Program Report for the
Preparation of Reading Specialists

Education Standards and Practices Board

C O V E R   S H E E T

Institution University of North Dakota   **State North Dakota**

Date Submitted: January, 2008

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Program documented in this report:
     Name of Institution's program: Reading Education,
     Grade levels for which candidates are being prepared Pre-K-12
     Degree or award level   Master of Education, Master of Science

Is this program offered at more than one site?   ☐ **Yes**   **X No**
          If yes, list sites at which the program is offered:_____
          _____

Title of the state license for which candidates are prepared = None

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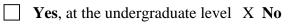**Program report status:**
     X Initial review
     ☐ **Rejoinder**
     ☐ **Response to national recognition with conditions**

State licensure requirement for national recognition:
ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

          ☐ **Yes**, at the undergraduate level X **No**

I. Contextual Information

The Reading Education Master Degrees are designed for educators or other professionals interested in the study of individual readers and writers and reading/language arts curriculum and assessment. A unique feature of these programs is that students become engaged in teaching literacy in a supervised practicum experience. The curriculum requires coursework in the theoretical and practical aspects of teaching and learning language and literacy. It is designed to enable teachers to implement strong integrated language arts programs and to evaluate and improve pupil performance in reading/language arts. The program culminates in a final project. With careful planning students can meet the course requirements for the North Dakota Reading Credential and be credentialed as reading teachers. The curriculum includes 32 credits.

No candidate has pursued the M.S. degree for a few years. Similarly, no candidate has pursued the thesis option. These options, however, are available and sample programs of study with these options are provided in the Academic Catalog. Currently, candidates pursue the M.Ed., thus, this degree is most fully represented in this report.

UND Catalog Information on Graduate Courses for a Major in Reading Education (ESPB Reading Specialist Standards are Indicated)

T&L 524 – Reading in the Content Area (2 credits). Pre- or co-requisite: CTL 530. How and why reading should be taught in the content areas (i.e. Social Studies, Science, Math, etc.). Research studies in the field of content reading and a variety of instructional practices are reviewed. (ESPB Reading Specialist Standards: 5007.2)

T&L 530 – Foundations of Reading Instruction (3 credits). A study of developmental reading instruction. Emphasis is placed on the psycholinguistic process of teaching and learning, critiquing historical and current research, and the instructional approaches each supports. (ESPB Reading Specialist Standards: 5007.1, 3, 5, 6, 7, 10)

T&L 534/583 – Basic Reading Diagnosis and Remediation Clinic (2/2 credits). Prerequisite: TL 530 or consent of instructor. Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom. Supervised clinic practicum in diagnosis of reading difficulties, report writing, and tutoring. Includes consultations. (ESPB Reading Specialist Standards: 5007.3, 5, 6, 8, 9)

*T&L 590 – ST: Children's Literature in the Classroom (3 credits). This course is a study of children's literature and literary criticism which serves as the foundation for examining teaching methods that develop children's engagement with literature and promote reading achievement. (ESPB Reading Specialist Standards: 5007.4)

*T&L 590 – ST: Writing in the Elementary School (3 credits). This course examines writing as a process that is developmental, cultural, social, and individual. Emphasis is on effective implementation of the essential structures of writing workshop and on monitoring and assessing writer's growth. (ESPB Reading Specialist Standards: 5007.7)

T&L 590 – ST: Language and Literacy Development of English Language Learners (ELLs) (3 credits).

TL 536 Teaching & Supervision of Elementary Language Arts (3) Pre- or co-requisite: TL 530. Considers the objectives of the elementary language arts program, methods of instruction, and recent curricular trends. Recent research are read and critiqued. (ESPB Reading Specialist Standards: 5007.7, 11)

T&L 569 – Action Research (3 credits). Prerequisite: graduate status. The study of the philosophy and methods of action research. Emphasis is focused on analysis of and reflection on one's teaching for the purpose of improvements in student learning. (ESPB Reading Specialist Standards: 5007.10)

T&L 583/534 – Reading Clinic/Basic Reading Diagnosis and Remediation (2/2 credits). Prerequisite: TL 530 or consent of instructor. Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom. Supervised clinic practicum in diagnosis of reading difficulties, report writing, and tutoring. Includes consultations. (ESPB Reading Specialist Standards: 5007.3, 5, 6, 8, 9)

T&L 995 – Scholarly Project (2 credits). An independent project that demonstrates critical analysis and application of information gained throughout the program of study. (ESPB Reading Specialist Standards: 5007.10)

T&L 997—Independent Study (2 credits). (ESPB Reading Specialist Standards: 5007.10)

*Course will go through UND curriculum committees to become a part of the reading education curriculum.

Vitae for Reading Education Faculty
Shelby J. Barrentine, Ed.D.
Professor
http://www.und.edu/dept/tl/Vitas%202006/sbarrentinevita.html

Barbara Combs, Ph. D.
Associate Professor
Associate Dean of Teacher Education
http://www.und.nodak.edu/dept/ehd/teachereducation/combs.pdf

Anne Walker, Ph. D.
Associate Professor
http://www.und.edu/dept/tl/Vitas%202006/awalkervita.html

Vacancy—Job Posting Position Number 00014008
Currently conducting a search for a tenure track assistant or associate professor with doctorate or emphasis in literacy education.

Teacher Education Unit's Conceptual Framework

Teachers as Learners: Teachers are committed to continuing the process of learning with an emphasis on learning to teach.

Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.

Teacher As Articulate Visionary: Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views.

Alignment of Conceptual Framework, NBPTS Standards, and Master's Degree Program Goals
Teachers as Learners: Teachers are committed to continuing the process of learning with an emphasis on learning to teach.   NBPTS Proposition 1: Teachers are committed to students and their learning.   • Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.   • Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.
Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.   NBPTS Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.   • Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).   • Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students.
Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.   NBPTS Proposition 3: Teachers are responsible for managing and monitoring student learning.   • Goal 3.1   Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.   • Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.

NBPTS Proposition 4: Teachers think systematically about their practice and learn from experience.

- Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

Teacher As Articulate Visionary: Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views.

NBPTS 5 Proposition: Teachers are members of learning communities.

- Goal 5.1 Candidates demonstrate ability to collaborative with others as members of learning communities who can contribute to the effectiveness of the school.

North Dakota

05007 READING SPECIALISTS (ADVANCED)

05007.1 The program requires study of language as a symbolic system, of the linguistic and cognitive bases of literacy, and of major theories of language and cognitive development. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.2 The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.3 The program requires study of and experiences with teaching a variety of strategies which enable word recognition for comprehension and/or which develop and extend vocabulary. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.4 The program requires study of and experiences with teaching appreciation of literature in various literacy genre, personal-social growth through reading, and the use of fiction and content area reading to encourage lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.5 The program requires study and use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.6 The program requires understanding the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.7 The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.8 The program requires studying the means of teaching students with special reading needs. Attention must be paid to appropriate involvement of parents, knowledge of high interest materials and techniques, and attention to the influence of culture, gender, and native language on student response. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

5007.9 The program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.10 The program requires study of and experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.11 The program requires the study of current, appropriate instructional technologies; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

North Dakota ESPB*/NBPTS **/UND Reading Education Program Standards (REPS) Crosswalk

Teacher Education Graduate Programs	ESPB Standard	NBPTS 1 REPS 1.1	NBPTS 2 REPS 2.1, 2.2	NBPTS 3 REPS 3.1, 3.2	NBPTS 4 REPS 4.1	NBPTS 5 REPS 5.1
Reading	05007.1		X			
	05007.2	X	X	X		
	05007.3	X	X	X		
	05007.4	X	X	X		
	05007.5	X		X		
	05007.6	X		X		
	05007.7		X	X		
	05007.8		X	X		
	05007.9		X			X
	05007.10				X	X
	05007.11		X	X		

*ESPB: Education Standards and Practices Board
**NBPTS: National Board for Professional Teaching Standards

