



RDNG 5362 Psychology of Reading and Reading Difficulties Spring Semester 2024

Instructor:	Dr. Clarissa Booker
Section # and CRN:	P01 and CRN 25404
Office Location:	John B. Coleman Library, Room 123C
Office Telephone:	936-261-3408
Email Address:	cgbooker@pvamu.edu
Office Hours:	Tuesday 12:00 p.m. – 1:30 p.m.; 3:30 p.m. – 4:30 p.m. Thursday 12:00 p.m. – 1:30 p.m. Saturday 2:00 p.m. – 5:00 p.m. MEETING ID: 915 8532 4480 PASSCODE: 7m214q By Appointment
Mode of Instruction:	Face-to-Face Instructional Method
Course Location:	Wilhelmina Fitzgerald Delco Building, Room 243
Class Day and Time:	S 8:00 a.m. – 1:50 p.m.
Catalog Description:	An examination of social and psychological factors related to success and failure in learning to read.
Prerequisite:	None
Co-requisites:	None
Required Text:	Alvermann, D.E., Unrau, N.J., & Sailors, M., & Ruddell, R.B. (Eds.). (2019). <i>Theoretical models and processes of literacy</i> (7 th ed.). New York: Routledge Taylor & Francis Group. ISBN: 978-1-138-08726-2
Recommended Texts:	<i>STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017.</i> Newark, DE: International Reading Association. ISBN: 978-0-87207-379-1 Strunk, W, Jr., & White, E.B. (2000). <i>The elements of style</i> (4 th ed.). Boston: Allyn and Bacon. Texas Education Agency. (2021). <i>The dyslexia handbook-2021 update: Procedures concerning dyslexia and related disorders.</i> Texas Education Agency. See Appendix A for Student Learning Outcomes (SLOs). Student Learning Outcome 1: The Learner and Learning Student Learning Outcome 2: Content Student Learning Outcome 3: Instructional Practice Student Learning Outcome 4: Professional Responsibility

Course Learning Objectives:

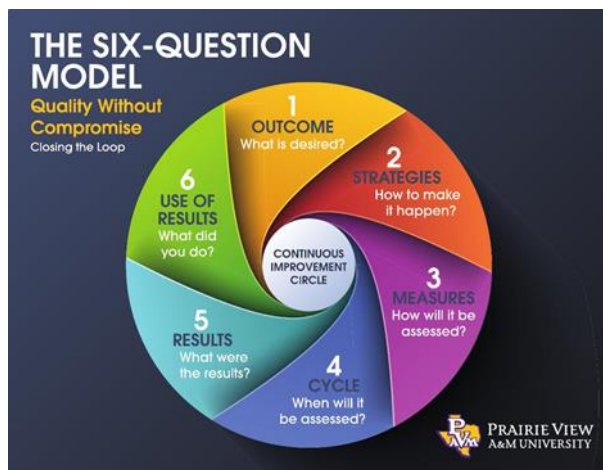
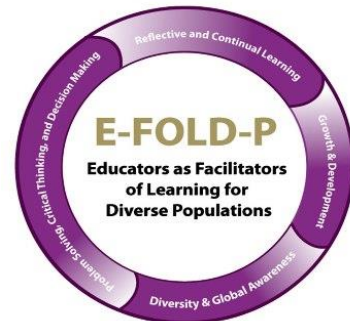
	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Student Learning Outcomes
1.	<p>Demonstrate ways the physical, perceptual, emotional, social, cultural, environmental, and intellectual factors impact learning, language development, and reading acquisition.</p> <p>Educator Standards: I, II, III, IV</p> <p>International Literacy Association (ILA) Standards: 1-6</p>	<p>SLO 1. SLO 2. SLO 3. SLO 4.</p>	<p>Communication Skills (Written and Oral)</p> <p>Differentiate Instruction</p> <p>In-Depth Content Knowledge</p>
2.	<p>Describe how past and present literacy leaders contributed to the knowledge base in reading.</p> <p>Educator Standards: I, II, III, IV</p> <p>International Literacy Association (ILA) Standards: 1-6</p>	<p>SLO 4.</p>	<p>Differentiate Instruction</p>
3.	<p>Show evidence indicating that social factors and psychological factors are related to success and failure in learning to read.</p> <p>Educator Standards: I, II, III, IV http://www.tea.texas.gov</p> <p>ILA Standards: 1-6 http://www.literacyworldwide.org</p>	<p>SLO1. SLO 2. SLO 3. SLO 4.</p>	<p>Differentiate Instruction</p> <p>In-Depth Content Knowledge</p>
4.	<p>Determine the instructional implications in special education, psychology, and other fields that deal with the treatment of students with reading, writing, and learning difficulties.</p> <p>Educator Standards: I, II, III, IV http://www.tea.texas.gov</p> <p>English Language Proficiency Standards (ELPS) http://www.statues.legis.state.tx.us</p> <p>ILA Standards: 1-6 http://www.literacyworldwide.org</p> <p>Texas Essential Knowledge and Skills (TEKS) http://ritter.tea.st.tx.us/rules/tac/chapter110/index.html</p>	<p>SLO 1. SLO 2. SLO 3. SLO 4.</p>	<p>Communication Skills (Written and Oral)</p> <p>Differentiate Instruction</p> <p>In-Depth Content Knowledge</p>
5.	<p>Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.</p> <p>Educator Standards: I, II, III, IV</p> <p>ILA Standards: 1-6</p>	<p>SLO 1. SLO 2. SLO 3. SLO 4.</p>	<p>Communication Skills (Written and Oral)</p> <p>Differentiate Instruction</p> <p>In-Depth Content Knowledge</p>

