California State University East Bay Program Assessment
Program Summary

California State University East Bay/Hayward has had a Graduate Reading Program for over 35 years. The program includes the Reading Certificate and the MS in Education, Option in Reading Instruction. Because CTC accreditation is limited to the Reading Certificate Program, the MS will not be discussed in the Program Assessment documents. California State University East Bay aligned its Reading Certificate Program to the new RLAA Standards in winter 2012 before the admission of the 2012-2013 cohort. The current candidates (2013-2014) are the second cohort to participate in the RLAA-aligned Reading Certificate Program.

California State University East Bay’s Reading Certificate Program was designed to align with the mission of the Department of Teacher Education: To prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long, professional growth and school leadership. Program faculty, working with the Advisory Council, incorporated the department mission into the following outcomes designed for the Reading Certificate Program: Candidates will develop the skills and knowledge to diagnose reading difficulties and provide remediation that improves educational outcomes for diverse students; become Literacy Leaders in their school and school districts; practice the art of collaboration in their daily practice; promote social justice and democracy in their schools and classrooms; engage in discerning reflection; and become ethical professionals.

Program Design
Reading Certificate Program recruits candidates who have strong academic backgrounds, excellent letters of reference, and a passion for literacy instruction. Once admitted, candidates are organized into a cohort and proceed through the program together. The Reading Certificate Program includes five four-unit courses that are completed in three quarters. Candidates typically enter the program in the summer and complete three courses during summer quarter. Candidates complete one Reading Certificate course in the fall and one course in the winter, completing the program at the end of winter quarter. Candidates for the Reading Certificate may also enter the program in the fall, completing the program at the end of the following summer quarter, with the next cohort.

The Reading Certificate Program at CSUEB is coordinated by Dr. Shira Lubliner, a full professor, who reports to the Chair of the Teacher Education Department. All academic programs are approved by the faculty in the Teacher Education Department (TED) and the Council of Chairs of the College of Education and Allied Studies (CEAS). The Department Chair, in turn, reports to the Dean of CEAS, who has administrative responsibility over all credential programs at CSUEB. Additionally, the Reading faculty and Coordinator meet with an Advisory Council comprised of program graduates, local teachers, and administrators.

The current Reading Certificate Program is offered through the Departments of Continuing and International Education (self-support). It is co-sponsored with the Pleasanton Unified School District, located in eastern Alameda County. The District publicizes the program to its teachers, provides classroom space for Reading courses, and helps to recruit children for the Summer Reading Comprehension Clinic. Results of Clinic student assessments are reported directly to the Pleasanton Unified School District superintendent.

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Dr. Lubliner works closely with candidates in the Reading Certificate Program. She conducts informational sessions for candidates prior to admission, evaluates candidates to determine if they meet admission requirements, accepts or rejects candidate applications, and serves as the candidates’ advisor throughout their time in the program. She also evaluates candidates’ completion of requirements for the Reading Certificate and the MS degree.

**Reading Certificate Faculty**
Current Reading Program faculty includes the following tenured CSUEB professors:
Dr. Shira Lubliner (full professor)
Dr. Linda Smetana (full professor)
Dr. Dana Grisham (retired full professor)

**Course of Study (Curriculum and Field Experience)**
The Reading Certificate Program includes five four-unit courses that are completed in three quarters. The following is a list of the Reading Certificate courses (all syllabi are provided in Part II of the Program Assessment):

TED 6230 Reading and Language Arts: Literacy Research and Methods 1 (4 units)
Description: Review research; learn normal progression of literacy development relative to grade level standards; plan implement and assess research based literacy instruction including phonemic awareness, phonics, fluency, and writing for pre-K and up.

TED 6253 Reading and Language Arts: Literacy Research & Methods 2 (4 units)
Description: Review research; plan, implement and assess research based literacy instruction including oral language, vocabulary and reading comprehension for pre-K and up; facilitate use of print media and digital resources.

TED 6220 Reading and Language Arts: Culture of Literacy: Focus on Diversity (4 units)
Description: Review research; develop a culture of literacy capitalizing on students’ diverse knowledge and skills; support second language development; plan, implement and assess instruction to students for diverse ethnic, cultural and socioeconomic groups

TED 6231 Reading and Language Arts: Literacy Assessment & Intervention 1 (4 units)
Description: Review research; introduction to principles of formal and informal literacy-based assessments; learn to select, administer and evaluate assessment data for different audiences and purposes.

TED 6232 Reading and Language Arts: Literacy Assessment & Intervention 2 (4 units)
Review research; learn to assess, instruct and provide intervention for each component of research based literacy instruction; modify the curriculum to address specific needs of students; interpret and use assessment data to inform placement and intervention decisions. Prerequisite: TED 6231

**Field Experiences**
Field experiences are required in each of the Reading courses and are often conducted at candidates’ own school sites. Reading Program faculty members provide guidance and feedback for all field experiences. Professors spend time explaining field experience requirements and

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consulting with students as they complete their work. Field experience papers are graded on Blackboard (based on a rubric) and scores are reported as part of the Biennial Report.

Our main clinical setting, the Summer Reading Clinic, provides an environment in which approaches and methods are consistent with a balanced, comprehensive program of reading instruction. The Reading Comprehension Clinic is held weekly during summer quarter, for 90 minutes between TED 6253 and TED 6220. Candidates work one-on-one with struggling upper grade readers (grades 4th-8th), assessing, designing remediation, and instructing students under the direction of Dr. Lubliner. A substantial number of the Clinic students are English learners, providing the candidates with opportunities to modify instruction to meet the needs of struggling readers who are English learners. Time is set aside each week for Clinic preparation and consultation with Dr. Lubliner. At the end of each Clinic session, time is devoted to discussion of what went well and challenges that candidates are facing with their students.

Assessment of Candidates

Candidates complete signature assignments in each Reading Certificate course. Each assignment is attached to a field experience, in which candidates plan, instruct, assess, and remediate students based on literacy methods taught in their courses. The assignments, candidate instructions, and scoring rubrics are provided in Part III. Data analysis is provided in the recently submitted Biennial Report.

Candidate assessment is also conducted during the Summer Reading Clinic. Dr. Lubliner, the Clinic director and TED 6253 and 6220 course professor, observes each candidate teaching on a weekly basis. Informal feedback is provided frequently and a formal observation with written feedback is conducted once for each candidate during the Summer Clinic. Observations reveal the extent to which candidates are demonstrating the knowledge and skills identified in Standards 2 and 3.