Summaries of the UND Reading Education Assessment Plan by Assessment Areas 1-3, Performance Task, Course, and Alignment of Performance Assessments with ESPB Reading Specialist Standards

Area 1: Knowledge, Instruction and Assessment
Advanced Critical Tasks, Related Course, and Reading ESPB Standards

Advanced Critical Task 1	**Advanced Critical Task 2**	**Advanced Critical Task 3**	**Advanced Critical Task 4**	**Advanced Critical Task 5**	**Advanced Critical Task 6**
Theory-Practice Study	Deep & Wide: Genre Study	Writing Process Portfolio	Case Analysis	Instructional Strategies Set	Creative Literacy Multimedia Project
TL 530 Foundations of Reading Instruction	TL 590 Children's Literature the Classroom	TL 590 Writing in the Elementary School Classroom	TL 534 Basic Reading Diagnosis	TL 524 Reading in the Content Area	TL 536 Teaching & Supervision of Language Arts
Reading ESPB 5007.1, 3, 5, 6, 7	Reading ESPB 5007.4	Reading ESPB 5007.7	Reading ESPB 5007.3, 5, 6, 7, 8, 9	Reading ESPB 5007.2	Reading ESPB 5007.7, 11

Area 2: Effect on Student Learning

TL 583 Reading Clinic	
Diagnostic Portfolio and Written Report	Practicum Performance Report
Reading ESPB 2007.5, 8	Reading ESPB 2007.9

Area 3: Research

TL 530 Foundations of Reading Instruction	**TL 569 Action Research**	**TL 995 or 997**
Literature Review	Report on Action Research	Scholarly Project or Independent Study
Reading ESPB 2007.10	Reading ESPB 2007.10	Reading ESPB 2007.10

Area 1 Assessment Tool: Advanced Critical Task Rubric for Assessing Knowledge, Instruction & Assessment

Advanced Critical Task Rubric (Masters Programs)

Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.	Knowledge of development and other theory to support effective design of instruction and assessment for all students is not demonstrated or is cursory. It is not apparent that differences among learners are valued.	Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits. Accommodations are provided and attend to needs of the learners.	It is evident that learner differences are regarded as assets to the learning community; connections between sociocultural, developmental and related theory, instructional practice and understanding of students are developed routinely to adjust for learner needs.	
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	Some or all of following are evident: Expression interferes with meaning, lacks effective organization, appearance is poor, has errors in mechanics, style or usage. Use of APA is ineffective.	Expression is effective, cohesive with a supportive organization, has an acceptable appearance, has minimal errors in mechanics, usage, and style. Effective use of APA.	Expression is highly effective and is extremely well organized with a professional appearance throughout, is error free with a linguistically mature style of writing. Accurate use of APA.	
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	Content is erroneous or incomplete; learning situation is content poor. Content does not account for diverse student needs.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in the learning situation; content accounts for diverse student needs.	Content knowledge is fluid; instruction supports making connections between content and experience; learning situation is content rich; strategically incorporates content for diverse students.	
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	Curricular and instructional approaches are conventional or not reflective of course content; learner role tends to be passive or opportunity to think or problem solve is limited; attention to student diversity is not apparent in choice of instructional practices or materials.	Curricular and instructional approaches are suited to the subject area, actively engage diverse learners to develop critical/strategic thinking and to solve problems. Instructional practices are varied, draw upon technology when appropriate, and are adapted to diverse learners.	Curricular and instructional approaches support conceptual connections across disciplines and create an environment where thinking and problem solving are habits; learners are highly engaged; instruction capitalizes on diversity. Technology use is seamless and integral.	
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.	Building a community of learners is unlikely under the conditions provided; expectations are unclear or not tailored to needs of learners.	Students have choice and input in the classroom environment; motivation and strategies support meeting behavior and/or learning standards.	Classroom processes are democratic in nature; classroom experiences are meaningful and consequential; students can successfully self-monitor due to the classroom support system.	
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	Assessment choices and practices provide incomplete information about the student in the learning situation; or, assessment results are not communicated in a way that is useful to students.	Assessment practices uncover what learners can do; students are engaged in self assessment; teacher assessment is used to adjust instruction; feedback to students is supportive and instructive.	Assessment practices motivate students to understand their strengths and areas for growth; it is differentiated for diverse learners; students are guided to use assessment information to set learning goals.	

Reading Clinic Practicum Performance Assessment

Candidate:_____ School/Program:_____

Course # _____   Semester:_____   Date:_____

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning
Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning
Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning
Expert: Performance indicates candidate is exceptionally effective in impacting student learning

1. Professional & Personal Qualities	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Prompt and regular in attendance	1	2	3	4	
b. Positive when interacting with staff and students	1	2	3	4	
c. Open and responsive to suggestions, directions, and/or constructive criticism	1	2	3	4	
d. Is professional in attitude, appearance, and action	1	2	3	4	
e. Is well organized	1	2	3	4	
f. Plans in a timely manner	1	2	3	4	
g. Communicates well orally	1	2	3	4	
h. Communicates well in writing	1	2	3	4	
i. Is dependable	1	2	3	4	
j. Shows initiative	1	2	3	4	
k. Communicates with mentors/instructors regularly	1	2	3	4	
l. Able to conduct instruction and other professional activities consistent with program and/or district expectations	1	2	3	4	

2. Planning	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Plans according to students needs, standards, goals and objectives	1	2	3	4	
b. Plans for documenting and assessing student progress	1	2	3	4	
c. Implements both formal and informal assessments and is able to interpret and apply the information for individualized instruction	1	2	3	4	
d. Has necessary materials for the lesson(s)	1	2	3	4	
e. Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits	1	2	3	4	
f. Accommodations are provided and attend to needs of the learners	1	2	3	4	
g. Plans for use of technology, as appropriate	1	2	3	4	

3. Instructional Practice (including assessment)	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Content knowledge is accurate	1	2	3	4	
b. Content needs of students are addressed	1	2	3	4	
c. Ample content is evident in the learning situation	1	2	3	4	
d. Content accounts for diverse student needs	1	2	3	4	
e. Curricular and instructional approaches are suited to the subject area	1	2	3	4	
f. Instruction actively engages diverse learners (all learners)	1	2	3	4	
g. Instruction encourages critical/strategic thinking and problem solving	1	2	3	4	
h. Instructional practices are varied and draw upon technology when appropriate	1	2	3	4	
i. Instruction and materials are adapted to diverse learners	1	2	3	4	
j. Assessment practices uncover what learners can do	1	2	3	4	
k. Students are engaged in self assessment;	1	2	3	4	
l. Teacher uses assessment to adjust instruction	1	2	3	4	
m. Feedback to students is supportive and instructive	1	2	3	4	

4. Educational Environment	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Makes both academic and behavior expectations clear	1	2	3	4	
b. Implements an appropriate variety of academic and behavior expectations in fair manner	1	2	3	4	
c. Is individually and culturally sensitive	1	2	3	4	
d. Students have choice and input in the classroom environment	1	2	3	4	
e. Motivation and practices support meeting behavior and/or learning standards (e.g., promotes collaboration, uses praise, encourages responsibility)	1	2	3	4	
f. Interacts well with students, formally and informally—builds relationships	1	2	3	4	
g. Shows genuine enthusiasm for teaching	1	2	3	4	

5. Partnerships	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Communicates and consults with parents, teachers, and other school personnel	1	2	3	4	
b. Encourages and assists students, parents/families to become active participants in the educational team	1	2	3	4	
c. Uses collaborative strategies in working with students with special needs, parents and school and community personnel in various learning environments	1	2	3	4	
d. Collaborates with other classroom teachers and other school personnel to meet needs of students and to support school and district goals	1	2	3	4	
e. Requests assistance proactively	1	2	3	4	

