

STUDENT HANDBOOK
for
MASTERS of SCIENCE DEGREE
READING AND LANGUAGE ARTS



School of Teacher Education
College of Education
The Florida State University
Tallahassee, Florida 32306-4459

<http://www.coe.fsu.edu/STE/Programs/ReadingArts.html>

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GENERAL INFORMATION: Reading and Language Arts at The Florida State University is a graduate program offering three degrees: Master of Science (M.S.), Specialist in Education (Ed.S.), and Doctor of Philosophy (Ph.D.). The Program of Reading and Language Arts is responsible for the preparation of professionals who work at various levels of instruction--early reading and writing development, K-12 school literacy, post-secondary reading programs, and adult literacy programs--as well as the preparation of teacher educators in the area of language and literacy.

The Master of Science (M.S.) Degree is an advanced practitioner degree that offers a selection of courses in Reading and Language Arts. Courses that fulfill state certification requirements in reading are included in the program of study. Students who enter this program should already hold state certification in a field of education. By completion of the master's degree in Reading and Language Arts, students will have taken the coursework necessary for state certification and/or reading endorsement (K-12). This master's degree program is designed for persons aspiring to be master classroom teachers, reading specialists, resource teachers, reading coaches, reading intervention teachers, and reading and language arts consultants.

PROGRAM OBJECTIVES

Upon completion of the Master's Degree, students will be able to achieve the following objectives:

1. Know key research areas and major studies of the field of reading and language arts.
2. Understand the linguistic and cognitive bases of language learning and their relationship to reading and writing.
3. Assess student needs, including appropriate utilization and interpretation of norm-referenced and criterion-referenced tests and observational and informal evaluations.
4. Use effective teaching and learning approaches in the classroom and in intervention settings.

ADMISSION REQUIREMENTS AND PROCEDURES

The admission process into the Master's Program includes a review of the applicant's previous academic record, aptitude for graduate study, teaching certification held, and professional goals. Teaching experience is desirable but not required. Applicants will not be automatically accepted based on any single admission criterion. When reviewing applications, the faculty committee will consider evidence of the following:

1. Application for admission to The Florida State University submitted to the Office of Graduate Admissions (see admissions for on-line graduate application <https://admissions.fsu.edu/> or <https://admissions.fsu.edu/gradapp/>)

Applicants must meet University, College of Education, School of Teacher Education, and Reading and Language Arts Program requirements and deadlines.

Applications will be reviewed when all required information has been submitted, including official GRE scores.

Applicants should check with the Office of Admissions (<http://www.fsu.edu/students/prospective/admissions/>) to verify application deadlines for each semester.

School of Teacher Education admission requirements for graduate school, as well as links to apply, are found at <http://www.coe.fsu.edu/STE/admission.html>

University requirements and links to apply to FSU as a graduate student are found on the website of the Office of Graduate Studies at <http://gradstudies.fsu.edu/> Applicants should apply to the MS Program in Special Education.

Applicants experiencing difficulties with the application are directed to contact the Office of Admissions (OA). If OA cannot resolve, they will refer to the proper team member.

Administrator of Admissions gradadms@admin.fsu.edu or (850) 644-3420

- A baccalaureate degree from an accredited, reputable university.
- Evidence of a 3.5 grade point average or better in the last two years of undergraduate coursework and a minimum score of 850 on the combined verbal and quantitative portions of the GRE OR a 1000 combined score on the GRE. For admission to teacher education, a minimum of 1000 with a minimum of 400 on each section of the GRE.
- Submission of a Graduate Record Examination score and TOEFL score of at least 550, if applicable, as part of the application process.
- Submission of a vita, a statement of professional objectives, two letters of professional recommendation, (teaching experience or other related professional experience is desirable).
- *Certification in a field of education. (See Non-Teacher Education Masters)
- College graduate application to teacher education (<http://www.coe.fsu.edu/OCE/stadmissions.html>)

The application process within the University proceeds as follows:

1. The applicant submits a university application with transcripts and GRE scores to the Office of Graduate Admissions. You can access their web page at www.gradstudies.fsu.edu

2. The applicant submits a [College of Education Graduate Application to Teacher Education to the Office of Academic Services and Intern Support \(OASIS\)](#). You can obtain this application by visiting [this](http://www.coe.fsu.edu/OAS/support.html) website: <http://www.coe.fsu.edu/OAS/support.html>.
3. After an application has been processed by the FSU Office of Graduate Admissions, it goes to the School of Teacher Education. A Reading and Language Arts Program faculty committee reviews the application materials and recommends acceptance or rejection of the application, based on the review of all data.
4. The recommendation of the School of Teacher Education on admission is returned to FSU's Office of Graduate Admissions which, in turn, officially notifies the applicant.

FEES AND FINANCIAL AID

Graduate student tuition rates vary depending on residency. The current schedule of charges may be obtained by contacting the Office of Financial Aid at (850) 644-0539 or via their website, <http://financialaid.fsu.edu/>. A limited number of in-state and out-of-state tuition waivers are available to regular, full-time graduate students through the School of Teacher Education. You will need to contact the School of Teacher Education at (850) 644-4880 for more information.

Financial assistance is available through federal and state financial aid programs, departmental assistantships, and college and university fellowships (The GRE is required for fellowships). Application forms and additional information can be obtained by contacting the College of Education's website <http://www.coe.fsu.edu/finaid/>.

Information regarding departmental graduate assistantships, tuition waivers and fellowships can be obtained by contacting the School of Teacher Education at (850) 644-4880

All application forms should be submitted to the School of Teacher Education and will be considered after the student has been accepted into the Program. Students may apply for other financial assistance not administered by the department by contacting the University's Office of Financial Aid at:

Office of Financial Aid
Florida State University
Room A4400 UCA
282 Champions Way
Tallahassee, FL 32306-2430
Phone: (850) 644-0539
Fax: (850) 644-6404
www.financialaid.fsu.edu

Please Note: You are required to complete an Admission to Teacher Education Form for Graduate Students and return it to Room 108. You will find the application form at <http://www.coe.fsu.edu/OCE/stadmissions.html>.

For information about COE scholarships please check the COE website
<http://www.coe.fsu.edu/finaid/>

TEMPORARY ADVISOR

Once you have been accepted in the program, you will receive notification from the School of Teacher Education of the faculty member who has been assigned as your temporary advisor (You may also contact the Reading and Language Arts Coordinator for the name of your temporary advisor). This temporary advisor should be contacted for advice in scheduling courses for your first semester of work.

During this first semester, you are encouraged to schedule appointments with faculty members within the Program in order to consider those whom you would like to serve as members of your supervisory committee. Your temporary advisor may serve, but will not necessarily serve, as your major professor.

SUPERVISORY COMMITTEE

The supervisory committee should be selected, and mutually agreed upon, by the end of the first semester of coursework. Generally, you select your major professor and then, in consultation with him/her, you select committee members. This recommendation will be forwarded to the School of Teacher Education Chair for approval.

This committee must be formed following FSU and COE guidelines (Be sure to read the graduate section of the “FSU Bulletin” and the COE Student Services). The master's supervisory committee will have a minimum of three members, at least two of whom must be from the Reading and Language Arts Program. This committee will approve the program of study.

PROGRAM OF STUDY

The program of study will be planned by the major professor and the student based on the professional goals and academic needs of the student, but all programs of study must follow the outline for the Master’s Degree program of study (see next page.). This should be accomplished during the first year of study. **It is to be noted that summer workshops will not apply toward the graduate programs of degree seeking students in Reading and Language Arts.** An electronic version of the program of study is available at <http://www.coe.fsu.edu/OAS/support.html#form>. Please download this form and complete it using a word processor. Note that requirements for completing the Masters degree will differ depending on whether the student chooses to take a comprehensive examination or write a thesis.

After this initial planning, a proposed program of study will be circulated for review by all members of the supervisory committee. If satisfactory, the program of study will be signed and sent to the School of Teacher Education Chair and then to the Academic Dean for approval. Students must fulfill State of Florida certification requirements in the field of reading by the completion of the Master’s Degree in Reading and Language Arts. One of these requirements is RED 5947 Practicum in Reading and Language Arts, which is offered only during the Spring Semester on the Tallahassee Campus, and when listed in the Panama City Campus cycle of courses. This course is designed to provide field-based experiences in public settings (60 hours) in conjunction with an on-campus seminar.