6.	<p>Sponsor the 22nd ANNUAL FAMILY LITERACY DAY PROJECT.</p> <p>Educator Standards: I, II, III, IV (Select one.)</p> <p>ILA Standards: 1-6 (Select one.)</p>	<p>SLO 1. SLO 2. SLO 3. SLO 4.</p>	<p>Communication Skills (Written and Oral)</p> <p>Differentiate Instruction</p> <p>In-Depth Content Knowledge</p>
7.	<p>Demonstrate the ability to integrate the use of technology in the reading program.</p> <p>Educator Standards: I, II, III, IV (Select one.)</p> <p>ILA Standards: 1-6 (Select one.)</p>	<p>SLO 1. SLO 2. SLO 3. SLO 4.</p>	<p>In-Depth Content Knowledge</p>

COURSE GOALS: RDNG 5362 P01 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
[Educator Standards: I, III; ILA Standards: 1, 5]
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
[Educator Standards: II, III, IV; ILA Standards: 1, 2, 3, 4, 5, 6]
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
[Educator Standard: III; ILA Standards: 2, 5]
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
[Educator Standard: III, IV; ILA Standards: 3, 4, 6]



Major Course Requirements

The evaluation methods for the course will be cumulative and summative:

Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standard II; ILA Standard 3**]

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standard II; ILA Standard 3**]

Practice examination materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standard II; ILA Standard 3**]

Poster Project is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials.

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate an understanding of these ethics policies. [**Educator Standard IV; ILA Standard: 6**]

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Assignments	Three (3) Major Assignments	50%
2) Mid-Semester Examination	Formal Examination (Essay, Multiple Choice, True-False, Short Answer, Completion, etc.)	20%
3) Scheduled <i>TExES</i> Practice Examinations	No credit given for <i>TExES</i>	0%
4) Final Examination	Formal Examination (Essay, Multiple Choice, True-False, Short Answer, Completion, etc.)	20%
5) Ethics, Professional Development and Leadership	Class Attendance, Attendance at Professional Meetings, Leadership Characteristics, etc.	10%
Total:		100

Grading Criteria and Conversion:

A =	90-100
B =	80 - 89
C =	70 - 79
D =	60 - 69

Detailed Description of Major Assignments:

Assignment Title

Description

Assignment 1:

**ANNOTATED
BIBLIOGRAPHY**

ANNOTATED BIBLIOGRAPHY

The candidate will identify, read, and present award-winning books focused on factors related to success in the reading program in an ANNOTATED BIBLIOGRAPHY.