Area 3 Assessment Tool

Research Rubric: Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice. Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.				
Item Number	1 Does not meet Expectations	2 Meets Expectations	3 Exceeds Expectations	Score
III.1 Topic, Purpose or Research Questions	Topic of inquiry not clearly identified—may be too broad/narrow to sustain rich/scholarly inquiry.	Topic of inquiry is clearly identified and adequate to sustain scholarly inquiry.	Topic of inquiry is clearly identified to sustain rich and scholarly inquiry.	
III.2 Adequacy of Information	Information sources are weak or poorly chosen.	Information sources are appropriate.	Information sources are well chosen and thorough.	
III.3 Methods	Shallow and seemingly random approach to inquiry with limited sources from the professional literature and if relevant, sparse or unrelated data.	Good general approach to inquiry making use of multiple resources from the professional literature and if relevant varied sources of data such as interviews, surveys, field notes, work samples.	Detailed and systematic approach to inquiry making use of an abundance of resources from the professional literature and if relevant multiple sources of data such as interviews, surveys, field notes, work samples.	
III.4 Results	Results/findings/conclusions are unsupported by data and/or literature or resources.	Results/findings/conclusions are sufficiently supported by data and/or literature or resources.	Results/findings/conclusions are well supported by data and/or literature or resources.	
III.5 Significance	Results of inquiry do little to deepen candidate's knowledge or strengthen candidate's practice.	Results of inquiry add to candidate's knowledge base and provide evidence of capacity to strengthen candidate's practice.	Results of inquiry reveal depth of knowledge of topic; findings have potential to strengthen practice of professionals in the community.	
III.6 Writing: Organization	Organizational structure is confusing.	Organizational structure is clear and functional.	A strong organizational structure leads the reader purposefully through the text.	
III.7 Writing: Ideas	The product lacks scholarship and professionalism appropriate for the Masters' level: vocabulary is inaccurate or inaccessible; writing reflects little awareness of audience (e.g., indifferent or distant, flat, jargonistic); weak use of APA which interferes with communication of ideas.	The product reflects scholarship and professionalism appropriate for the Masters' level: vocabulary is accurate and understandable; ideas are expressed accurately and in own words; use of APA generally correct and supports communication and scholarship.	The product meets/exceeds Masters' level ability to communicate scholarly ideas and/or professional information; vocabulary well chosen; ideas expressed in engaging, confident and knowledgeable voice; highly effective use of APA (fluent, correct, supports communication).	
III.8 Writing: Conventions	Numerous conventional and APA errors make the text difficult to read.	Writing conventions, including APA, is generally correct with few errors.	Writing conventions, including APA, are correct and enhance understanding.	
III.9 Disposition	Inability to pursue inquiry independently for variety of reasons (e.g., attitudes, skills, knowledge); numerous revisions required.	Ability to pursue inquiry with some support: curious, initiative, sufficient independence; takes direction well; revisions are well handled.	Ability to pursue inquiry independently: highly curious, has initiative to learn and be independent; revisions lead to greater independence.	
III.10 Dissemination—Presentation	Presentation was limited, needed more substance, perhaps unrehearsed.	Presentation of work to advisor, TL faculty and/or fellow graduate students was substantive and polished.	Presentation reaches an audience beyond UND and was substantive, polished, engaging with good support materials.	

Assessment Area 1: Knowledge, Instruction & Assessment

Part A: Assessment Plan and Alignment with ESPB Reading Specialist Standards for Area 1

Program Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Program Content
Candidates are expected to develop foundational knowledge about:

- language and literacy learning (relationship between reading, writing, speaking and listening; phonemic awareness, phonics, comprehension, fluency, and vocabulary)
- development of readers and writers (e.g., benchmark literacy behaviors)
- literacy theory (e.g., the reading process—cuing systems and active reading behaviors, the writing process, emergent literacy, and other theories such as constructivism, behaviorism, cognitive processing, etc.)
- strategic reading (e.g., comprehension and word recognition strategies and literary content)
- instructional methods (e.g., guided reading, reading workshop, book club, interactive read aloud, mini-lessons, craft lessons, etc.)
- assessment methods (running records, anecdotal notes, portfolio, check lists, interviews, inventories)
- literacy materials (e.g., leveled books/gradient texts, graphic organizers, reading and writing notebooks, etc.) including children's literature
- current trends in the field (e.g., National Reading Panel, NCLB, scientifically based instruction, ELLs and other diverse learners)

Overview of Advanced Critical Tasks (ACTs), ACT Rubric, and Alignment with ESPB Reading Specialist Standards
To assess candidates in the areas of professional knowledge, instruction and assessment, Advanced Critical Tasks are identified in courses in the reading education major. Advanced Critical Tasks is a general term for demonstrations of candidate's knowledge of children, content, pedagogy and assessment in the major (reading education). Advanced Critical Tasks are also demonstrations of candidate's ability to plan effective learning environments and to use effective communication skills. Advanced Critical Tasks vary from course to course in format (e.g., lesson plans, curriculum units or projects) but they all function to demonstrate candidate knowledge about teaching and learning (including use of technology). Note: Not every program goal is met in every assignment but instead, over all of the assignments.

Advanced Critical Tasks are assessed with the Advanced Critical Tasks Rubric (see above) and data are used to assess from a programmatic stance, averages for student performance on program standards, that is, means for not meeting, meeting or exceeding expectations. In each of the courses listed in Table 1.1, candidate performance is assessed. Typically, the assessment is completed at the end of each course, though some assessments may occur at other times throughout the course.

Table 1.1 presents the titles of each critical task that is assessed in the program for level of performance. Also, indicated is the course in which the critical task is embedded, along with the ESPB Reading Specialist standard associated with each advanced critical task and the data available for each advanced critical task (ACT).

Table 1.1. Area 1 Advanced Critical Tasks (ACTs), Related Courses, and ESPB Reading Specialist Standards

Number and Title of Critical Task	Advanced Critical Task 1 Theory-Practice Paper	Advanced Critical Task 2 Children' Lit. Genre Study ("Deep & Wide")	Advanced Critical Task 3 Writing Process Portfolio	Advanced Critical Task 4 Case Analysis	Advanced Critical Task 5 Instructional Strategies Set	Advanced Critical Task 6 Creative Literacy Multimedia Project
Course in which Critical Task is Embedded	TL 530 Foundations of Reading Instruction	TL 590 Children's Literature in the Elementary School Classroom	TL 590 Writing in the Elementary School Classroom	TL 534 Basic Reading Diagnosis	TL 524 Reading in the Content Area	TL 536 Teaching & Supervision of Language Arts
ESPB Reading Specialist Standard	Reading ESPB 5007.1, 3, 5, 6, 7	Reading ESPB 5007.4	Reading ESPB 5007.7	Reading ESPB 5007.3, 5, 6, 7, 8, 9	Reading ESPB 5007.2	Reading ESPB 5007.7, 11
Semester from which ACT data are supplied	Fall 2007	Fall 2006	Spring 2006	Summer 2007	Summer 2007	N/A (will be taught Fall 2008)
Description of Data	ACT percentages using the ACT Rubric	Grades on Genre Study Assignment	ACT percentages using the ACT Rubric	Grades on Case Study Analysis	ACT percentages using the ACT Rubric	N/A
Candidate Work Samples	4 Theory-Practice Papers	Instructor Assessments of 4 Genre Studies	2 Writing Process Portfolios	4 Case Study Analysis Responses with Instructor Comments	To Be Determined	N/A

Advanced Critical Task Performance Data and Analysis

Part B: Area 1 Performance Data, Discussion, and Work Samples

Tables 1.2, 1.4 and 1.6 report performance data for reading education majors on advanced critical tasks with the performance data derived from Assessment Tool 1—the "Advanced Critical Task Rubric for Assessing Knowledge, Instruction, and Assessment".