Reading and Language Arts
Master of Science Degree with Certification in Reading (K-12)
Minimum of 33 (Comprehensive Examination) or 30 (Thesis) SH Required for
M.S. Degree

DESCRIPTION:

The Master of Science Degree in Reading and Language Arts with certification in reading (K-12) is designed to provide knowledge and skills in reading and language arts for those educators who seek a career as a specialist in developmental and corrective reading and language arts education. Applicants to the program are required to submit the following: (1) University application (850) 644-3220 (2) College of Education Graduate Application to Teacher Education (850)644-3760 (3) Transcripts (850) 644-1050, and verification of Graduate Record Examination (GRE) (850) 644-3017. A faculty committee will consider evidence of the following: (1) a baccalaureate degree from an approved institution, (2) submission of a transcript including a grade point average of 3.5 or better in the last two years of undergraduate study, (3) a minimum score of 850 on the combined verbal and quantitative portions (both sections must be 400 or greater) of the GRE OR a 1000 combined score on the GRE and (4) certification in a field of education

A. CORE COURSES: ALL REQUIRED FOR CERTIFICATION (18 SH)*

Course	Course Title	SH
RED 5337	Supervision and Instruction in Secondary School Reading	3
RED 5546	Diagnosis of Reading Disabilities	3
RED 5548	Correction of Reading Disabilities	3
RED 5947	Seminar & Practicum in Reading and Language Arts (Spring Semester only)	3 (S-U)
LAE 5738	Linguistic Research in Language Arts and Reading	3
LAE 5515	Language and Literacy Assessment	3

ADDITIONAL COURSES TO FULFILL CERTIFICATION REQUIREMENTS AND HOURS TO COMPLETE THE M.S. DEGREE MAY BE SELECTED FROM THE COURSES LISTED IN SECTION B. OTHER RELATED COURSES MAY BE INCLUDED, IF APPROVED BY YOUR SUPERVISORY COMMITTEE.

B. LANGUAGE-RELATED COURSES (9 SH)

Course	Course Title	SH
LAE 5319	Teaching Oral and Written Expression in the Elementary School	3
LAE 5349	Language and Literacy Development through Storytelling/Story writing	3
LAE 5415	Investigation in Children's Literature	3
LAE 5931r	Special Topics in Elementary Language and Literature	3
LAE 6746	Theory and Research in Language Education	3
RED 5109	Development and Assessment of Emergent Reading and Writing	3
RED 5147	Foundations of Developmental Reading	3
RED 5385	Teaching Reading to Adult Illiterates	3
RED 5646	Trends and Issues in Reading	3
RED 5695	Policy Issues in Reading	3
RED 5744	Using Literacy Research to Inform Practice	3
RED 5865	Leadership Practicum in Reading and Language Arts	3
RED5906r	Direct Individual Study	1-3 (S-U)
RED 5911r	Supervised Research	1-4 (S-U)
RED 5945r	Supervised Teaching	1-4 (S-U)
RED 5971r	Master's Thesis	3-6 (S/U)
RED 5973r	Specialist in Education Thesis	3-6 S/U
RED 6747	Theory and Research in Reading	3
RED 6938r	Doctoral Seminar in Reading and Language Arts	3
RED 8976r	Master's Thesis Defense	0 (P/F)
RED 8978r	Specialist Thesis Defense	0 (P/F)

C. ELECTIVE COURSES (6 SH)

D. RED 8966 MASTER'S COMPREHENSIVE EXAMINATION

This course is not required for students completing a Thesis.

NOTE:

1. LAE 3414, LAE 4314, RED 4310, RED 4510, or their equivalents, are considered prerequisites to this program of study and must have been taken within the five-year period preceding admission to the RLA M.S. Program. If not, then graduate course equivalents may be taken (LAE 5415, LAE 5319, RED 5109, and RED 5147).
2. A condition of graduation is a passing score on the K-12 Reading Subject Area Test of the Florida Teaching Certification Exam. Verification will come through Office of Academic Services and Intern Supervision (OASIS).

3. A note about completing the field placement questionnaire for field-based courses:

You will complete a course/field experiences questionnaire for courses with a field component:
LAE 5515, RED 5546, RED 5548, RED 5947

Students who work in the schools are required to have fingerprinting, medical insurance and professional liability insurance prior to entry in any school system. Please check with OASIS for the details. All field placement requests will go through the Field Placement Office and all students will be cleared for a level II background check with their district prior to entry in the district schools.

4. **Dispositions:** Students are advised that their dispositions will be continually observed by the instructor of this course and that the instructor will be asked to complete a summary evaluation of these dispositions for each student. The term “dispositions” refers to the attitudes, professional behaviors, and characteristics necessary to interact within a school setting. Your instructor will be observing your behaviors in the classroom, when meeting privately, and in your interactions with other students. Results of these evaluations will be shared with you during formal advising sessions and are used to assure that you demonstrate the professional attitudes and behaviors appropriate for beginning teachers. A sample of the survey completed for each student is provided below.
5. **Incomplete Grades:** An “I” is given only in circumstances in which a student has reasonable cause for not finishing a portion of the course. In such cases a written agreement will be signed by the faculty and student outlining how the work is to be completed and when.
6. **Experiential Learning (e.g., National Board Credits):** The university does not accept experiential learning or award credit for experiential learning.

Professional Commitments & Dispositions Evaluation

Students' professional commitments and dispositions will be continually observed by program faculty. Faculty will observe student behaviors in the classroom, in field-based experiences, when meeting privately, and in interactions with other students. Faculty will complete a summary evaluation of the professional commitments and dispositions for each student each semester. If faculty determine that a student's evaluation in the area of professional commitments and dispositions requires remediation or any other action, the student will be informed of this decision.

The phrase “professional commitments and dispositions” refers to the attitudes, professional behaviors, and characteristics necessary to interact within a school setting. The professional commitments and dispositions are divided into two areas: Attitudes and Personal Attributes. The specific traits associated with each area are identified below. The traits have been marked to reflect The Code of Ethics and the Principles of Professional Conduct in Florida (EP). These standards are to be demonstrated at all times: in the public school, university, and community. Dispositions will be rated on the following scale:

1 = Inadequate 2 = Needs Improvement 3 = Prepared 4 = Distinguished

Attitudes

Possessing the attitudes for the teaching profession which include character, caring, personal and social competence, approachability, patience, optimism, and having a sense of humor

- Character refers to having integrity, being responsible, being honest, modeling professional behaviors, being committed to doing the best job, and being dependable (EP 2 & 3).
- Caring refers to empathetic, thoughtful, and compassionate understanding toward students & others (EP 2 & 3).
- Personal and social competence refers to being independent, possessing study and technology skills, recognizing appropriate situations in which to share personal information, and the ability to demonstrate mature social skills.
- Approachable refers to being easy and willing to talk to, non-threatening or intimidating, and trusting (EP 2 & 3).
- Patient refers to being understanding with students & others and taking the time to actively listen to concerns or problems (EP 2 & 3).
- Sense of Humor refers to being appropriately funny, being able to laugh with others/students, being able to laugh at one's self, and discerning when humor is appropriate (EP 1).
- The belief that all students can learn refers to seeing the good in others (including students), seeing the good in the process of education, and having a positive outlook on education (EP 1).

Professional Attributes

Possessing the professional attributes for the teaching profession which include commitment to teaching, open-mindedness/acceptance of others, being a role model, having a positive work ethic and cooperative nature, teaching progressively, possessing an awareness of organizational hierarchy, a willingness to accept of feedback, the ability communicate with other, and the ability to be organized and flexible.

- Commitment to teaching refers to wanting to be a teacher, liking the job and working with students, having a passion for education/teaching, and seeing teaching as more than just a job (EP 2).
- Open-mindedness/acceptance of others refers to respecting and tolerating diversity, being non-judgmental, and being sensitive or empathetic to diversity (EP 1).
- Role model refers to upholding personal standards and appropriate behavior, earning the admiration of others, and being the kind of individual that others aspire to be like (EP 2 & 3).
- Work ethic refers to being a hard worker, having dedication, getting the job done, willingness to go the extra mile, and submitting course assignments in a timely manner (EP 2 & 3).
- Cooperative nature refers to the ability to work with others, to collaborate, to work with colleagues, to share ideas, and to seek input (EP 2 & 3).
- Use of teaching methodology/progressive teaching refers to a willingness to try different methods, desire to try new ideas, and an effort to teach in a more student-centered approach (EP 1, 2, & 3).
- Awareness of organizational hierarchy refers to knowing and utilizing the appropriate way to express a concern or problem and maintaining confidentiality (EP 2 & 3).
- Acceptance of feedback refers to a willingness to listen in a nondefensive manner, desire to improve, acceptance and willingness to take and apply suggestions, and openness to suggestions (EP 2 & 3).
- Communication refers to having effective and appropriate verbal and non-verbal skills, including writing, communicating directions, speaking, and listening (EP 2).
- Organization refers to being planned and orderly, providing structure to what is done, knowing what, where, why in teaching, and arriving to class and other required program activities on time and prepared (EP 1 & 2).
- Flexibility refers to calmly handling unexpected changes, adapting to situations, and modifying instruction based on student responses (EP 1 & 2).

COMPREHENSIVE EXAMINATION FOR MASTER'S STUDENTS

The process of comprehensive examinations begins when the student calls the graduate coordinator, Kathy Gartley [kgartley@fsu.edu] for the **reference number**. The graduate coordinator keeps a notebook, which lists the reference numbers for the comprehensive examinations. A separate section is set up for each major professor.

When the student calls for the reference number, the coordinator must make sure that a Program of Study has been submitted. If there is no **Program of Study** in the student's file, then the student must submit the Program of Study before he/she can be given the reference number.

