330 --> 00:53:38.220

Karin Keith: I'm looking at and want your opinion on should I consider the gra

372

00:53:39.810 --> 00:53:55.770

Karin Keith: Maybe have them take it. I don't know if we would necessarily have a passing score other programs still use the AC t in the essay T and the practice core, as well as the GPA as insurance mid points.

373

00:53:57.240 --> 00:54:06.870

Karin Keith: Should I use the educator dispositions assessment or the team that would be a good mid, mid point, possibly. And then, should the exit be reading specialist practice.

374

00:54:08.370 --> 00:54:10.050

Karin Keith: What are your recommendations, they are

375

00:54:21.210 --> 00:54:26.100

Jessica Hayworth: When you're talking about those entrance exams are those either oars on those

376

00:54:26.100 --> 00:54:26.490

Karin Keith: Or

377

00:54:27.000 --> 00:54:29.910

Jessica Hayworth: Mia right now. Again, you're talking about the GRU would be

378

00:54:30.600 --> 00:54:32.460

Jessica Hayworth: An option of one of them.

379

00:54:32.820 --> 00:54:43.980

Karin Keith: Right. So right now it's GPA. But if we move to that it would be gra or the AC T SH T practice core or GPA.

380

00:54:51.720 --> 00:54:55.680

Karin Keith: And a lot of these are driven by our credit accrediting body.

381

00:54:57.330 --> 00:55:00.810

Karin Keith: What do you think about requiring the reading specialist practice at the end.

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00:55:02.280 --> 00:55:17.010

Stephanie Gouge: I think it's logical to have that as a requirement if if someone is getting their masters in reading and specific to be a reading specialist. I think having passed the exam is added validity to the degree

383

00:55:18.360 --> 00:55:18.780

Okay.

384

00:55:20.010 --> 00:55:20.520

JoDee: I agree.

385

00:55:23.700 --> 00:55:36.330

Karin Keith: Okay so satisfaction surveys. This we're getting close to the end. I've given you a link to these to Google drive's of all those are also the instruments that are popped up.

386

00:55:37.080 --> 00:55:47.520

Karin Keith: I'm going to go over these and then we'll come back and talk about these specifically. So if you'll notice on the instruments and I can pull those up.

387

00:55:50.040 --> 00:55:57.570

Karin Keith: There is a basically the principal survey is exactly exactly like the complete our survey.

388

00:55:59.280 --> 00:56:16.470

Karin Keith: There is a strongly agree, agree, disagree and strongly disagree. So for example, the question is my program prepared me well to perform the following teacher behaviors assess student performance and can make informed instructional decisions to meet learners developmental needs.

389

00:56:18.540 --> 00:56:30.870

Karin Keith: How would you and this is the obscure. But how would you define strongly agree, disagree and strongly disagree, and this would be for complete eaters so they are

390

00:56:33.000 --> 00:56:40.560

Karin Keith: After one year of graduation, we would send it out to them and they would fill this out on their own knowledge base.

391

00:56:46.410 --> 00:56:50.700

Karin Keith: I mean, it's one of those do we do all the time. Some of the time.

392

00:56:58.620 --> 00:57:00.330

Jessica Hayworth: I'm sure you'd get much different.

393

00:57:00.840 --> 00:57:07.410

Jessica Hayworth: Data, you know, if you look at qualitatively, of course, than what you currently have with the strongly agree versus all the time.

394

00:57:07.860 --> 00:57:08.310

Karin Keith: Mm hmm.

395

00:57:10.680 --> 00:57:17.100

Karin Keith: Okay, but I think one of the things that we have to do we have to define what does strongly agree me

396

00:57:25.770 --> 00:57:33.990

Karin Keith: And the principal survey just says that the person who hired assesses student performance and can make informed instructional decisions.

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00:57:41.370 --> 00:57:44.130

Karin Keith: So we can actually come back to them.

398

00:57:46.590 --> 00:57:49.380

Karin Keith: So our expectation is that students

399

00:57:50.730 --> 00:58:10.020

Karin Keith: Have a three or above anything above a three is considered a strength anything under three is an area of need. So that eight that three is agree and the program target, there's a range because we then take the average of what they say about each of the components.

400

00:58:12.480 --> 00:58:25.380

Karin Keith: So, if you don't mind to just take a few minutes and look through those questions and tell me if there are any that are ambiguous or that you you don't understand them.

401

00:58:26.520 --> 00:58:27.930

Karin Keith: And we can go from there.

402

00:58:40.380 --> 00:58:44.610

LaShay Jennings: Do that they do that at the end of the program. Take that

403

00:58:44.970 --> 00:58:49.530

Karin Keith: After they've graduated, actually, a year after they graduated

404

00:58:50.370 --> 00:59:02.460

LaShay Jennings: Well, that's a lot of time to have passed and I'm, I'm wondering if there's any way that we could build in some kind of reminder about the assignments that actually address this teaching

behaviors.

405

00:59:09.450 --> 00:59:11.670

Karin Keith: Maybe we could maybe do that in an email.