Tables 1.3, 1.5, and 1.7 report student grades on the Advanced Critical Task assignment rather than performance data derived from the Advanced Critical Task Rubric. This is because the rubric was still under development while these assignments were completed by candidates.

Table 1.7 summarizes performance data for candidates from Tables 1.2 (Advanced Critical Task 1), 1.4 (Advanced Critical Task 3), and 1.6 (Advanced Critical Task 5). This summative table provides the broader picture of candidate performance on program goals and connects performance with ESPB Reading Specialist Standards. Following Table 1.7 is a discussion of candidate performance.

Advanced Critical Task 1 Theory-Practice Paper from TL 530 Foundations of Reading Instruction
Performance Data (see Table 1.2): Derived Using Advanced Critical Task Rubric
Candidate Work Samples: 4 Theory-Practice Papers
ESPB Reading Specialist Standards: 5007.1, 3, 5, 6, 7 (see Table 7.1 for the connection between ESPB and Program Standards)

Table 1.2. Advanced Critical Task 1—Theory-Practice Paper
*N = 7 (Fall 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.	0	5 71%	2 29%
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	1 14%	5 71%	1 14%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	1 14%	4 57%	2 29%
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	0	7 100%	0
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.	0	6 86%	1 14%
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	1 14%	6 86%	0

*Note: There were 23 students in the class but data are reported only for Reading Education majors.
Data Analysis: Data in Table 1.2 reveal that 86-100% of Reading Education candidates are meeting or exceeding expectations on all goals assessed by this Advanced Critical Task, suggesting the candidates are deepening their abilities to teach comprehension, assess learners,

understand grouping as mechanism for meeting differentiated needs, knowledgeable about language as a symbolic system and about learning theories, provide vocabulary instruction and develop curriculum that integrates the literacies in ways that promote readers' self monitoring abilities.

Data also indicate that out of seven (7) candiates, one (1) (14%) does not meet program standards 1.2, 2.1, and 3.1 on ACT 1. This assignment was this candidate's first paper in the program and was assessed mid-term; her performance strengthened throughout the semester, and her work can be monitored throughout the program.

Candidate Work Samples: See curriculum exhibits for candidate work samples showing four (4) Theory-Practice papers.

Advanced Critical Task 2 Children's Literature Genre Study ("Deep & Wide") in TL 590 ST: Children's Literature in the Classroom
Performance Data (see Table 1.3): Grades on the Children's Literature Genre Study Assignment ("Deep & Wide")
Candidate Work Samples: Instructor Assessments of Children's Literature Genre Studies
ESPB Reading Specialist Standards: 05007.4 The program requires study of and experiences with teaching appreciation of literature in various literacy genre, personal-social growth through reading, and the use of fiction and content area reading to encourage lifelong learning.

Course Objectives:
- Expanding their knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2);
- Exploring and deepening their knowledge of genres and elements of literature for children to strengthen literature-based engagements in classrooms (NBPTS #2); and
- Adding to their repertoire of strategies for connecting children with books in the classroom setting (NBPTS #1, 2, 3, & 4).

An excerpt from the Children's Literature Genre Study assignment description further explains what candidates are required to learn through this assignment:
. . . complete a genre study which involves choosing and studying a genre; reading literature in the genre; collecting and developing teaching material; and developing lesson plans. [The] genre study should draw upon ideas and readings from this course, as well as demonstrate ability to research and create active and powerful literary engagements. Assessment should be an integral aspect of your genre study.

Table 1.3. Advanced Critical Task 2—Children's Literature Genre Study ("Deep & Wide")
N= 4 (Fall 2006)

Candidate	Grade on ACT 2	Project Title
1	100%	Historical Fiction (Orphan Train emphasis)
2	100%	American Tall Tales (sample segment of assignment provided—annotated bibliography)
3	100%	Realistic Fiction (Theme—Age-Old Wisdom)
4	97%	Pourquoi Tales

Data Analysis: Data on candidate performance on Advanced Critical Task 2 (Children's Literature Genre Study) are reported in Table 3. The four (4) Reading Education majors in the course earned 97-100% scores on the assignment. The data indicate that candidates are meeting the course objectives which are aligned with the National Board Professional Teaching Standard (NBPTS) and the ESPB Reading Specialist Standard 5007.4. Candidates demonstrated they gained knowledge about various genre and are able to design literature-based learning engagements for readers.

Candidate Work Samples: See curriculum exhibits for candidate artifacts showing instructor commentary that assesses candidate performance on the Genre Study assignment.

Advanced Critical Task 3 Writing Process Portfolio in TL 590 ST: Writing in the Elementary School Classroom
Performance Data (see Table 1. 4): Derived Using Advanced Critical Task Rubric
Candidate Work Samples: Two sample Writing Process Portfolios
ESPB Reading Specialist Standards: 05007.7 The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.
Course/Assignment Objectives and Additional Information:
This course is designed to meet the following goals:
- increase your ability to effectively teach diverse children to write, respecting development, culture, gender, individuality and process;
- deepen your knowledge about the writing process;
- increase your effective implementation of writing workshop and its essential structures;
- deepen your knowledge about writing workshop curriculum;
- add to your repertoire of practices for monitoring/assessing writer's growth; and
- inspire you to write as well as renew, extend and improve your ability to write;
- develop your ability to share your knowledge with the professional community.

Table 1. 4. Advanced Critical Task 3—Writing Process Portfolio
*N = 4 (Spring 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.	0	4 100%	0
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	1 25%	2 50%	1 25%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	1 25%	1 25%	2 50%
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	0	1 25%	3 75%
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.	0	4 100%	0
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	1 25%	3 75%	0

*Note: There were more than 4 students in the class but data are reported only for Reading Education majors.

Data Analysis: Data reveal that one (1) candidate did not meet expectations for effective communication, content, and knowledge of assessment in writing instruction. In subsequent courses, faculty have build more process into class sessions to support all candidate's writing, but especially to support candidates who struggle with writing (e.g., see TL 530 Foundations of Reading Instruction syllabus—Fall 2007). Otherwise, data indicate candidates are meeting and exceeding expectations and integrate writing and reading and literature to teach writing effectively.

Candidate Work Samples: See curriculum exhibits for candidate work samples showing two (2) Writing Process Portfolios.

Advanced Critical Task 4 Case Study Analysis in TL 534 Basic Reading Diagnosis and Remediation
Performance Data (see Table 1. 5): Grades on the case study assignment
Candidate Work Samples: Four Case Study Analysis Responses with grades and instructor comments and the case study
ESPB Reading Specialist Standards: 5007.3, 5, 6, 7, 8, 9

05007.3 The program requires study of and experiences with teaching a variety of strategies which enable word recognition for comprehension and/or which develop and extend vocabulary. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.4 The program requires study of and experiences with teaching appreciation of literature in various literacy genre, personal-social growth through reading, and the use of fiction and content area reading to encourage lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.5 The program requires study and use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.6 The program requires understanding the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.7 The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.8 The program requires studying the means of teaching students with special reading needs. Attention must be paid to appropriate involvement of parents, knowledge of high interest materials and techniques, and attention to the influence of culture, gender, and native language on student response. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

05007.9 The program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Additional Information: As a final exam in TL 534 Basic Reading Diagnosis and Remediation, students are given a case of a struggling reader to analyze. Students are assessed using the following rubric by the course instructor. (Note: The Advanced Critical Task Rubric was not available at the time this data was collected.)