If the student has a Program of Study on file, the coordinator then gives the student the reference number. You can then schedule for your comprehensive exams.

Procedures for the take-home exam

You should inform all committee members that you are taking the exam. The written exam is to be completed during a *two week period*. You will receive questions that answer areas of core knowledge in reading and language arts and/or critical knowledge in the areas of specialization. Be sure to include a bibliography for citing resources. You and the major professor can negotiate which questions (and how many depending on the nature of the question). Use your judgment about length based on the number of questions you have, the amount of information in the area, and the time you have. Once you have determined which two weeks you plan to write, your dates are "clocked" in. You should inform committee members of these dates; they will serve as readers of your completed exam. Students will be informed of the final questions to be selected for the take-home exam. Therefore, students are requested not to solicit this information from the supervisory committee. If you do not complete the comprehensive exam within the allotted two weeks, you will need to start the process over again with a new set of questions. If your allotted writing time expires a second time, you will receive an unsatisfactory for the exam. The process is repeatable only once. Finally, if you receive a failing grade on the exam, you may rewrite only once. Other options are specified in Note #1, p. 14 (following the rubric).

Timeline

The student should check the following website to find out the dates set aside for comprehensives: <http://www.coe.fsu.edu/OAS> (you can also access this information by going to the COE website, and following the path "information for students>academics> and graduate support). Students are responsible for making certain that they have at least one month before the comprehensive exam deadline for writing and for giving faculty time to read and evaluate the exam. You should check the registrar's office to be sure you finish up in time for meeting comprehensive exam and graduation deadlines. If exam is turned in after grades are due, your grade will not be posted until the following semester.

What is the purpose of the comprehensive exam?

The comprehensive examination is administered at or near the completion of coursework. The objective of administering the comprehensive examination at the end of study is to determine whether or not a candidate (1) has mastered program content, (2) handles ideas in a complex, creative and orderly manner, and (3) uses theory and research to support assumptions.

While taking the courses on your program of studies, you should become familiar with the professional literature and be prepared to answer the study questions provided in this handbook. In addition, you should consider coursework and independent study as resources for preparing for the exam.

Note: A thesis may be completed instead of the exams and is encouraged for students planning to pursue a Ph. D.

What exam questions should I study?

The exam questions are listed in two sections: I) Core Knowledge that All our Students Should Know and, II) Critical Knowledge in Areas of Specialization.

- I. All students should study and be prepared to answer the three core questions. (The major professor will determine if one or more will be selected for the exam).
- II. Additional questions, from a corpus of questions under areas of specialization, will be negotiated with the major professor. These questions will build on and be related to your areas of study and future goals.

The entire set of questions can be found in Appendix E.

How will my exams be evaluated?

The written examination will be read by all the committee members to determine whether or not a student (1) has mastered program content acquired through coursework and individual reading; (2) has applied this knowledge in a complex, creative, and orderly manner; (3) has used theory and research to support statements; and (4) has presented ideas effectively in writing.

Rubric for Grading Reading/Language Arts
Master’s Comprehensive Exams

Please review this rubric in preparation for your comprehensive exam. It describes the indicators and criteria faculty will use in grading each question on your exam.

Indicator	3 = High Pass	2 = Pass	1 = Fail *
Complete and Accurate Answer	Communicates a high level of knowledge covered by the question in a comprehensible manner.	Communicates accurate knowledge covered by question in a comprehensible manner.	Information is inaccurate.
	Demonstrates breadth of knowledge and ability to analyze and synthesize topic.	Demonstrates breadth of knowledge.	Answer is too brief or narrow.
Logic and	Paper is well-organized	Paper is adequately-	Paper is poorly organized

Organization	and logical. Easy to follow and find all elements asked by the question.	organized and logical. Can be followed with some effort; contains all required elements.	and logic is lacking. Difficult or impossible to follow; required elements are missing.
Writing Style	No more than two misspellings and grammar is accurate.	Three to four errors in spelling or grammar.	More than 6 misspellings, poor grammar.
Reference	Uses references, citations (5 or more research articles, text books, or curriculum materials).	Uses references, citations (a minimum of 3 research articles, text book, or curriculum materials).	No citations used. No references made to research articles, text book, or curriculum materials).

Notes:

- 1) *Students who earn a failing grade on any area of their comprehensive exam will be required to complete remedial actions as specified by their supervisory committee. Such actions may include any of the following: further study; oral defense of exam; re-writing portions of the exam; or re-taking the entire exam in another semester.
- 2) Allow at least two weeks for faculty to read and evaluate your exam (this may take longer in the summer when faculty are not on contract). If you have successfully passed the exam, you will be notified by your advisor.
- 3) Be sure to fully complete the Comprehensive Examination Results Form in the Appendix for the exam to be evaluated. Be sure to follow directions for copying exams and placing the results forms on each exam packet. Everything must be properly filled out and assembled to be scored. A final clearance form (see appendix) completes the exam process. Go to graduate support (OASIS) and download this form <http://www.coe.fsu.edu/OAS/support.html>.

Assembling the Exam

Once the student is finished, he/she should send electronically a copy of the exam and results form to the major professor and committee members and must follow this up by placing a hard copy of the exam and results form in the mailbox of each committee member. A question must be attached to each response.

Students should type the results form and attach to each of the three packets (highlighting the appropriate professor's name for each packet). A list will be kept by the advisor indicating which examinations have been distributed and to whom.

When the results are returned, the advisor checks it off on the list. Once all three responses are checked off for a student, Kathy Gartley will be notified of the results. If the student has passed, she will attach a clearance form to the result sheets for the major professor's signature. One copy of the signed clearance form and a copy of any comments are placed in the student's

file. Kathy Gartley will forward another copy to the Office of Academic Services and Intern Supervision (OASIS).

The student contacts the advisor about three weeks after the examination is taken. The committee members will not inform the students of their results.

MASTER'S THESIS

While students in the RLA Masters' program may choose to complete a comprehensive exam, the thesis option is strongly encouraged for students who have an active interest in pursuing research as part of their ongoing career goals, especially those who are planning to pursue a doctoral degree.

Requirements for a Master's Thesis in the Reading and Language Arts Program

In order to complete a thesis at Florida State University, all published guidelines as described in the FSU Guidelines and Requirements for Electronic Theses, Treatises, and Dissertations and the RLA Handbook must be followed. These documents may be obtained on-line at <http://www.gradstudies.fsu.edu/forms/guidelinesETD.pdf> and http://www.coe.fsu.edu/cerds/programs/ReadingArts/masters_handbook_2002.pdf

Students should discuss their choice of thesis or exam with their advisor early in their program in order to ensure all course requirements are met. Requirements for a program that culminates in a thesis are different than one that includes an exam, and changing later in a program may result in additional time or number of credits. Before beginning a thesis, students must have the consent of their RLA advisor.

Content of Thesis

The thesis must describe original empirical literacy research that was conducted, at least in part, by the student. This may be one of the following types of research: (a) an original research study, (b) participation in an ongoing research project at FSU, (c) a secondary analysis of an existing data base (e.g., Early Childhood Longitudinal Study), or (d) a quantitative Meta-analysis using extant research literature. While it will be part of any thesis completed in the RLA program, a narrative literature review is not sufficient for completion of the thesis option. Students are strongly encouraged to focus on literacy research areas that are relevant to their immediate and future career goals.

Thesis General Procedures

1. Students should meet with their advisor and collaboratively generate research questions that are then submitted to the entire committee for approval.

2. After the initial research questions are approved, student will write a prospectus of the proposed project that includes the following sections: (a) Introduction, (b) Methods, and (c) Anticipated results.
3. Once the prospectus is approved by the advisor, it will be submitted to the entire committee for approval. A committee meeting will be held if desired by any member of the committee or the student but is not required.
4. After the prospectus is approved, students will apply to the FSU Institutional Review Board for approval to conduct research with human subjects. Once IRB approval is received, active data collection or analysis may begin.
5. The research will be conducted under the supervision of a FSU researcher and RLA advisor (these may be two different people).
6. Once the data are collected and analyses completed, the thesis will be written following FSU guidelines.
7. Once the thesis is approved by the RLA advisor, the entire committee will review it and each student will provide an oral defense of his or her work. The committee will ballot on the quality of the thesis and determine if it meets RLA standards.
8. Students will complete all FSU requirements and meet all deadlines in order to graduate. All deadlines as described in the RLA and ETD handbooks and the Graduate Bulletin.

FACULTY

***BARBARA FOORMAN, Ph.D.**

The University of California, Berkeley, Francis Eppes Professor of Education and Director of FCRR.

Research and Teaching Interests: Reading and language acquisition and development, assessment of reading and reading interventions.

***YOUNG-SUK KIM, Ed.D.**

The Harvard University, Assistant Professor.

Research and Teaching Interests: Language and literacy development processes for preschool aged to primary grade English- and Korean-speaking monolinguals and English language learners.

***BARBARA C. PALMER, Ph.D.**

The Florida State University, Professor.