Refer to the format, provided by the instructor of record, for completing this assignment.

1. Select and read award-winning books.
2. Choose one Educator Standard, one *STANDARD FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017*, and one Texas Essential Knowledge and Skills (TEKS) objective.
3. Submit the ANNOTATED BIBLIOGRAPHY; share personal and professional experiences as well as how the books impact reading.
4. Make a professional oral and written presentation of the ANNOTATED BIBLIOGRAPHY.
5. Evaluate the assignment.

Assignment 2:

**Oral and Written Research
Presentation-PowerPoint**

Oral and Written Research Presentation-PowerPoint

The candidate will plan, research, create, and make a professional presentation—PowerPoint on an assigned topic in reading.

Refer to the format, provided by the instructor of record, for completing this assignment.

1. Choose a reading topic.
2. Identify one Educator Standard, one *STANDARD FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017*, and one Texas Essential Knowledge and Skills (TEKS) objective.
3. Research, write, and submit a seven (7) page paper using documented sources discussing the topic.
4. Discuss key points identified to make the connections in using research-based data to teach reading.
5. Include research-based data; submit research-based articles with the report.
6. Make a formal presentation—PowerPoint to the class.
7. Evaluate the assignment.

Assignment 3:

**ANNUAL FAMILY
LITERACY DAY
PROJECT**

ANNUAL FAMILY LITERACY DAY PROJECT

The candidate will plan, research, create, and make a professional presentation for the *ANNUAL FAMILY LITERACY DAY PROJECT*.

Refer to the format, provided by the instructor of record, for completing this assignment.

1. Choose a reading topic.
2. Identify and discuss two (2) standards and four (4) TEKS objectives that can be used for instruction.
3. Provide the supplies and visual aids needed for the project.
4. Present a written report demonstrating the advantages and disadvantages of using research, selected materials, and strategies for the *ANNUAL FAMILY LITERACY DAY PROJECT*.
5. Evaluate the project.

Grade Requirement

Assignments 1 through 3 will use these criteria for grade requirements.

- A = 90-100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69

Course Procedures

Expectations of the Candidate:

1. Read and adhere to the University Class Attendance Policy (1998).
2. Be on time for each class and remain in class for the full class time.
3. Read the handout on **Teacher Expectations**.
4. Purchase the required textbook for RDNG 5362 P01 Psychology of Reading and Reading Difficulties.
5. Participate and make meaningful contributions to class discussions.
 - **Educator Standards:** Standards I, II, III, IV
 - **ILA Standards:** 1, 2, 3,4, 5, 6
 - **Texas Essential Knowledge and Skills (TEKS)**
 - **English Language Proficiency Standards (ELPS), Texas Education Code, 2007**
<http://www.statutes.legis.state.tx.us>
 - The Florida Center for Reading Research (FCRR) <http://www.fcrr.org>
6. Present high-quality assigned individual and/or group oral and written report(s) in the course.
7. Unless a candidate has a documented written statement granting an excused absence, late or past-due assignments will **not** be accepted.
8. Submit **all** assignments, papers, and projects on the scheduled due date(s) and during the regularly scheduled class time.
9. Participate in professional meetings and all field-based assignments as scheduled.
10. All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
11. References are to be properly cited and written according to the *Publication Manual of the American Psychological Association, 7th ed., 2020*.
12. Submit quality reports for all assignments. Be sure to document data and keep a copy for your file.
13. Keep a duplicate of all written work submitted. Be sure to document data and keep a copy for your file.
14. Complete all professional reading and writing assignments according to directions provided by the professor of the course. Be sure to document data and keep a copy for your file.
15. Use communication skills (oral, written, and presentation) in the course.
16. Integrate the use of technology in completing class assignments.
17. Complete all assigned professional readings according to standards in the academic discipline.
18. Examination Policy:

Examinations should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies. See *Student Handbook*.

Successfully pass all examinations as scheduled by the professor and by the University on the scheduled date(s), during the regularly scheduled class time.