Target : A range	Acceptable: B/C range	Unacceptable: D/F range
• Demonstrates a strong ability to assess learner and analyze case data. • All elements of the report are included (student's strengths and needs; what if any further assessment is needed; a preliminary plan for instruction and a rationale for the	• Demonstrates adequate ability to assess learner and analyze case data (it is apparent that further practice is needed) • All elements of the report are included (student's strengths and needs; what if any further assessment is needed; a preliminary	• Demonstrates a limited ability to assess learner and analyze data. • All or some elements of the report included (student's strengths and needs; what if any further assessment is needed; a preliminary plan for instruction and a rationale for the

strategies suggested) in a comprehensive manner demonstrating a rich and complete understanding of the assessment and instruction of struggling learners.	plan for instruction and a rationale for the strategies suggested) in a manner demonstrating a good but not complete understanding of the assessment and instruction of struggling learners.	strategies suggested)but in a superficial manner demonstrating limited or incomplete understanding of the assessment and instruction of struggling learners.

Table 1. 5. Advanced Critical Task 4—Case Study Analysis
N=12 students in the course (Summer 2006)

Grades on Case Study Analysis				
Grade	A	A-	B+	B
Number of Students	3	5	3	1

Analysis: Table 1.5 reports the performance for all students in the course (Reading and Elementary Education majors). The data indicate, however, that all students performed in acceptable ways, suggesting that Reading Education candidates are meeting ESPB standards 3, 5, 6, 7, 8, and 9. In summary, at acceptable levels of achievement reading education candidates:

- Understand the nature and multiple causes of literacy difficulties (NBPTS 2, IRA Standards for Reading Professionals 4.1, TAL)
- Know principles and procedures for assessing literacy difficulties (NBPTS 2; IRA Standards for Reading Professionals 4.2, TAAL)
- Are well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels (NBPTS1,2,3&4; IRA Standards for Reading Professionals 4.3, TAAL)

Candidate Work Samples: See curriculum exhibits for candidate work samples showing the case study, four (4) case study responses which include a grade on the task and instructor comments.

Advanced Critical Task 5 Instructional Strategies Set in TL 524 Reading in the Content Areas
Performance Data (see Table 1.6): Derived Using Advanced Critical Task Rubric
Candidate Work Samples: To Be Determined
ESPB Reading Specialist Standards: 05007.2 The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Course/Assignment Objectives and Additional Information
Instructional Strategies Set: Select a chapter from a content-area textbook, a content-based picture book, or a young adult novel. Develop five original activities (that you did not already develop for a daily assignment and that you did not find ready-made on the Internet): 1)A pre-reading activity; 2) a Reading to Learn activity; 3) a vocabulary activity, 4) A post-reading activity, and 5) a writing activity. Hand in all five activities (they should be completed as if a student actually did them) with a three page description of how you will teach the unit (delivery of lesson, grouping, how students will do the actual reading, how you plan to assess learning, how you will make accommodations for struggling readers/ELLs, etc). Please also include a copy of the reading.

Table 1.6. Advanced Critical Task 5—Instructional Strategies Set
*N = 4 (Summer 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.	1 25%	3 75%	0
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	0	4 100%	0
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	0	4 100%	0
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	1 25%	2 50%	1 25%
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.	0	4 100%	0
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	3 75%	1 25%	0

*Note: There were more than 4 students in the class but data are reported only for Reading Education majors.

Analysis: Table 1.6 reports the performance for all Reading Education students in the course. The data indicate, however

Candidate Work Samples: This course was last offered in the Summer of 2007; no work samples are currently available.

Advanced Critical Task 6 Creative Literacy Multimedia Project in TL 536 Teaching & Supervision of Language Arts
Performance Data: Not available until Fall 2008
ESPB Reading Specialist Standards: 05007.11 The program requires the study of current, appropriate instructional technologies; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

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To provide a more comprehensive view of candidate performance on meeting program goals and ESPB Reading Specialist Standards, data from ACTs 1, 3, and 5 are aggregated. These ACTs were all assessed using the ACT Rubric, allowing reliable aggregation of data. Table 1.7 presents the aggregated data and the discussion follows.

Table 1.7. Summative Candidate Performance on Advanced Critical Tasks 1, 3 and 5 with ESPB Standards and Program Goals
N=15

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice. ESPB Standards **05007.2** The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. **05007.5** The program requires study and use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs. **05007.6** The program requires understanding the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development.	1 7%	12 80%	2 13%
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	2 13%	11 73%	2 13%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge). ESPB Standards **05007.1** The program requires study of language as a symbolic system, of the linguistic and cognitive bases of literacy, and of major theories of language and cognitive development. **05007.2** The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. **05007.3** The program requires study of and experiences with teaching a variety of strategies which	2 13%	9 60%	4 27%

enable word recognition for comprehension and/or which develop and extend vocabulary. **05007.7** The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques.			
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students. ESPB Standards 2007.1, 2, 7 (see cell above)	1 7%	10 67%	4 27%
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. ESPB Standards **05007.2** The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. **05007.5** The program requires study and use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs. **05007.6** The program requires understanding the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development. **05007.7** The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques.	0 --	14 100%	1 7%
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators. ESPB Standards 2007. 2, 5, 6, 7 (see cell above)	5 33%	10 67%	0 --

Discussion: Summary data in Table 1.7 which aggregates data on ACTs 1, 3, and 5, indicate reading education candidates are meeting program expectations and are meeting ESPB Reading Specialist Standards 5007.1, 2, 3, 5, 6, 7. Percentages reveal that 86-100% of the candidates meet or exceed performance expectations. Data suggest that candidates are effectively learning:

- about the building blocks of reading (phonemic awareness, phonics, comprehension, fluency, and vocabulary);
- how children develop as readers and writers and the benchmark literacy behaviors;
- about language as a symbolic system and reading as a process of interrelated cues that readers act upon to comprehends and decode language;

- to deepen their knowledge of strategic reading (e.g., comprehension and word recognition strategies and literary content);
- to plan for and use instructional methods such as guided reading, reading workshop, book club, interactive read aloud, mini-lessons to guide and support readers as individuals and in groups;
- to create learning environments for all learners by grouping, differentiated instruction, and specialized methods for diverse readers;
- to refine their ability to use assessment methods (running records, anecdotal notes, portfolio, check lists, interviews, inventories) in the classroom setting;
- about literacy materials (e.g., leveled books/gradient texts, graphic organizers, reading and writing notebooks, etc.) including children's literature, and
- that current trends in the field (e.g., National Reading Panel, NCLB, scientifically based instruction, ELLs and other diverse learners) affect their teaching methods and views of learners.

Because the program is small (though courses may not be small, i.e., over 20 students), percentages that indicate one or two candidates do not meet expectations is of concern, particularly in the area of Program Goal 2.1 which calls for candidates to be knowledgeable about their subject area. The performance of two candidates, who did not meet expectations out of three critical tasks, may suggest that some candidates lack substantive knowledge in the field. As these critical tasks are assessed early in the program, it is important that by the time candidates take TL 534/583 Diagnosis and Remediation/Reading Clinic and TL 995 or 997 Scholarly Project or Independent Study, that they meet program expectations. A change is underway in the graduate assessment plans to track individual student performance on all Advanced Critical Tasks. When this change is in place, it will be possible to detect whether or not a candidate who has not met expectations in an area has progressed to meet expectations.

Assessment Area 2: Effect on Student Learning

Part A: Assessment Plan and Alignment with ESPB Reading Specialist Standards for Area 2

Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.

Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).

Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students

Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.

Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Goal 5.1 Candidates demonstrate ability to collaborative with others as members of learning communities who can contribute to the effectiveness of the school.