Research and Teaching Interests: Language and literacy development through storytelling, reading assessment and evaluation, reading comprehension and figurative language interpretation, and adult/family literacy. See <http://garnet.fsu.edu/~bpalmer>

***CAROLYN L. PIAZZA, Ph.D.**

The University of Pittsburgh, Associate Professor.

Research and Teaching Interests: Written composition, language and literacy education, children's literature, and sociolinguistics.

RAMONA T. PITTMAN, Ph.D.

Texas A & M University, Assistant Professor.

Reading and Teaching Interests: Language and literacy education; comprehension, spelling, and writing for adolescents and struggling readers.

**Holds doctoral directive status*

APPENDIX A

COE PROGRAM PLANNING HANDOUT FOR MASTER OF SCIENCE STUDENTS

Florida State University
Graduate Coordinator
Office of Academic Services and Intern Supervision
College of Education
108 Stone Building
Tallahassee, Florida 32306-4460

Voice: (850) 644-3760
FAX: (850) 644-6868

MEMORANDUM

TO: Master Degree Students College of Education
FROM: Marcy Driscoll, Professor and Dean College of Education
RE: Degree program planning for Master Students

Welcome to the College of Education! The attached material is designed to assist you in planning the work for your degree, including your academic program of study.

The first thing you are advised to do is become thoroughly familiar with the University Catalog. The sections that you should be most concerned with are the portions dealing with Graduate Studies and the College of Education. In addition, consult with your advisor to obtain information about department policies and requirements.

Follow the directions for planning your degree program as they are stated in these materials. If you have any questions regarding them, contact the Graduate Coordinator, (850) 644-4808.

Deadline dates are mailed out to the College of Education departments, and you are advised to check with your major professor periodically about these dates as they are subject to change. The dates will also be posted on the bulletin boards in the Carothers, Tully and Stone Buildings.

It must be emphasized that preparing and following a correctly planned degree program is the responsibility of each graduate student. The major professor, committee members, and the others are eager to give all assistance possible, but the responsibility rests with the student.

MASTER'S DEGREE

PROGRAM PLANNING CHECK SHEET

1. **Supervisory Committee:** The supervisory committee should be formed within the first semester. When selecting the members of your supervisory committee, be sure you have the consent of your major professor and school of teacher education chair. The make-up of the Master's Supervisory Committee must consist of a minimum of three members. Two members, including the major professor, must be from the major in which the student will receive a degree and have master's or doctoral directive status.
2. **Program of Study:** AN ORIGINAL AND TWO (2) COPIES of the program of study, signed by all committee members and department chair must be submitted to the Graduate Coordinator during the first semester of enrollment. It is necessary for the semester and year to be listed in chronological order (past to present) to determine that the university, department and college requirements will be met. When changes are made, the student should have his/her major professor write a memo to the Academic Dean stating these changes. It is the student's responsibility to make sure that he/she has met all degree requirements.

An electronic version of the program of study is available at

<http://www.coe.fsu.edu/OAS/support.html#form>.

Please download this form and complete it using a word processor.

Minimum university semester hour degree requirements.

Course Type	Thesis Type
32 hours total	30 hours total
21 hours must be letter grade	18 hours must be letter grade
	6 hours of thesis

Limitations:

- a). Work taken as a special student does not carry graduate degree credit. However, if approved by a student's supervisory committee, up to twelve (12) semester hours of "B" or better may be used. This is done on the program of study.
- b). Work taken more than seven (7) years prior to graduation may not be used toward the degree.
- c). Credit hours for courses with grades C- or below will not apply toward the degree, but are computed in the graduate grade point average (GPA).
- d). The maximum number of 4000 level hours, which may be included in the program of study, is six (6) hours.

- e). For transfer credit of a maximum six (6) semester hours, official transcripts must be submitted to Transcript and Evaluation along with a posting memo obtained from the departmental secretary or from Transcript and Evaluation, 3900A University Center.
- f). Supervised research credit: maximum three semester hours for any one course; maximum 5 credits.
- g). Supervised teaching credit: maximum three (3) semester hours.
- h). Thesis hours: minimum six (6) semester hours.
- i) An incomplete (I) in any course must be completed by the following semester. Otherwise it becomes an I-E (incomplete-expired) and the course is considered an F in the computing a GPA.

3. **Course-Type Programs:** Students must be registered for master's comprehensive exams before they will be permitted to take them. Students registered for comprehensive exams should receive clearance from the Graduate Coordinator in 108 Stone.

4. **Thesis-Type Programs:**

a) Thesis—A copy of the Thesis, Treatise, Dissertation Research Approval Form is available online at http://gradstudies.fsu.edu/forms/research_approval_form.pdf or can be picked up at the Graduate Research Office, 408 Westcott. A rough draft of the thesis should be given to each committee member at least **four (4) weeks** prior to the defense. A final copy should be in the hands of the committee **two (2) weeks** prior to the defense and **MUST** also be given to the department chair.

b) Defense of thesis—Follow all the steps in the **Final Term Check List** in this package.

5. **Graduation:** Application for diploma must be made in the Office of Records and Registration during the **FIRST TWO WEEKS** of the semester in which graduation is planned. A Final Term Clearance Form will be given to the student at that time for each degree. Notify the Graduate Coordinator if you do not plan to graduate during the semester for which you have applied. A reapplication fee may be charged if graduation is postponed.

6. A Final Term Check List is included for your assistance.

POLICIES AND PROCEDURES

Admission to regular graduate standing must be completed.

Committee established by mutual consent of student/major professor/ Department chair.

For master's program a minimum of three members is required. All members must have master's or doctoral directive status. Two members, including the major professor, must be from the major in which the student will receive a degree.

*Must receive "B" or better in each course taken as a special student in order to receive credit toward the master's degree.

**Official transcripts must be attached to receive credit.

***List all courses in chronological order (past to present).

PROCEDURES OF THE PROGRAM OF STUDY

The student obtains his/her Program of Study form from the School of Teacher Education or from the Office of Academic Services and Intern Supervision (OASIS) (108 Stone). The Master's form is green, the Specialist form is yellow and the Doctoral form is blue. The student should complete the Program of Study form within the first semester of graduate work. The student should not be given the reference number for comprehensive examination unless there is a Program of Study on file with the department.

The student fills out the form, listing transfer and special student hours separately on the back. The student types the names of their committee members on the back and then obtains signatures of the committee members.

Then the student makes two (2) copies of the form and submits the original and two copies to the department graduate coordinator.

The graduate coordinator needs to check the Program of Study for the following items:

- If the student has listed special student hours, the coordinator must check that they do not exceed twelve (12) hours and that the student received the grade of a "B" or better for each course.
- If the student has listed transfer hours, the student must submit transcripts from that institution where the hours were taken. The graduate coordinator must fill out a graduate transfer credit form and submit it with the transcripts (with the courses circled in red) to the Evaluation Section of the Admissions Office. A copy of this form must also be placed in the student's file.

- All coursework listed on the Program of Study must have been taken within seven (7) years in order for the student to count it towards the degree.

Once the graduate coordinator checks for these items, he/she then obtains the signature of the School of Teacher Education Chair on the original (the copies can be stamped). Then a copy should be made for the student file and the original and two (2) copies should be forwarded to Office Academic Services and Intern Supervision(108 Stone) for the Dean's signature.

When OASIS returns the copies of the Program of Study (after they have preceded it), one copy should be placed in the major professor's box and the other copies should be placed in the student's file.

APPENDIX B

MASTER OF SCIENCE DEGREE FINAL TERM CHECK LIST

Graduation

1. File application for diploma. This is done in the Office of Records and Registration, Graduation Section, 3900A University Center, during the first two weeks of the semester. At that time, the Final Term Degree Clearance Form is given to the candidate. Follow the steps as indicated on the Final Term Degree Clearance. The Cashier's stamp must be affixed before requesting signatures from your major professor or department chair.
2. Thesis students should be picked up from the Final Clearance Advisor, 408 Westcott, a packet of graduation forms and a copy of the **University Clearance Guidelines**. All fees relating to the packet of graduation forms must be paid at the Cashier's Office before the defense.
3. If you have not registered for Comprehensive Exams/Thesis Defense, this should be done before the end of the second week of the semester. If you have registered for exams or defense in a previous semester and received an incomplete (I), **do not register for it again**.
4. If you intend to participate in commencement exercises, arrange for cap and gown through the University Bookstore.

After Defense of Thesis

1. Submit the following for final approval **to the department chair. One full-week must be allowed for this process:**
 - a. A signed copy of the COE Thesis Defense Clearance and Results form
 - b. The Final Term Degree Clearance form, stamped by the Cashier's Office and signed by the major professor and department chair.
 - c. Three (3) complete copies of the thesis signed off by committee members.

Please note:

At least one of the title pages presented to the Final Clearance Advisor must have original signature (black ink only). Signatures by proxy are ILLEGAL.

2. Return the following **to the Graduate Coordinator:**
 - a. Defense Clearance/Results form signed by committee members, and
 - b. The Final Term Degree Clearance Form for the academic dean's signature.