Calendar

Week One – Week Two:

Introduction to the Course, State and National Standards Educator Standards: I, II, III, IV; International Literacy Association: Standards 1-6 Digital Resources

Topic Descriptions:

Overview and Introduction to the Standards: State and National
Overview of Social and Psychological Issues Related to Reading

Readings:

Read and discuss these data: SYLLABUS, Candidate expectations, Conceptual Framework-E-FOLD-P (Educators as Facilitators of Learning for Diverse Populations), Assignments, Rubrics, Research Procedures, and Techniques.
Research and discuss the following: Texas Educator Standards <http://www.tea.texas.gov>, International Literacy Association (ILA) Standards <http://www.literacyworldwide.org>, Texas Essential Knowledge and Skills (TEKS), *Texas Examinations of Educator Standards (TExES)*, *The dyslexia handbook 2021 update: Procedures concerning dyslexia and related disorders*, English Language Proficiency Standards (ELPS), etc.

- Selected Research Readings and Critiques [Educator Standards I-IV; ILA Standards 1-6]
- Read the textbook and professional articles.
- Read the award-winning books to complete assignment 1.

Assignments:

- Administer Pre-Assessment.

- SECTION ONE

Historical

Selected Research Readings and Critiques [Educator Standards I-IV; ILA Standards 1-6]

- Present oral discussion.
- Literacies and Their Investigation Through Theories and Models
- Reading Research and Practice Over the Decades: A Historical Analysis
- Waves of Theory Building in Writing and its Development, and their Implications for Instruction, Assessment, and Curriculum
- Marie M. Clay's Theoretical Perspective: A Literacy Processing Theory
- Plan for the **22nd ANNUAL FAMILY LITERACY DAY PROJECT**.
- Participate and share books read in a panel discussion.
- Submit a draft of the ANNOTATED BIBLIOGRAPHY.

SECTION TWO

Cognitive and Sociocognitive

Selected Research Readings and Critiques [Educator Standards I-IV; ILA Standards 1-6]

- Present oral discussion.
- The DRIVE Model of Reading Deploying Reading in Varied Environments
- Role of Reader's Schema in Comprehension, Learning, and Memory
- A Sociocognitive Model of Meaning-Construction: The Reader, the Teacher, the Text, and the Classroom Context
- The Role of Motivation Theory in Literacy Instruction

**Week Three – Week
Four:**

**SECTION THREE
Sociocultural**

- Topic Descriptions: Selected Research Readings and Critiques [Educator Standards **I-IV**; ILA Standards **1-6**]
- Readings: - Read the textbook and professional articles.
- Assignments: - Present oral discussion.
- Toward a More Anatomically Complete Model of Literacy Development: A Focus on Black Male Students and Texts
- New Literacies: A Dual-Level Theory of the Changing Nature of Literacy, Instruction, and Assessment
- Plan for the **22nd ANNUAL FAMILY LITERACY DAY PROJECT**.
- Administer the Mid-Semester Examination (Formal).**
(Essay, Multiple Choice, Short-Answer, True-False, and Completion)
Texas Essential Knowledge and Skills (TEKS)

**Week Five –
Week Six:**

**SECTION FOUR
Critical**

- Topic Descriptions: - Selected Research Readings and Critiques [Educator Standards **I-IV**; ILA Standards **1-6**].
- Readings: - Read the textbook and professional articles.
- A Relational Model of Adolescent Literacy Instruction: Disrupting the Discourse of “Every Teacher a Teacher of Reading”
- Re-imagining Teacher Education
- Assignments: - Present oral discussion.
- Plan for the **22nd ANNUAL FAMILY LITERACY DAY PROJECT**.