406

00:59:24.570 --> 00:59:35.130

Natalia Ward: I wonder, follow up on what let's Jay said. I wonder if I can do it twice can do a survey right after they finish and then kind of removed survey.

407

00:59:35.430 --> 00:59:41.220

Natalia Ward: A year later, or a year and a half later it'll be interesting and may be interesting to see a week.

408

00:59:42.270 --> 00:59:55.950

Karin Keith: Yeah, we actually do that with our initial programs they do an end of program. And it's basically the exact same assessment and then they do it again in a year, a year out, and then three years out.

409

01:00:01.980 --> 01:00:03.390

Karin Keith: Any thoughts on

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01:00:06.390 --> 01:00:10.500

Karin Keith: You know if you have any thoughts on the strongly agree, like, what would that look like

411

01:00:12.180 --> 01:00:15.390

Karin Keith: You know, if we could, if we could define it in then.

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01:00:16.920 --> 01:00:19.410

Karin Keith: At the top, and then have them.

413

01:00:21.120 --> 01:00:29.250

Karin Keith: And wait. You can send me thoughts on it later on after you've had some time to digest it and think about it a little more. And he's

414

01:00:29.490 --> 01:00:31.050

Tracy: Is he is a search that

415

01:00:32.310 --> 01:00:41.940

Tracy: I want to ask terrifying question. So I'll know what to top up and scenes you so is such that maybe strongly disagree, like on that first question you had there about cognitive, social, emotional

416

01:00:43.170 --> 01:00:48.960

Tracy: That would be defined as, you know, I can't remember a course throughout this even addressing that.

417

01:00:49.350 --> 01:00:57.420

Tracy: Were asked only agree on the other end of that spectrum is like, now that I've been in school teaching for a year. We've done our own PD.

418

01:00:57.810 --> 01:01:08.880

Tracy: It's like nothing new has been brought to my attention because ETS you really had me prepared. That is a strongly agree. I guess I'm trying to get both bookmarks here.

419

01:01:09.030 --> 01:01:09.600

Tracy: So that I can

420

01:01:09.840 --> 01:01:10.770

Tracy: Define the middle

421

01:01:11.370 --> 01:01:11.820

Karin Keith: Mm hmm.

422

01:01:13.800 --> 01:01:15.480

Karin Keith: Yep, that's great. Tracy

423

01:01:17.580 --> 01:01:20.310

Karin Keith: So never addressed. And then there's nothing new.

424

01:01:22.560 --> 01:01:23.520

Karin Keith: That I'm seeing

425

01:01:28.260 --> 01:01:37.980

Tracy: I'm just thinking back experience as a principal when we do PD.

A lot of my teachers would come up, say, you know, why did not have this when I was an undergrad or whatever.

426

01:01:38.310 --> 01:01:50.010

Tracy: Or we do some. It's like, you know, the what this is old news. We've been doing this forever and that that PD that follows that first year I think these guys were able to gauge what they learned

427

01:01:50.310 --> 01:01:50.790

Mm hmm.

428

01:01:55.740 --> 01:02:05.160

Julianna Maeng: I just filled this out for my year to go for my undergraduate degree and after three years of experience.

429

01:02:05.250 --> 01:02:25.140

Julianna Maeng: And I think it was helpful to read it as I do this all the time. Some of the time, none of the time because I read through some of these. I know how to do it and but do I actually do it. No. So I think that is a very different way to read through those

430

01:02:25.830 --> 01:02:28.890

Karin Keith: Okay, so it would be all the time.

431

01:02:29.940 --> 01:02:30.420

Karin Keith: And

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01:02:31.500 --> 01:02:32.310

Karin Keith: Often

433

01:02:35.730 --> 01:02:40.050

Karin Keith: Looks great. Hi, maybe rarely and then neighbor.

434

01:02:52.620 --> 01:03:00.240

Karin Keith: Okay. Any I'm going to stop sharing because we're at the end. So any open discussion.

435

01:03:25.200 --> 01:03:42.780

LaShay Jennings: I think revising the the course with this three options. I think it's very exciting as an instructor for many of those

classes. I'm excited to map it out and look at new possibilities. So I'm glad you started this discussion.

436

01:03:45.720 --> 01:04:05.820

Karin Keith: Is there anyone who would I know that you all have enough on your plate already, but would you like to, if you would like to help out, even if it's just on one course or one assessment, then I would love the opportunity to have you all join us and we can do it over zoom

437

01:04:07.680 --> 01:04:08.520

Karin Keith: So that

438

01:04:09.630 --> 01:04:17.460

Karin Keith: And I'm sure I don't know, as far as time goes what time it would take or anything like that, but we could easily do it over zoom

439

01:04:23.040 --> 01:04:27.930

Karin Keith: So if you all want to send me a follow up email. I would love to have your, your help.

440

01:04:32.820 --> 01:04:34.830

Karin Keith: That's all I had. I thank you all.

441

01:04:40.830 --> 01:04:43.350

Karin Keith: And I know, I know this is

442

01:04:44.790 --> 01:04:47.580

Karin Keith: I know it's I'm going to stop the recording.