3. Deliver the following **to the Final Clearance Advisor**, 408 Westcott, no later than 4:00 p.m. of the published deadline date for clearance. **Absolutely no exceptions will be given.**

a. Three (3) complete copies of the thesis (one title page must have original signatures).

b. The Final Term Degree Clearance Form with all steps completed and fully signed off.

After Comprehensive Exam on thesis defended and completed

Exam or thesis defense results form should be submitted to the Graduate Coordinator, 108 Stone.

APPENDIX C

INFORMATION FOR CERTIFICATION

JUST A REMINDER...STATE OF FLORIDA DEPARTMENT OF EDUCATION TEACHER CERTIFICATION TESTING

Since 1980, Florida's teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. "The subject area knowledge that is tested on the Reading K-12 examination was identified and validated by committees of content specialists from within the state of Florida." [Excerpt Taken From the Study Guide for the Florida Teacher Certification Examination, READING K-12, p. 1]

If you would like further information on the certification test, please write to:

Bureau of Educator Certification
Suite 201, Turlington Building
325 W. Gains St.
Room 201
Tallahassee FL 32399
1-800-488-8198
edcert@fldoe.org
<http://www.firn.edu/doe/sas/ftcehome.htm>

For study guides and test preparation information, go to:
<http://www.cefe.usf.edu/mainfront.aspx>.

Study guides cannot be purchased online, only through the mail (or over the phone with a credit card.) Following is the address and telephone number to contact:

FTCE/FELE-USF University for Business
10500 University Center Drive Suite 100
Tampa, Florida 33612
Telephone: (813) 974-2400

CERTIFICATION REQUIREMENTS

- Certification Tests: All students obtaining reading certification must pass the General Knowledge Test and the K-12 Reading Subject Area Test before graduation. Verification will come through the Office of Academic Services and Intern Supervision (OASIS).
- Chalk and Wire: (<http://chalkandwire.com/fsu>). All students seeking reading certification will purchase a computer program called Chalk and Wire. When you purchase your Chalk and Wire account at the FSU Bookstore you will receive a card containing login instructions. Within two week your FSU Program account should be populated with your program Critical Tasks. Chalk and Wire will be used to assess “Critical Tasks” that have been identified by the FSU graduate initial teacher education certification program. The Florida Department of Education and the National Association of Colleges of Teacher Education (NCATE) now require all accredited programs to document individual student performance based on state and national standards. For more information see the Chalk and Wire FSU Web Site at <http://www.coe.fsu.edu/chalkandwire>

For more information about certification requirements, go to <http://www.fldoe.org/edcert/>

6A-4.0291 Specialization Requirements for Certification in Reading (Grades K-12)--Academic Class.

- (1) Plan One. A master's or higher degree with a graduate major in reading, or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in reading to include the areas specified below:
 - (a) Six (6) semester hours in foundations of reading instruction to include the elementary and secondary levels,
 - (b) Six (6) semester hours in diagnosis of reading disabilities and techniques of corrective or remedial reading,
 - (c) Three (3) semester hours in educational measurement,
 - (d) Three (3) semester hours in literature for children or adolescents,
 - (e) Three (3) semester hours in methods of teaching language arts at the elementary or secondary level,

(f) Three (3) semester hours in administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically-based reading research for the prevention and remediation of reading difficulties, and

(g) Three (3) semester hours in a supervised reading practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and intervention of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 231.02, 231.145, 231.15, 231.17 FS. History - New 7-1-90, Amended 7-30-2002

**For more information about reading endorsement requirements, go to
<http://www.justreadflorida.com/endorsement/>**

6A-4.0292 Specialization Requirements for the Reading Endorsement --- Academic Class.

(1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage, and

(2) Fifteen (15) semester hours in reading coursework based upon scientifically-based reading research with a focus on both the prevention and remediation of reading difficulties to include the areas specified below:

(a) Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;

(b) Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;

(c) Three (3) semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically-based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and

(d) Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and remediation of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6) FS. History - New 7-30-2002.

APPENDIX D

Reading Endorsement Courses*

Reading and Language Arts Program
 Florida State University
 School of Teacher Education
 G107 Stone Building
 Tallahassee, FL 32306-4459

Competency 1	RED 5109 / RED 4310	Development and Assessment of Emergent Reading and Writing
Competency 2	RED 5147 (K-12) / RED 4510	Foundations in Developmental Reading Using
	RED 5744	Literacy Research to Inform Practice
	EEX 4250	Individualizing Reading Instruction for Students with Disabilities
	RED 4335	Reading in Secondary Schools
Competency 3	LAE 5515	Language and Literacy Assessment
	EEX 4212	Educational Assessment for Students with Disabilities
	RED 5546	Diagnosis of Reading Disabilities
	EDA 5422	Applied Data Analysis and Assessment for Educational Leaders
Competency 4 & 5	EEX 5258	Advanced Reading Instruction for students with Disabilities (Spring only)
	RED 5337	Supervision and Instruction in Secondary School Reading
Competency 6	RED 5947	Seminar & Practicum in Reading and Language Arts

* Note: Other courses may apply

For more information please contact:
 Carolyn L. Piazza
 Reading and Language Arts Coordinator
 Phone: 644-8476 Email: cpiazza@fsu.edu

APPENDIX E

Comprehensive Exam Preparation

Some General Thoughts about our Overall Mission

Generally, we will want our graduate students to understand the interdisciplinary nature of literacy and that no one field, including ours, “has the answer.” For this reason, they should learn to read across fields, including but not limited to psychology, sociology, economics, anthropology, and medicine. They should understand the different lenses that are used to view classroom literacy instruction – developmental, cognitive, sociocultural, philosophical, critical theory – and what each highlights and overlooks.

Our graduate students should feel comfortable with the idea that, as teachers, they hold a clear responsibility for how well their students learn (or don’t), that student assessments can be a useful guide to instruction, and that research matters. We will have succeeded if they can flexibly apply the skills they learn in our classrooms to the fast evolving world of literacy instruction, including the changing definition of literacy.

Guidelines for Preparing

Before taking the exams a student should...

1. Be conversant with the most recent reading research
2. Read, critique, and use primary sources (i.e., journal articles) to gain new knowledge
3. Consider the sociocultural influences on reading
 - Achievement gap
 - Poverty
 - Home and Parenting
4. Be familiar with current policy issues and meta-analyses
 - Reading First
 - No Child Left Behind
 - New IDEA—response to intervention
 - Writing Next
 - Reading Next
5. Understand reading models/theories – historical and current – and implications for practice and research
 - a. Simple model of reading
 - b. Developmental models
 - c. Ecological models
 - d. Schema theory and other cognitive model

- e. Sociolinguistic models
 - f. Connectionist models
 - g. Psycholinguistic grain size theory of reading
6. Be conversant with other educational topics including
 - a. Working with teachers
 - b. Working with parents
 - c. Working with administration
 - d. Working with literacy coaches
 7. Be aware of other academic disciplines and how to work with them – and how they work
 - a. Special education
 - b. Early childhood
 - c. Speech-language pathology
 - d. Psychology
 - e. Sociology & social work
 - f. Medical
 - g. Other
 8. Be aware of the purposes different types of assessment, how to use assessment to guide practice and identify student reading difficulties, and test theory—classic and modern
 9. Understand when to refer a child to a different discipline (e.g., medical) for more help

PART 1: Core Knowledge that All our Students Should Know

1. Discuss linguistic, cognitive and social /affective factors that influence how students learn to read/write. Be sure to include in your discussion:
 - a. The influence of the writing system (e.g., alphabetic)
 - b. Socio-cultural factors
 - c. Instructional factors
2. Read the attached research article (to be provided the day of the exam). Critically review this paper with regard to:
 - a. Underlying theory and assumptions
 - b. Research questions
 - i. Are they important to ask and why
 - ii. Have the authors “made the case” for their questions in the introduction? If so, how; if not, why not?
 - c. Research design
 - i. Will the research design permit them to answer their questions?
 - ii. Also consider participants, procedures, assessments, and analytic strategy
 - d. Results
 - e. Implications for students and practice in the classroom

3. What causes reading disabilities? Be sure to include the a discussion of the research support for the following potential causes:
 - a. Neurological factors
 - b. Genetic factors
 - c. Environmental factors including instruction

PART II: Critical Knowledge in Areas of Specialization

Research and Theory

1. Explain the major contribution, theoretical stance, and instructional method or research of at least three important scholars in the field (see contributor list following questions). Explicitly describe how this body of research has influenced literacy instruction in the classroom.
2. Discuss reading-writing relationships. Explain the nature and extent to which reading and writing share similar linguistic, cognitive, and social resources (e.g., text structures, learner processes, interventions, and assessments). Consider the transaction between reader, author, purposes, instruction, learner strategies, processes, and texts.
3. Review and discuss research related to emergent reading and writing that has been published within the past 5 years. Cite relevant articles and books and explain their relevance to instructional practice.
4. What guidelines does research provide for the teaching of written composition and what practices can be recommended in teaching writing to elementary and secondary students?
5. Define reading and how it is assessed at different stages of reading development. Be sure to include the following points in your discussion
 - d. How listening comprehension relates to reading comprehension
 - e. How oral reading fluency relates to reading comprehension
 - f. How reading accuracy relates to reading comprehension
6. Gough and Hillinger (1980) describe reading as an “unnatural” act. Explain what they mean and provide research support for their statement.
7. Critique and explain studies that "should not have been", such as Washburne and Morphett, that impacted how we teach reading (magic age of 6.5 yrs. for instruction).
8. Review advances in writing research over the last 15 years. This review might focus on any of the following: process, the text, writing development, methods of research, or instructional advances. For example, you might trace the development of research on writing as a cognitive and social process, considering both intellectual currents and societal forces such as the literacy crisis of the day.