**Week Seven-
Week Eight**

**SECTION FIVE
Looking Back, Looking Forward**

- Topic Descriptions: Selected Research Readings and Critiques [Educator Standards **I-IV**; ILA Standards **1-6**].
- Readings: - Read the textbook and professional articles.
- The Transactional Theory of Reading and Writing
- Advancing Theoretical Perspectives on Transnationalism in Literacy Research
- Assignments: - Present oral presentation.
- Finalize plans for the **22nd ANNUAL FAMILY LITERACY DAY PROJECT**.
- Discuss difficulties typically encountered in teaching reading.
- Prepare a checklist for a teacher to use for an analysis of reading improvement.
- Survey three reading teachers and compare theory and practice.
- Prepare a two-page paper on your conclusions.
- Develop a lesson for reading.
- Summarize factors to consider in reading development.
- **Sponsor the 22nd ANNUAL FAMILY LITERACY DAY PROJECT**.
- Discuss current issues, problems, and trends in reading.
- Administer the Final Examination (Formal).**
(Essay, Multiple-Choice, Short Answer, True-False, and Completion)
Educator Standards: I, II, III, IV; ILA Standards: 1, 2, 3, 4, 5, 6
Texas Essential Knowledge and Skills (TEKS)

EDUCATOR STANDARDS:

<http://www.ritter.tea.st.tx.us/rules/chapter110/index.html>

<http://www.tx.nesinc.com>

- Standard I.** Components of Reading: The Reading Specialist applies knowledge of interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
- Standard II.** Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
- Standard III.** Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
- Standard IV.** Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017

International Literacy Association (ILA) <http://www.literacyworldwide.org>

- Standard 1:** Foundational Knowledge
Standard 2: Curriculum and Instruction
Standard 3: Assessment and Evaluation
Standard 4: Diversity and Equity
Standard 5: Learners and the Literacy Environment
Standard 6: Professional Learning and Leadership

International Society of Technology in Education (ISTE) Standards

- 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 3b Establish a learning culture that promotes curiosity and critical examination of online resources and foster digital literacy and media fluency.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our

office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, a computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center's website for information regarding the services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the

Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the University's Administrative Guidelines on Academic Integrity and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya

Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System nondiscrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software • Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

*Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS • Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

References

- Adams, M.J. (1996). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.
- Anderson, R.S., Grant, M.M., & Speck, B.W. (2008). *Technology to teach literacy: A resource for K-8 teachers* (2nd ed.). Columbus, OH: Pearson Merrill Prentice Hall.
- Athans, S.K., & Devine, D.A. (2008). *Quality comprehension: A strategic model of reading instruction using read-along guides, grades 3-6*. Newark, DE: International Reading Association.
- Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kuncan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Beeghly, D.G., & Prudhoe, C.M. (2007). *Litlinks: Activities for connected learning in elementary classrooms*. Boston: McGraw Hill.
- Chall, J.S. (1996). *Learning to read: The great debate* (3rd ed.). New York: Harcourt Brace College Publishers.
- Cunningham, P.M., & Allington, R. L. (2011). *Classrooms that work: They can all read and write* (5th ed.). New York: Allyn and Bacon.
- Dow, R.S., & Baer, G.T. (2013). *Self-paced phonics: A text for educators* (5th ed.). New York: Pearson.
- Edwards, P.A. (2016). *New ways to engage parents: Strategies and tools for teachers and leaders, K-12*. New York: Teachers College Press.
- Fleming, L. (2011). *Reading for thinking* (7th ed.). Boston: Cengage Learning.
- Fresch, M.J. (Ed.). (2008). *An essential history of current reading practices*. Newark, DE: International Reading Association.
- Galda, L., Sipe, L.R., Liang, L.A., & Cullinan, B.E. (2013). *Literature and the child* (8th ed.). Boston: Cengage Learning.
- Gambrell, L.B., & Morrow, L.M. (2014). *Best practices in literacy instruction* (5th ed.). New York: Guilford Press.
- Hall, S.L., & Moats, L.C. (1999). *Straight talk about reading: How parents can make a difference during the early years*. Chicago, IL: Contemporary Books.
- Handy, B. (2017). *Wild things: The joy of reading children's literature as an adult*. New York: Simon & Schuster.
- Hickman, P., & Pollard-Durodola, S.D. (2009). *Dynamic read-aloud strategies for English learners: Building language and literacy in the primary grades*. Newark, DE: International Reading Association.
- Hicks, T., & Runstrom, J. (2023). *Literacies before technologies: Making digital tools matter for middle grade learners*. National Council of Teachers of English.
- Justice, L.M., Pence, K. L., Beckman, A.R., Skibbe, L.E., & Wiggins, A.K. (2006). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy development*. Newark, DE: International Reading Association.
- McWhorter, J. (2016). *Words on the move: Why English won't and can't-sit still (like, literally)*. New York: Henry Holt and Company.
- Moss, B., & Young, T.A. (2010). *Creating lifelong readers through independent reading*. Newark, DE: International Reading Association.
- National Reading Council. (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.
- National Reading Panel. (1999). *Report of the National Reading Panel: Teaching children to read*. Rockville, MD: <http://www.nationalreadingpanel.org>.
- Neugebauer, S.R., Galloway, E.P., & Dobbs, C.L. (2023). *Reimagining language instruction: New approaches to promoting equity*. Teachers College Press.
- Nilsen, A.P., Blasingame, J., Donelson, K.L., & Nilsen, D.L.F. (2012). *Literature for today's young adults* (9th ed.). Boston: Pearson.
- Norton, D.E. (2011). *Through the eyes of a child: An introduction to children's literature* (8th ed.). New York: Pearson.
- Price, L.H., & Bradley, B.S. (2016) *Revitalizing read alouds: Interactive talk about books with young children, PreK-2*. New York: Teachers College Press.
- Schwanenflugel, P.J., & Knapp, N.F. (2016). *The psychology of reading Theory and applications*. Guilford Press.
- Temple, C., Martinez, M., & Yokota, J. (2015). *Children's books in children's hands: A brief introduction to their literature* (5th ed.). New York: Pearson.
- Tiedt, P.M., & Tiedt, I.M. (2010). *Multicultural teaching: A handbook of activities, information, and resources* (8th ed.). Boston: Allyn & Bacon.
- Tracey, D.H., & Morrow, L.M. (2017). *Lenses on reading: An introduction to theories and models* (3rd ed.). New York: Guilford Press.
- Trelease, J. (2013). *The new read-aloud handbook* (7th ed.). New York: Penguin.