Program Content

Candidates are expected to:
- Understand the nature and multiple causes of reading and writing difficulties (NBPTS 2, IRA Standards for Reading Professionals 4.1)
- Use various tools for assessing reading difficulties (NBPTS 2; IRA Standards for Reading Professionals 4.2)
- Develop and implement instructional interventions to address and strengthen students' literacy abilities (NBPTS1,2,3; IRA Standards for Reading Professionals 4.3)
- Develop ability to share knowledge with the professional community (NBPTS 5)

Table 2.1. Area 2 Performance Assessments, Related Courses, and ESPB Reading Specialist Standards

Title of Performance Task	Diagnostic Portfolio and Written Report	Practicum Performance Report
Course in which Performance Task is Embedded	TL 583 Reading Clinic	TL 583 Reading Clinic
ESPB Reading Specialist Standard	Reading ESPB 5007.8	Reading ESPB 5007.9
Semester(s) from which data are supplied	Summer 2006	Summer 2007—Midterm Assessment
Description of Data	Assignment Grades for all students in course	Practicum Performance Report
Candidate Work Samples	Three (3) Diagnostic Portfolios	Three (3) Diagnostic Portfolios

Overview of Performance Assessments and Tasks

Candidates are expected to be proficient in working with struggling readers and promoting their literacy development. The practicum experience, TL 583 Reading Clinic (2 credits) is designed to develop candidate proficiency. The Reading Clinic takes the form of a 4 week Summer Reading Program (Clinic) for struggling readers, grades 2-7. In the practicum experience candidates apply their knowledge about learning, child

development, reading diagnosis and remediation, the instructional setting, instructional practice, and assessment. They demonstrate their dispositions as well as their ability to work with other professionals and families. Candidate performance is assessed with a Diagnostic Portfolio and Written Report and the Practicum Performance Report. The Diagnostic Portfolio and Written Report is assessed using a rubric at the end of TL 583 Reading Clinic. The Practicum Performance Report was applied at midterm during TL 583 Reading Practicum.

Part B: Performance Data, Discussion, and Work Samples

Performance Assessment: Diagnostic Portfolio and Written Report in TL 583 Reading Practicum
Performance Data (see Table 2.2): Assignment Grades
ESPB Reading Specialist Standards: 05007.8 The program requires studying the means of teaching students with special reading needs. Attention must be paid to appropriate involvement of parents, knowledge of high interest materials and techniques, and attention to the influence of culture, gender, and native language on student response. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Candidate Work Samples: Diagnostic Portfolios
Additional Information: Candidates who are working with struggling readers in the summer reading clinic create a portfolio detailing general background information, assessment results, an analysis of the student's strengths and needs, established learning goals, instructional interventions attempted and results, and recommendations. All artifacts from the teacher/student experience are organized into a portfolio and used as the basis to compose formal report which is given to parents. To assess the portfolio and report, instructors apply the following rubric.

Target : A range	Acceptable: B/C range	Unacceptable: D/F range
• All elements of the report are included (background information, assessments, intervention program, progress and recommendations) in a comprehensive manner demonstrating a rich and complete understanding of the assessment and instruction of struggling learners.	• All elements of the report are included (background information assessments, intervention program, progress and recommendations) in a manner demonstrating a good in not complete understanding of the assessment and instruction of struggling learners.	• All or some elements of the report are included (background information assessments, intervention program, progress and recommendations) but in a superficial manner demonstrating limited or incomplete understanding of the assessment and instruction of struggling learners.
• A complete collection of artifacts is present and clearly linked to the report.	• A complete collection of artifacts is present but links to the report are unclear.	• Artifacts are not well organized or linked to the report (or many are missing).
• Report is well-written and error free.	• Student progress over the course of the Clinic is somewhat obvious.	• Student progress over the course of the Clinic is not discernible.
• Student progress over the course of the Clinic is clearly demonstrated.	• Report is clear and almost error free.	• Report is poorly written & has many errors.

Table 2.2 Grades on Diagnostic Portfolio and Written Report
N=5 (Summer 2006)

Grade	A+	A	A-	B+	B	B-
Number of Students	1	2	1	--	--	1

Discussion: Candidates' grades indicate that they perform at acceptable levels on this performance task, suggesting they gain and apply knowledge of assessing and teaching readers with severe needs. They effectively communicate with families about readers' performances, needs, and promotion of literacy in the home environment.

Candidate Work Samples: See curriculum exhibits for candidate work samples showing three (3) Diagnostic Portfolios and Written Reports.

Performance Assessment: Practicum Performance Report in TL 583 Reading Practicum

Performance Data (see Tables 2.3 and 2.4): Derived Using the Practicum Performance Report by Observing the Candidates and Reviewing Their Daily Planning and Assessing

ESPB Reading Specialist Standards: 5007.9 The program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion.

Candidate Work Samples: Diagnostic Portfolios

Table 2.3 Practicum Performance Report (Midterm Assessment of Candidates)
N = 6 (Summer 2007)

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning

Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning

Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning

Expert: Performance indicates candidate is exceptionally effective in impacting student learning

1. Professional & Personal Qualities	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
a. Prompt and regular in attendance	0	17%	50%	33%	
b. Positive when interacting with staff and students	0	33%	67%	0	
c. Open and responsive to suggestions, directions, and/or constructive criticism	17%	0	67%	17%	
d. Is professional in attitude, appearance, and action	0	0	100%	0	
e. Is well organized	0	33%	50%	17%	
f. Plans in a timely manner	0	33%	67%	0	
g. Communicates well orally	0	33%	67%	0	
h. Communicates well in writing	0	0	100%	0	
i. Is dependable	0	17%	83%	0	
j. Shows initiative	0	0	100%	0	
k. Communicates with mentors/instructors regularly	0	0	100%	0	
l. Able to conduct instruction and other professional activities consistent with program and/or district expectations	0	33%	67%	0	

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2. Planning	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
h. Plans according to students needs, standards, goals and objectives	0	50%	50%	0	
i. Plans for documenting and assessing student progress	0	17%	83%	0	
j. Implements both formal and informal assessments and is able to interpret and apply the information for individualized instruction	0	33%	67%	0	
k. Has necessary materials for the lesson(s)	0	17%	83%	0	
l. Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits	0	17%	83%	0	
m. Accommodations are provided and attend to needs of the learners	0	33%	67%	0	
n. Plans for use of technology, as appropriate	0	0	50%	0	50%

3. Instructional Practice (including assessment)	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
n. Content knowledge is accurate	0	50%	33%	17%	
o. Content needs of students are addressed	0	33%	67%	0	
p. Ample content is evident in the learning situation	0	33%	67%	0	
q. Content accounts for diverse student needs	0	33%	67%	0	
r. Curricular and instructional approaches are suited to the subject area	0	33%	67%	0	
s. Instruction actively engages diverse learners (all learners)	0	33%	67%	0	
t. Instruction encourages critical/strategic thinking and problem solving	0	33%	67%	0	
u. Instructional practices are varied and draw upon technology when appropriate	0	17%	83%	0	
v. Instruction and materials are adapted to diverse learners	0	33%	67%	0	
w. Assessment practices uncover what learners can do	0	17%	83%	0	
x. Students are engaged in self assessment;	0	17%	83%	0	
y. Teacher uses assessment to adjust instruction	0	33%	67%	0	
z. Feedback to students is supportive and instructive	0	33%	67%	0	

4. Educational Environment	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
h. Makes both academic and behavior expectations clear	0	17%	83%	0	
i. Implements an appropriate variety of academic and behavior expectations in fair manner	0	17%	83%	0	
j. Is individually and culturally sensitive	0	17%	83%	0	
k. Students have choice and input in the classroom environment	0	33%	67%	0	
l. Motivation and practices support meeting behavior and/or learning standards (e.g., promotes collaboration, uses praise, encourages responsibility)	0	33%	67%	0	
m. Interacts well with students, formally and informally—builds relationships	0	33%	50%	17%	
n. Shows genuine enthusiasm for teaching	0	50%	50%	0	

5. Partnerships	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
f. Communicates and consults with parents, teachers, and other school personnel	0	17%	83%	0	
g. Encourages and assists students, parents/families to become active participants in the educational team	0	17%	83%	0	
h. Uses collaborative strategies in working with students with special needs, parents and school and community personnel in various learning environments	0	17%	83%	0	
i. Collaborates with other classroom teachers and other school personnel to meet needs of students and to support school and district goals	0	17%	83%	0	
j. Requests assistance proactively	0	17%	67%	17%	