9. Compare and contrast various theories about how children learn. Discuss the implications of these theories for the classroom teacher.
10. Explain an interactive model of reading and why bottom-up or top-down theories are insufficient.
11. Critically evaluate whether a program or instructional method is empirically validated and can be called “scientifically based.”
12. Read a description of a struggling reader, including assessment data, and diagnose the main area of difficulty and explain several teaching methods to address that area.

Development

1. Describe emergent literacy and why it is important.
2. Name and explain Ehri’s developmental phases of word reading.
3. After reading a description or seeing assessment data, identify the student’s strengths and weaknesses, and provide an instruction plan.
4. Describe links between reading and writing (e.g., acquisition and development, text structures, processes, vocabulary/word choice, encoding and decoding, comprehension and composing, fluency). Cite research and theory to support these views and discuss implications for instruction.
5. Describe similarities and differences between oral and written language along several dimensions such as acquisition and development, purposes, response, contextualization, and other linguistic features such as encoding/decoding, syntax, production. Cite research and theory to support these views and discuss implications for instruction.
6. Explain theories of language acquisition and the course of language development. Discuss, in particular, innate versus learned perspectives in language acquisition and development and the extent to which there is a critical period of acquisition of a native language.

Curriculum and Policy Development

1. Design a year-long, research-based curriculum in literature for a self-contained fourth grade classroom. Discuss the themes, organization, objectives, methods, etc. that you would incorporate into this curriculum. Demonstrate the ways that this curriculum might connect to other content area subjects.
2. Identify ten current trends and/or policy issues in reading and language arts. Select two of these issues/trends and discuss their research base in detail. Cite sources to support your response.
3. List and describe current trends in the K-12 curriculum. Suggest at least three trends that are general and that “cut across” the curriculum and then discuss curricular trends in two

content areas. Explain the research base for these trends. Be as specific as possible. Cite resources where appropriate.

Assessment

1. Identify when you would use what test with what child.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Curriculum based
 - d. Progress monitoring
 - e. Summative versus formative
 - f. Screening
 - g. Diagnostic
 - h. Outcome
2. What informal measurement tools and techniques are suitable for assessing student growth in reading and language arts? The use of tests to assess reading achievement and to diagnose reading difficulties has a long-standing tradition in the field. Discuss current trends in testing. Review two works that advocate the use of tests.
3. Select a diagnostic battery that could be used for an upper elementary or secondary student who is unable to read. Explain the reasoning behind your choice. Discuss the variety of ways that experts assess writing. Identify criteria used to define "good" writing and the instruments and systems used to assess it.
4. What factors should be taken into account when evaluating oral or written language? List 5-7 factors and describe these in detail.
5. Portfolios offer students and teachers an opportunity to collaborate in the assessment process. Discuss the types of student portfolios being used in reading-writing classrooms, the possible contents of each, and the ways individuals reflect on and analyze portfolio. How can portfolio assessment be used to show student literacy growth and improve teaching?
6. Select and describe a diagnostic battery (be sure to include a standardized test) that could be used for an upper elementary-aged or high school age student who is unable to read. Explain the reasoning behind your choices.
7. What formal or informal measurement tools and techniques are suitable for assessing student growth in reading and language arts? Why?

Instruction

1. Name and describe all five areas of reading instruction identified by the National Reading Panel. Explain how each area is necessary for proficient reading or how the lack of the area causes problems for readers.

- a. Explain how each area is necessary for proficient reading or how the lack of the area causes problems for readers
 - b. Explain how to provide explicit, systematic instruction in each of the five areas in order to provide differentiated instruction to K-12 students in an organized and integrated fashion. Provide research evidence to support your choices.
2. What role can “the arts” play in literacy programs, and how can students display competence through literacy and the arts? Consider, for instance, how drawings, visuals, and artwork might be used in writing or reading. Or how features of music and sound (e.g. rhythm, stress, prosody, and expression in poetry, in predictable books, or in fluency) can be integral to language learning. Think also about the role of “the arts” (drawings, sound, movement, drama – role playing, readers’ theater or technology) for addressing multiple learning styles and individual needs, particularly with non-native speakers.
3. Identify and discuss three oral language activities in the classroom that promote academic language. Discuss how to structure classroom social interaction so that oral language can be used to serve several functions; including that of enhancing listening and reading comprehension.
4. Discuss related research and recommend practices for using books with preschool-aged and kindergarten children. You may include oral activities such as reading aloud as well as beginning experiences with print.
5. How can you, as an elementary classroom teacher, enable your students to learn through the process of readers’ theater? Discuss how you would use drama as a teaching technique, what role storytelling could play in creative drama activities, and why these strategies would benefit your students in learning to read and write.
6. Student response is considered an important component in the teaching of literature, reading, and composition. Select two works from each of these areas (literature, reading, and composition) and discuss views of response. Describe the role of response in instruction and its importance to comprehension and the production of written language.
7. With a hypothetical adult learner in mind (please create), describe how process-based writing could be implemented in the learning environment to promote writing outcomes. In your answer, begin by letting the reader know that you have a clear understanding of process-based writing instruction. Also, discuss how process-based writing addresses the research supporting the integration of reading and writing instruction and its relation to literacy outcomes.
8. Today, technology is commonly used in schools for the delivery of instruction. Discuss how this technology has affected the teaching and learning of reading and/or language arts.
9. Identify and discuss the educational benefits of a storytelling program in today’s learning environment. Please make sure that you include the following in your response:
 - references to research related to language and literacy development through storytelling
 - the value of integrating technology and storytelling in today's classroom
 - an example of how you might use storytelling as a vehicle for multicultural education

10. Describe “Individualized Student Instruction,” the research supporting its use (or not), and how this kind of instruction might be implemented in the classroom.
11. Describe “Individualized Student Instruction,” the research supporting its use (or not), and how this kind of instruction might be implemented in the classroom.
12. Describe the types of teacher mastery necessary in the several areas of language: phonological awareness, morphosyntactic awareness, alphabetic principle, etc. (i.e., teacher knowledge test of Mather et al.)
13. Identify the major cues readers use while reading.
14. Provide a historical perspective of reading or writing instruction. Use both classic and current works to trace this history.
15. Compare and contrast the viewpoints of Frank Smith and Ken Goodman with current scientific views on how children learn to read.
16. Compare and contrast two major reading theories (for example, Kintsch’s situation model) and explain the significance of these theories for reading instruction.
17. Define what is generally meant by "balanced approach" to teaching. Describe procedures and techniques you would expect to find being used in the balanced approached learning environment. Is there empirical evidence to support a “balanced approach”?
18. Phonics versus meaning based approaches to reading have been hotly debated in the field of reading. Describe and discuss three works that present evidence relevant to this debate.
19. Compare views on the teaching of reading today with those espoused by Huey in 1908.
20. Select two authors from the reading list and discuss their points of view about the teaching of reading or the language arts.
21. Discuss what is known about young children's early writing development and their emerging concepts of writing (for example, concepts of print, invented spelling, writing processes, and use of oral language). How can an understanding of children's writing development guide the classroom teacher in providing optimal learning experiences for young writers?
22. Recently there have been many recommendations at the state and the national levels concerning the education of teachers and the means to attract and retain good teachers in the profession. Discuss these two issues with respect to reading/language arts instruction.
23. Discuss the role of children's literature in a reading program. Specifically, discuss how you might teach phonemic awareness, phonics, fluency, vocabulary, and comprehension using picture and/or chapter books. In each section, begin by defining and explaining each of

the reading components. Then specify particular strategies within these areas that you wish to address and show how the book or books become mentor texts for teaching reading. Specify the teaching strategy or classroom activity/format you would use (e.g., direct instruction, read-aloud, modeling, guiding reading, QAR, literature circles). Create an annotated bibliography of books for teaching reading.

24. Discuss how you would use children's literature in the writing program. Select quality children's books that are exemplars for each of the six traits of writing (including content, organization, voice, sentence structure, word choice, and conventions) and explain how you would use the book to teach skills or strategies for each trait of writing. Be sure to include any writing prompts you might use and explain at what points in the writing process you would use the literature and for what purposes. Finally, explain why literature is a good mentor text for teaching writing. Create an annotated bibliography of books for teaching writing.