JOURNALS

- *Educational Leadership*
- *Journal of Adolescent & Adult Literacy*
- *Journal of Learning Disabilities*
- *Journal of Literacy Research*
- *Journal of Reading Behavior*
- *Language and Speech*
- *Reading Research Quarterly*
- *The Reading Teacher*

DIGITAL RESOURCES

- American Library Association <http://www.ala.org>
- Education Week <http://www.edweek.org>
- E-Books at Harris County Public Library www.netLibrary.com
- Great Web Resources <http://www.indiana.edu/~eric-rec/comatt/ghome.html>
- Houston Chronicle <http://houstonchronicle.com>
- International Literacy Association <http://www.literacyworldwide.org> **ILA Standards I-6**
- iStation <http://istation.com>
- Project Gutenberg <http://www.gutenberg.org>
- Reading Online (an electronic journal of IRA) <http://www.readingonline.org>
- State Board of Teacher Certification <http://www.sbec.state.tx.us>
- Texas Education Agency <http://www.tea.state.tx.us> **Educator Standards I, II, III, IV**
<http://www.tea.state.tx.us/curriculum/rla.html>
- Texas Success <http://www.texasuccess.org>
- The Dallas Morning News <http://www.DallasNews.com>
- The New York Times <http://www.nytimes.com>
- United States Department of Education <http://www.ed.gov>

“A room without books is like a body without a soul.”
-G.K.Chesterton

APPENDIX A
Council for the Accreditation of Educator Preparation (CAEP) Standards
<http://www.caepnet.org/accreditation/final-standards>

Student Learning Outcomes (SLOs)

1. **The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families. (CAEP R1.1; InTASC Standards 1, 2, and 3)
2. **Content:** Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions**. Candidates know the central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students. (CAEP R1.2; InTASC 4 and 5)
3. **Instructional Practice:** Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state-approved technology standards** to engage and improve learning for all students. (CAEP R1.3; InTASC 6, 7, and 8)
4. **Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families**. (CAEP R1.4; InTASC 9 and 10)

Program Learning Outcomes (PLOs)

1. Clinical Partnerships and Practice

The program ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences are designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

2. Candidate Recruitment, Progression, and Support

The program demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The program demonstrates that the development of candidate quality is the goal of educator preparation and the program provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

3. Program Impact

The program demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

4. Quality Assurance System and Continuous Improvement

The program maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The program uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

APPENDIX B
STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017
International Literacy Association
<http://www.literacyworldwide.org>

TEACHER EDUCATORS

Recommended Competencies

In the following sections, the competencies for teacher educators, as they align with the 2017 standards, are described.