Table 2.4. Frequencies and Frequency Percentages for Reading Education Candidates on the Internship Performance Report
N = 6 (Summer 2007)

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning
Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning
Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning
Expert: Performance indicates candidate is exceptionally effective in impacting student learning

1. Professional & Personal Qualities	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL FREQUENCY	2/72	12/72	55/72	4/72	
FREQUENCY PERCENTAGE for Professional & Personal Qualities	2%	17%	76%	5%	

2. Planning	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL FREQUENCY	0	10/42	29/42	0	3/42
FREQUENCY PERCENTAGE for Planning	--	24%	69%	--	7%

3. Instructional Practice (including assessment)	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL FREQUENCY	0	26/78	56/78	5/78	
FREQUENCY PERCENTAGE for Instructional Practice (and Assessment)	--	33%	72%	6%	

4. Educational Environment	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL FREQUENCY	0	12/42	29/42	1/42	
FREQUENCY PERCENTAGE for Educational Environment	--	29%	69%	2%	

5. Partnerships	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL FREQUENCY	0	5/30	24/30	1/30	
FREQUENCY PERCENTAGE for Partnerships	--	17%	80%	3%	

Discussion: Data from Table 2.3 indicate that candidates are meeting program goals and ESPB Reading Specialist Standards. The six (6) candidates described in this table appear to possess the professional and personal dispositions needed to work collaboratively with other professionals, families, and the community. Only one candidate (on one element in segment one—Personal & Professional Qualities) demonstrated novice-level performance at midterm. Otherwise, novice-level performance does not reappear by any candidate on this performance assessment. Data reported in Table 2.3 indicate candidates demonstrate apprentice and practitioner level performance on planning and instruction and assessment, creating an engaging learning environment, and forming partnerships.

Table 2.4, which combines data on the elements for each segment of the assessment, reveals that at midterm, candidate somewhat frequently performed at the apprentice level. To track the growth of the apprentice level performers, in the future, instructors will re-evaluate candidates' performances at the end of the term. This will provided program data about end-of-the-semester performance. Ideally, all candidates will perform at practitioner or expert levels at the end of the semester. Additionally, candidates will be asked to sign their performance assessment, indicating they are aware of their performance evaluation on all elements of the Practicum Performance Report.

Candidate Work Samples: See exhibits for candidate work samples showing three (3) Diagnostic Portfolios and Written Reports.

Assessment Area 3: Knowledge of Research

Part A: Assessment Plan and Alignment with ESPB Reading Specialist Standards for Area 3

Goals Assessed
Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

Program Content
Candidates are expected to be knowledgeable about research in the field of literacy education and to be able to systematically study their own practices. This expectation relates to the Conceptual Framework element, Teacher As Articulate Visionary, which states, "Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views." Candidates are assessed for development of research abilities at the beginning, middle and ending of the program. The Area 3 Research Rubric is used to assess candidate performance.

Table 3.1. Area 1 Performance Assessments, Related Courses, and ESPB Reading Specialist Standards

Title of Performance Task	Literature Review	Report of Action Research	Scholarly Project or Independent Study
Course in which Performance Task is Embedded	TL 530 Foundations of Reading Instruction	TL 569 Action Research	TL 995 or 997
ESPB Reading Specialist Standards	Reading ESPB 2007.10	Reading ESPB 2007.10	Reading ESPB 2007.10
Semester(s) from which data are supplied	Fall 2007	Spring 2006 and Spring 2007	Various
Description of Data	Research Rubric	Grades for all Students	Research Rubric
Candidate Work Samples	3 Literature Review Papers	None Available	3 Project/Independent Studies

Overview of Area 3 Performance Assessments
- In TL 530 Foundations of Reading Instruction candidates learn to conduct systematic study of the literature in the field of literacy; candidates become knowledgeable in areas of reading education.
- The course TL 569 Action Research requires candidates to learn to study their own practice with the aim of improving student's literacy achievement.
- All candidates complete a scholarly project (TL 995) or an independent study (TL 997) as a means to apply and demonstrate skills associated with educational research; the goal of the research is to ultimately improve student learning through deeper understanding of literacy education and/or through increasingly effective teaching and assessment literacy education practices.
  - TL 995: The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.
  - TL 997: The independent study is designed to enable the student to investigate a topic related to the major field of study. The study analyzes and discusses information and ideas already in the literature of the field and is designed to ensure that a student can investigate a topic, and then

organize and write a scholarly paper on the investigation. The form of the independent study is typically a traditional research paper. The independent study topic must be approved by the student's advisor. The research rubric is applied during the relevant course, but generally assesses students at the beginning, middle, and end of their program of study.

Performance Assessment: Literature Review in TL 530 Foundations of Reading Instruction
Performance Data (see Tables): Derived Using the Area 3 Research Rubric
ESPB Reading Specialist Standards: 5007.10 The program requires study of and experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation.
Candidate Work Samples: 3 Literature Reviews

Table 3.2. Literature Review Performance
N=6 (Fall 2007)

Research Rubric and Program Goals (Literature Review)			
Item Number	**1 Does not meet Expectations**	**2 Meets Expectations**	**3 Exceeds Expectations**
III.1 Topic, Purpose or Research Questions	-	6 100%	-
III.2 Adequacy of Information	–	6 100%	-
III.3 Methods	1 17%	5 83%	-
III.4 Results	3 50%	3 50%	-
III.5 Significance	1 17%	5 83%	-
III.6 Writing: Organization	1 17%	4 67%	1 17%
III.7 Writing: Ideas	3 50%	3 50%	-
III.8 Writing: Conventions	1 17%	5 83%	-
III.9 Disposition	1 17%	4 67%	1 17%
III.10 Dissemination—Presentation	-	-	-

Discussion: Considering the small sample size, there is a sizeable number of candidates who struggled with this research task. While the majority of the candidates met expectations for conducting and composing a literature review using the practical literature, one sixth of the candidates struggled with one or more parts of the task. Half of the candidates (3) struggled to report results of the literature review at a level that suggests they are able to support their conclusions using the literature effectively. This beginning research task suggests that effective reporting of information or results is an area to concentrate on in TL 569 Action Research. Two curriculum exhibits reveal the thin quality of some candidates' work; one exhibit, however, represents the quality of most of the work by reading candidates on this research task.

Candidate Work Samples: See exhibits for candidate work samples showing three (3) Literature Review Papers.

Performance Assessment: Action Research Project in TL 569 Action Research
Performance Data (see Table 3.3): Grades on Action Research course projects for all students, Spring 2006 and Spring 2007
ESPB Reading Specialist Standards: 5007.10 The program requires study of and experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation.
Candidate Work Samples: Not available
Other Information: T&L 569 Action Research is offered every spring semester. Although an elective, it is strongly recommend and thus taken by the majority of candidate in the advanced programs. There is a focus on "the analysis of and reflection of one's teaching for the purpose of improvements in student learning" (2007-09 Undergraduate and Graduate Academic Catalog, p. 246). Candidates are required to complete an action research project in their own classrooms. Those not current teaching are encourage to seek out an appropriate instructional setting in which to conduct their research. Table provides the averages of project scores for candidate taking the course in the spring of 2006 and the spring of 2007.

Table 3.3 Grades in TL 569 Action Research

Project Scores	A	B	C	D
Spring 2006 On-campus (N=27)	22	5	0	0
	81.5%	18.5%	--	--
Spring 2007 (N=16)	13	3	0	0
	81.3%	18.7%	--	--

Discussion: Scores in the A and B range provided evidence that candidates carefully consider their instructional practices in relation to student learning and reflect on ways to alter practice to improve learning.