Diversity

1. Using correct, parent-friendly language, explain what reading disabilities are; what the cause of RD is; and characteristics of people with RD.
2. Identify common difficulties in development of each of the major reading components.
3. Explain common difficulties ELLs have in acquiring literacy in English. Explain the role of cross-language transfer of metalinguistic skills and how to build on that in instruction
4. Identify two research-based teaching strategies that might be used in a remedial reading program and describe two empirically based sets of materials that could be used in such a program.
5. Discuss the various approaches to second language instruction. Which one is best supported by research?
6. What factors are relevant to acquiring a second language?
7. Describe factors that relate to language differences (including dialect variation, bilingualism, second language acquisition) and how they relate to reading language arts instruction.
8. Educators face the challenge of teaching increasing numbers of students who are culturally and linguistically diverse. Explain the influence of sociolinguistic factors on reading /language arts instruction

Following is a contributor handout to prepare for the exam

Fundamental Knowledge of Major Contributors to the Field and Their Research

*If we see further today, it is simply because
we stand on the shoulders of giants.*
Isaac Newton

It is important for all scholars to have a basic understanding of the major contributors to our field in order to know where we have come from and how our new knowledge is built on their foundation. To this end, every student in our program is expected to be familiar with the work of the following major contributors to the field of Reading and Language Arts. Many of the thinkers and their major works will be included in course work; however students are still responsible even if the contributors are not covered in class.

Pioneers and General Theorists (1900s to 1940s)

Contributor and Area of Emphasis	Representative Work(s)
Edmund Burke Huey Comprehensive foundation for theory/practice; reading fluency; psychological influence	Huey, E.B. (1908). <i>The psychology and pedagogy of reading</i> .
John Dewey Cognition	Dewey, J. (1910). <i>How we think</i> . Lexington, MA: D. C. Heath. Dewey, J. (1938). <i>Experience and education</i> . New York: Touchstone.
Edward L. Thorndike Link between reading and reasoning	Thorndike, E. L (1910). The contribution of psychology to education. <i>The Journal of Educational Psychology</i> , 1, 5 –12. Thorndike, E.L. (1971). Reading as reasoning: A study of mistakes in paragraph reading. <i>Reading Research Quarterly</i> , 6(4), 1971 reprint of original 1917 article, 425-434.
Jean Piaget Development of language	Piaget, J. (1926). <i>Language and thought of the child</i> . New York: Routledge.
Lev Vygotsky Zone of Proximal Development; Child Development	Vygotsky, L. (1985). <i>Thought and language</i> . Cambridge, MA.: The MIT Press. Vygotsky, L. (1980). <i>Mind in society: The development of higher psychological processes</i> . Cambridge, MA: Harvard University Press.
Emmett A. Betts Remediation; framework for reading instruction	Betts, E. A. (1936). <i>Prevention and correction of reading disabilities</i> . New York: Row, Peterson, & Company.
Louise Rosenblatt Reading Response Theory; reader-text transactions	Rosenblatt, L. (1938). <i>Literature as exploration</i> . New York: Appleton – Century.
Guy Bond Secondary reading instruction	Bond, G. L. & Bond, E. (1941). <i>Developmental reading in high school</i> . New York: Macmillan.
William S. Gray Secondary reading instruction	Gray, W. S. (1948). Reading in the high school and college, <i>Forty-Seventh Yearbook, Part II, of the National Society for the Study of Education</i> .

Early Contributors (1950s to 1980s)

Contributor and Area of Emphasis	Representative Work(s)
Rudolph Flesch Phonics	Flesch, R. (1955). <i>Why Johnny can't read</i> . New York: Harper & Row.
M.J. Early Every teacher a teacher of reading	Early, M. J. (1957). What does research reveal about successful reading programs? In M.A. Gunn et. al (Eds.) <i>What we know about high school reading</i> . Champagne, IL.: National Council of Teachers of English.
Kenneth Goodman Whole language; psycholinguistics; miscue analysis	Goodman, K. S. (1965). A linguistic study of cues and miscues in reading. <i>Elementary English</i> , 42, 639-643. Goodman, K.S. (1967). Reading: A Psycholinguistic Guessing Game. <i>Journal of the Reading Specialist</i> , 6(4), 126-135.
Arthur I. Gates Reading assessment	Gate, A.I. & MacGinitie, W.H. (1965). <i>Gates-MacGinitie reading tests</i> . New York: Teachers College Press. Also available in 2005
Jeanne Chall Theories of reading development; reading instruction	Chall, J. S. (1967). <i>Learning to read: The great debate</i> . New York: McGraw-Hill. Chall, J. S. (1989). Learning to read: The great debate twenty years later. A response to "Debunking the great phonics myth." <i>Phi Delta Kappan</i> , 71, 521-538.
H.L. Herber Secondary reading instruction	Herber, H. L. (1970). <i>Teaching reading in content areas</i> . Englewood Cliffs, N.J.: Prentice-Hall.
James Kinneavy Writing across the curriculum	Kinneavy, J. (1971). <i>A theory of discourse: The aims of discourse</i> .
Janet Emig Writing Process in Secondary	Emig, J. (1971). The Composing Process of Twelfth Graders. <i>National Council of Teachers of English</i> .
Mortimer Adler	Adler, M. J. & Van Doren, D. (1972). <i>How to read a book</i> . New York: Touchstone.
James Gray Writing	Bay Area Writing Project (1973). University of California, Berkeley.
Donald Graves Writing	Graves, D. (1973). <i>Children's writing: Research directions and hypotheses based upon an examination of the writing process</i> . Graves, D. (1994). <i>A fresh look at writing</i> . Portsmouth, N.H.: Heinemann.
S. Jay Samuels Automaticity theory of reading fluency; repeated readings	LaBerge, D., & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. <i>Cognitive Psychology</i> , 6, 293-323. Samuels, S.J. (1979). The method of repeated readings. <i>The Reading Teacher</i> , 32 (4), 403-408.
James Britton Writing	Britton, J. (1975). <i>The development of writing abilities</i> . London: Penguin Books.
Jerome Bruner Language acquisition	Bruner, J. (1975). The ontogenesis of speech acts. <i>Journal of Child Language</i> , 2.
Charles Read Children's speech; spelling	Read, C. (1975). <i>Children's categorization of speech sounds in English</i> . Arlington, VA: ERIC Clearinghouse on Language and Linguistics.

Charlotte Huck Children's literature	Huck, C. (1977). <i>Literature as the content of reading</i> . New York: McGraw-Hill.
Delores Durkin Early Literacy	Durkin, D. (1979). <i>Teaching Them to Read</i> . New York: Allyn & Bacon.
Donald Holdaway	Holdaway, D. (1984). <i>The foundations of literacy</i> . New York: Scholastic.
Linda Flower Writing	Hayes, J.R., & Flower, L.S. (1980). Identifying the organization of writing processes. In L.W. Gregg & E.R. Steinberg (Eds.), <i>Cognitive Processes in Writing</i> (pp.3-30). Hillsdale, NJ: Erlbaum.
Jim Cummins ESOL; BICS and CALP; CUP	Cummins, J. (1981). The role of primary language development in promoting education success for language minority students. In California State Department of Education (Ed.), <i>Schooling and Language Minority Students: A Theoretical Framework</i> , 3 – 49.
James Squire Children's Literature	Squire, J. (1983). <i>Composing and comprehending: Two sides of the same basic process</i> . Washington, D.C.: National Academy Press.
Annemarie Palincsar Reading comprehension; strategy instruction; Reciprocal Teaching	Palincsar, A.S. & Brown, A.L. (1984) Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. <i>Cognition and Instruction</i> . <i>Cognition and Instruction</i> , 2, 117-175.
Arthur Applebee Writing	Applebee, A. (1984). <i>Contexts for learning to write: Studies of secondary school instruction</i> . Westport, CN: Ablex Publishing Co.
Marie Clay Emergent Literacy; strategy instruction; Reading Recovery	Clay, M. M. (1984). <i>Observing the young reader</i> . Auckland, New Zealand: Heinemann. Clay, M. M. (1991). <i>Becoming literate: The construction of inner control</i> . Portsmouth, NH: Heinemann.
Major literacy reports of the 1980s	<i>A nation at risk: The imperative for educational reform</i> (1983). Anderson, Heibert, Scott & Wilkinson (1985). <i>Becoming a nation of readers: The report of the commission on reading</i> .
Keith Stanovich Theories of reading; Matthew Effect	Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i> , 21, 360-406.
William Teale & Elizabeth Sulzby	Teale, W. & Sulzby, E. (1986). <i>Emergent literacy: Writing and reading</i> . (Writing Research Series, Vol. 6). Ablex Publishing.
Lucy Calkins Writing	Calkins, L. M. (1986). <i>The art of teaching writing</i> . Portsmouth, NH: Heinemann.
Judith Langer Children's Literature	Langer, J. (1986). <i>Children reading and writing: Structures and strategies</i> . Norwood, N.J: Ablex.
Uri Bronfenbrenner Ecological Theory	Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. <i>Developmental Psychology</i> , 22, 723-742.
Jim Trelease Reading Aloud	Trelease, J. (1989). <i>The read-aloud handbook</i> . New York: Penguin Press.