STANDARD 1: Foundational Knowledge

Effective teacher educators know and can demonstrate the following:

- Understanding of the theoretical and evidence-based foundations of language acquisition and literacy for all learners, in varied contexts.
- Understanding of the theoretical and evidence-based foundations of writing development, the writing processes, and the integral connections between reading and writing for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theoretical and evidence-based foundations of language, its development, and the ways in which it influences literacy development for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theory and research related to preparing literacy professionals.

STANDARD 2: Curriculum and Instruction

Effective teacher educators know and demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how to design and implement large-group and small-group evidence-based literacy instruction.
- Understanding of the quality and effectiveness of programs and curricula currently used in schools.
- Ability to evaluate effectiveness of these programs.
- Ability to teach preservice and inservice teachers how to differentiate literacy instruction, including approaches for organizing and managing small-group instruction.
- Ability to establish strong field-based partnerships with exemplary literacy teachers and schools.
- Ability to teach classroom teachers and specialized literacy professionals how to develop and facilitate comprehensive and culturally sensitive literacy curriculum and supports for all learners, and especially for learners who are experiencing literacy difficulties.
- How to organize their own classrooms to model comprehensive and culturally sensitive instruction.

STANDARD 3: Assessment and Evaluation

Effective teacher educators know and can demonstrate the following:

- Ability to teach literacy professionals how to understand the purpose, format, features, strengths/limitations, and uses of various tools in a comprehensive literacy and language assessment system (including reliability, validity, formative/summative, inherent language, dialect, and/or cultural bias).
- Ability to understand and be able to teach methods of implementing a data-based decision and evaluation plan, with systematic analysis and interpretation of assessment data (e.g., data patterns across a district), and to design support systems for literacy professionals to ensure reliable and valid results.
- How to use assessment data to design and implement relevant professional learning experiences. They should be able to teach literacy professionals how to use assessment data, results, and trends to thoughtfully recommend professional learning needs and additional resources for instruction.
- How to explain technical aspects of various assessments and advocate for and collaborate with school districts on best assessment practices.

STANDARD 4: Diversity and Equity

Effective teacher educators know and can demonstrate the following:

- A deep understanding of critical pedagogies that apply to diversity and equity in literacy education.
- A deep understanding of their own cultural experiences and how they affect their teaching.
- How to involve teacher candidates in conversations, exercises, and reflective practices that deepen their understanding of issues of diversity and equity in the literacy classroom.
- Ability to ensure that teacher candidates have field-based experiences in diverse school settings.

STANDARD 5: Learners and the Literacy Environment

Effective teacher educators know and can demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how language and literacy develops from birth through adolescence.
- Ability to teach classroom teachers and specialized literacy professionals how to effectively structure the learning environment in pre-K-12 settings.
- Ability to model instructional practices that reflect principles of differentiation, using both traditional and online formats.
- Ability to model effective practices of engaged learning in both traditional and online formats.

STANDARD 6: Professional Learning and Leadership

Effective teacher educators know and can demonstrate the following:

- The role of self-reflection in teacher education.
- Ability to design assignments that provide teacher candidates with opportunities to collaborate.
- Ability to engage in self-reflective, professional development opportunities that increase their teaching performance.
- Ability to engage in programmatic self-study.
- Ability to model political advocacy and activism.
- Ability to conduct research that contributes to the development of the literacy field; such research can be theoretical/empirical or it can be the “scholarship of engagement” (Boyer, 1990).
- Understanding of the 2017 standards for literacy professionals and how they affect the programming for preparing classroom teachers and specialized literacy professionals.

“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.”
-Maya Angelou