Candidate Work Samples: None Available

Performance Assessment: Scholarly Project/Independent Study in TL 995/997
Performance Data (see Tables): Derived Using Research Rubric for Area 3
ESPB Reading Specialist Standards: 5007.10 The program requires study of and experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation.
Candidate Work Samples: Three (3) Scholarly Projects/Independent Studies

Table 3.4. Scholarly Project/Independent Study Performance Data
N=5 (TL 995=1; 997=4)

Research Rubric and Program Goals (Scholarly Project/Independent Study)			
Item Number	1 Does not meet Expectations	2 Meets Expectations	3 Exceeds Expectations
III.1 Topic, Purpose or Research Questions	--	5 100%	--
III.2 Adequacy of Information	—	5 100%	--
III.3 Methods	1 20%	3 60%	1 20%
III.4 Results	--	5 100%	--
III.5 Significance	1 20%	4 80%	--
III.6 Writing: Organization	--	5 100%	--
III.7 Writing: Ideas	--	5 100%	--
III.8 Writing: Conventions	--	5 100%	--
III.9 Disposition	--	4 80%	1 20%
III.10 (N= 3) Dissemination—Presentation	--	3 100%	--

Discussion: The third research performance task, completed at the end of the program, is the Independent Study or Scholarly Project. Data in Table 3.4 suggest that student meet expectations relative to ability to systematically inquire and reflect on practice. They successfully conduct research that demonstrates critical analysis and application of information gained throughout the program. They use analysis skills to investigate, organize and write a report of research.
Candidate Work Samples: See curriculum exhibits for candidate work samples showing three (3) Scholarly Projects or Independent Studies.

II. Multicultural/Native American /Diversity Standard
The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled "MC-Diversity Standard."

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

<u>Opportunity to Address/Meet Standard</u>

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus TL 433***).***

<u>Assessments/Results</u>
1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%

1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007	Multicultural Ed				
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an

 American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:
(a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
(b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points);
(c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- Sample 1 Does Not Meet Expectations
- Sample 2 Meets Expectations
- Sample 3 Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a "review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course" (pg.249). (Also, see attached sample syllabi: EFR 5061; EFR5062.

Assessments/Results:
Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

<u>Opportunity to Address/Meet Standard</u>

T&L 315: Education of Exceptional Students: All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus T&L 315).

Course Description: "An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children" (college catalog p.184).

TEAM Methods: Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student (see IEP of Nathan). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

Integration of Special Needs: The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see Integration of Special Needs within the Secondary Education Program document).

Assessments/Results

Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148	#34	#7	#4	#4
	75%	18%	3%	2%	2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

TEAM Methods: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate	Not Met	Met	Exceeds

plans and adapts instruction for individual needs			
Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

Integration of Special Needs: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

Student Teaching Evaluations: Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				**Final N =86**			
Fall 06- Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus EFR 506).

Assessment /Analysis

Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007	#12	#1	#	#	#1
N=14	86%	7%	0%	0%	7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of EFR 500: Philosophical Foundations of Education, TL 540: Philosophies and Theories of Curriculum, and TL 542: Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take EFR 505: Social Foundations of Education or EFR 507 Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

TL 590 ST: Children's Literature in the Classroom. In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for TL590ST states the following goal:
- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)
- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher, 59,* pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher, 58,* pp. 696-703.
- Louie, B. L. Guiding princiles for teaching multicultural literature. *The Reading Teacher, 59*, pp. 438-448.

- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts, 74*(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts, 74*(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:
- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. **ISBN:** 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. **ISBN:** 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. **ISBN:** 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. **ISBN:** 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.
- PowerPoint by candidate—Contemporary Native Americans and Literature
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- Multicultural Book Analysis

TL 590 ST: Writing in the Elementary School Classroom. In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:
- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher, 59*(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher, 51*(5). 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts, 84*(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts, 77*(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher, 58*(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

EDL 514: Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.
EDL 519: The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.
EDL 501: Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.
EDL 511: Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

 Assessments Include:
Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

Coun 518: Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

Coun 531: Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

Coun 532: Multicultural Counseling: "This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined"(college catalog p. 24).

<u>Assessments Include</u>:
- Papers
- Exams
- Presentations
- Counselor Preparation Comprehensive Examination (CPCE)
- Student Internship Evaluation Forms

Institution: University of North Dakota	Major:Reading Education
Credits required for degree: 32	Date form completed: 12/03/07

Credits are: (check one)   **x**   Semester hours   ☐   Quarter hours
Check one: **x**   Masters Level ☐   Specialist Level   ☐   Doctoral Level

If you have more than one level of program within the same major category please complete a separate form for each level.

Program Requirements:

Scholarly Tools Requirements	Specialty Area Requirements	Programs Options/Cognate Criteria
For the M.S., scholarly tools are required. The following course is required:	TL 530 Foundations of Reading Instruction 3 credits	**Options in the major include but are not limited to:**
EFR 509 Intro to Educational Research 3 credits	TL 590 ST: Writing in the Elementary School Classroom 3 credits	TL 590 ST: Language & Literacy Development of ELLs 3 credits
Options for scholarly tools for the M.S. include but are not limited to:	TL 590 ST: Children's Literature in the Classroom 3 credits	TL 536 Teaching & Supervision of Elementary Language Arts 3 credits
TL 569 Action Research 3 credits	TL 534 Basic Reading Diagnosis & Remediation 2 credits	TL 591 Readings in Reading Education 1-4 credits (may be repeated)
EFR 510 Qualitative Research Methods 3 credits	TL 583 Reading Clinic 2 credits	TL 580 Practicum in School Problems 1-4 credits
EFR 511 Curriculum and Program Evaluation 3 credits	TL 524 Reading in the Content Area 2 credits	**Options in the Cognate include but are not limited to T&L departmental courses, elementary, early childhood, or special education or ELL courses:**
EFR 512 Educational Tests and Measurements 3 credits	TL 995 or 997 2 credits Scholarly Project or Independent Study; **or** TL 998 Thesis 4-6 credits	*Departmental Courses*
EFR 515 Statistics I 3 credits		TL 569 Action Research 3 credits
	Required course in foundations for the M.Ed. (Department of Educational Foundations and Research):	*Elementary Courses*

	EFR 500 Foundations of Educational Thought 3 credits	TL 518 Science in the Elementary School 3 credits
		TL 519 Social Studies in the Elementary School 3 credits
		TL 522 Mathematics in the Elementary School 3 credits
		TL 590 ST: Differentiated Instruction 3 credits
		Early Childhood Courses
		TL 529 Language Development in Children 3 cr.
		TL 546 Young Children's Thinking 3 credits
		Special Education Courses
		TL 550 Intro to Learning & Behavior Problems 3 credits
		TL 552 Inclusive Methods 3 credits
		TL 553 Collaborative Relationships: Home, School, Community 3 credits
		ELL Classes
		TL 580 ELL Practicum 2 credits
		TL 590 ST: ELL Methods 2 credits
		TL 590 ST: Assessment of ELLs 2 credits
		ENG 417 ST: Linguistics 3 credits
		ENG Second Language Acquisition 2 credits
		Options in Foundations are as follows:
		EFR 501 Psychological Foundations 3 credits
		EFR 502 Issues and Trends in Education 3 credits
		EFR 503 Historical Foundations 3 credits
		EFR 504 Philosophical Foundations 3 credits
		EFR 505 Social Foundations of Education 3 credits
		EFR 506 Multicultural Education 3 credits (recommended)
		EFR 507 Gender and Education 3 credits
		EFR 508 Anthropological Foundations 3 credits
		EFR 590 ST: Foundations of Bilingual Education 2 credits
Scholarly Tools for the M.S., Track 1, only:	**Major for M.Ed. and M.S.: 17- 26 credits**	**Cognate for the M.Ed.: 6 credits,**

6 credits minimum	**Total**	**minimum** **Foundations for the M.Ed. and Track II of the M.S.: 6 credits minimum (including EFR 500—see middle column)**

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