Current Contributors (1990s to present)

Contributor and Area of Emphasis	Representative Work(s)
Charles Read Spelling	Read, C. (1975). Children's categorizations of speech sounds in English. Urbana, IL: National Council of Teachers of English.
Marilyn Cochran-Smith School Language	Cochran-Smith, M. (1984) <i>The Making of a Reader</i> . Norwood, NJ.
Phillip Gough Simple view of reading	Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. <i>Reading and Writing: An Interdisciplinary Journal</i> , 2, 127-160.
Marilyn Adams Connectionist model of reading; synthesis of research on reading development and instruction	<i>Beginning to read: Thinking and learning about print</i> . Cambridge: MIT Press. (1990).
Edmund Henderson Spelling	Henderson, E. (1990). <i>Teaching spelling</i> . Boston: Houghton Mifflin.
Benita Blachman Phonological Awareness; Intervention for struggling readers	Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? <i>Reading Research Quarterly</i> , 26, 49-66.
James Gee School language	Gee, J. P. (1996). <i>Social linguistics and literacy: Ideology in discourses</i> (2 nd ed.). London: Taylor & Francis. Gee, J. P., Hull, G. & Lankshear, C. (1996). <i>The new work order: Behind the language of the new capitalism</i> . Boulder, CO.: Westview.
Frederick Morrison Early childhood, Transition to School	Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). <i>Improving literacy in America: Guidelines from research</i> . New Haven, CT: Yale University Press. Morrison, F. J., Griffith, E. M., & Alberts, D. M. (1997). Nature-nurture in the classroom: Entrance age, school readiness, and learning in children. <i>Developmental Psychology</i> , 33(2), 254-262.
Gentry, J. Richard Spelling	Gentry, J. R. (1996). <i>My kid can't spell</i> . Portsmouth, N. H.: Heinemann. Gentry, J. R. (1992). <i>Teaching kids to spell</i> . Portsmouth, N. H.: Heinemann.
Sally and Bennett Shaywitz Dyslexia; brain imaging	Shaywitz, S. (1996). Dyslexia. <i>Scientific American</i> , 98-104.
Dyson, Anne Emergent writing	Dyson, A. H. (1997). What the children convey: On matters of time, talk and ebonics. <i>The Quarterly</i> , 19(1).
Linnea Ehri Word reading development; connections between reading and writing	Ehri, L. C. (1998). Research on learning to read and spell: A personal-historical perspective. <i>Scientific Studies of Reading</i> , 2, 97-114. Ehri, L.C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) <i>Learning and teaching reading</i> . London: British Journal of Educational Psychology Monograph Series II.
Barbara Foorman Effective early instruction	Foorman, B.R., Francis, D.J., Fletcher, J.M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. <i>Journal of Educational Psychology</i> , 90, 1-19.

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<p>Shirley Brice Heath School language</p>	<p>Heath, S.B. (1983). <i>Ways with words: Language, life, and work in communities and classrooms</i>. Cambridge University Press.</p> <p>Heath, S. B. (1998). Working through language. In <i>Kid's Talk, Strategic Language Use in Later Childhood</i>. S. Hoyle & C.T. Adger (Eds.) New York: Oxford University Press, 217 – 240.</p>
<p>Catherine Snow Language development; Synthesis of research on early literacy development and instruction</p>	<p>Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i>. Washington, D. C.: National Academy Press.</p>
<p>Chris Lonigan & Russ Whitehurst Early childhood; Dialogic Reading</p>	<p>Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. <i>Early Childhood Research Quarterly</i>, 13, 263-290.</p>
<p>Elfrieda Hiebert Effects of text on reading development and instruction</p>	<p>Hiebert, E.H. (1999). Text matters in learning to read. <i>The Reading Teacher</i>, 52(6), 552-566.</p>
<p>John Guthrie Reading Comprehension; Motivation</p>	<p>Guthrie, J. T., & Wigfield, A. (1999). How motivation fits into a science of reading. <i>Scientific Studies of Reading</i>, 3(3), 199-207.</p> <p>Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. <i>Journal of Educational Psychology</i>, 96, 403–423.</p>
<p>John Hayes Models of writing as a cognitive-social process</p>	<p>Hayes, John R. (2006). New Directions in Writing Theory in. In MacArthur, C.A., Graham, S. & Fitzgerald, J. (Eds.), <i>Handbook of Writing Research</i> Guilford Press.</p>
<p>Steve Graham Writing and Learning Disabilities</p>	<p>Strategy Instruction and the Teaching of Writing: A Meta-Analysis, In MacArthur, C.A., Graham, S. & Fitzgerald, J. (Eds.), <i>Handbook of Writing Research</i>, pp. 187-208 Guilford Press.</p>
<p>Frank Pajares, Writing and self-efficacy</p>	<p>Self-efficacy beliefs in academic settings. <i>Review of Educational Research</i>, 66, 543-578.</p>
<p>Michael Pressley Comprehension; effective instruction</p>	<p>Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds). <i>Handbook of reading research, Volume III</i> (pp. 545-561. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Pressley, M., Wharton-Mc Donald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective first-grade instruction. <i>Scientific Study of Reading</i>, 5, 35-58.</p>
<p>Joseph Torgesen Phonological Awareness; Reading Fluency; Reading Disabilities; Effective Instruction</p>	<p>Rashotte, C.A. & Torgesen, J. K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>, 20(2), 180 – 188.</p> <p>Torgesen, J. (2000). Individual differences in response to early</p>

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Connie Juel Longitudinal research; reading development	Juel, C. (1988). Learning to read and write: a longitudinal study of 54 children from first through fourth grades. <i>Journal of Educational Psychology</i> , 80(4), 43-447. Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. <i>Reading Research Quarterly</i> , 35(4), 498-492.
P. David Pearson Release of responsibility, Schools that beat the odds	Pearson, B. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology</i> , 8, 317-344. Taylor, B. M., Pearson, D. P., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: lessons about primary-grade reading instruction in low-income schools. <i>The Elementary School Journal</i> , 101(2), 121-165.
Lawrence Sipe Early literacy	Sipe, L & Bauer, J. (2001). Urban kindergartner's literary understanding of picture storybooks. <i>New Advocate</i> , 14(4), 329 – 342.
Isabel Beck Vocabulary	Beck, I.L., McKeown, M.G. & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: The Guilford Press.
Hugh Catts Early language development; language disorders and dyslexia	Catts, H. & Hogan, T. (2003). Language basis of reading disabilities and implications for early identification and remediation. <i>Reading Psychology</i> , 24, 223-246.
Joanne Carlisle Vocabulary; Morphological awareness	Carlisle, J.F. (2003). Morphology matters in learning to read: A commentary. <i>Reading Psychology</i> , 24, 373-404.
Christopher Schatschneider Individual differences in readers	Schatschneider, C., Fletcher, J.M., Francis, D.J., Carlson, C., & Foorman, B.R. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. <i>Journal of Educational Psychology</i> , 96, 265 – 282.
NICHD-ECCRN group Early childhood through middle school longitudinal study	NICHD-ECCRN. (2002). The relation of global first grade classroom environment to structural classroom features and teacher and student behaviors. <i>The Elementary School Journal</i> , 102(5), 367-387. NICHD-ECCRN. (2004). Multiple pathways to early academic achievement. <i>Harvard Educational Review</i> , 74(1), 1-29. NICHD-ECCRN. (2005). Pathways to reading: The role of oral language in the transition to reading. <i>Developmental Psychology</i> , 41(2), 428-442.
Robert Tierney	Tierney, R.J., & Readence, J.E. (2004). <i>Reading strategies and practices: A compendium</i> . (6 th ed.). New York: Allyn & Bacon.
Nell Duke	Duke, N. K. (2004). The case for informational text. <i>Educational Leadership</i> , 61(6), 40 – 44.
Diane Lapp and James Flood	Lapp, D. & Flood, J. (2005). Innovation and changes: Reading recovery today. <i>Journal of Reading Recovery</i> , 4(2).

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(Please see Dr. Palmer's website <<http://garnet.fsu.edu/~bpalmer>> for a complete listing of published journal articles and books).

APPENDIX F
SCHOOL OF TEACHER EDUCATION
FLORIDA STATE UNIVERSITY
COMPREHENSIVE EXAMINATION RESULTS FORM

DATE: _____

TO: _____
Major Professor

Committee Member

Committee Member

Committee Member

FROM: _____
(major professor's name)
School of Teacher Education
G107 Stone Building, 4459

RE: Written examination of _____
(Name of Student)

- FOR: _____ Preliminary examination for the Ph.D. or Ed.D.
- _____ Comprehensive examination for Specialist Degree
- _____ Comprehensive examination for Masters Degree
- _____ Other

As a member of this student's Supervisory Committee, your evaluation of this examination is required. Please indicate your response below, return this form to the **major professor's mailbox**. The **CLEARANCE AND RESULTS FORM** will be submitted to you for your signature upon receipt of this form.

COMMENTS:

- _____ PASS
- _____ FAIL
- _____ ADDITIONALWORK NEEDS TO BE COMPLETED AND/OR ANOTHER EXAMINATION ADMINISTERED
- _____ OTHER

SIGNATURE