



**CARDINAL STRITCH**  
UNIVERSITY

**COLLEGE OF EDUCATION AND LEADERSHIP**  
6801 N. Yates Road, Milwaukee Wisconsin, 53217

**Master of Arts in Literacy and Learning Disabilities**  
December 12, 2011

**Wisconsin License Code and Developmental Level**

**Middle Childhood-Early Adolescence** (*Approximate ages of 6-13 years old*)

- 72-811
- G=Graduate Program
- **Required Praxis II Content Test: Required Praxis II Content Test:** Praxis II: *Middle School Content Knowledge Test (0146, 5146-computer)*

**Reading Teacher**

- 316
- G=Graduate Program
- **Required Praxis II Content Test: Required Praxis II Content Test:** N/A

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**Tony Frontier, Ph.D, Director of Teacher Education**

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**Freda R. Russell Ph.D, Dean**

## Description of the Program

### OVERVIEW OF PROGRAM

This is a master's degree program with licensure as a reading teacher and teacher of students with learning disabilities. Candidates must have current teaching license and have taught for a minimum of 2 years. The program is based on a cohort model and runs for approximately 30 months. Courses are intentionally created to support candidates as they consider how to plan instruction for typically developing and struggling readers. Since there is often a fine line between children who are identified as having a reading disability and learning disability, this program provides the knowledge and skills for teachers to address the needs of both groups of children. A full semester practicum is required. Most students complete that practicum at one of the Cardinal Stritch Urban Literacy Centers in Milwaukee.

### CURRENT STUDENT ENROLLMENT

Cohort ID	Location	On/Off Campus	Cohort Start & End Dates	Initial count	Present Count
AMRD-AA-0016	City Center	Off	6/5/2007- 12/12/2010	11	12
AMRD-AA-0017	Brookfield	Off	5/7/2008 -3/6/2011	24	20
AMRD-AA-0018	City Center	Off	6/10/2009 – 10/3/2012	5	5
AMRD-AA-0019	City Center	Off	6/10/2010 – 1/13/2013	9	3

### DELIVERY MODEL

This is a cohort model of instruction that is delivered face-to-face.

This program is offered in an accelerated, cohort model. This means that a group of 15-20 students will join the program at the onset and stay together for the duration of the program. The program will last approximately 30 months. Students meet for 3 hours each week with a course instructor and then for another 3 hours each week with a study team (made up of 3-4 peers from the cohort). The study team will have discussions and additional coursework assigned by the course instructor to complete. In addition, students will have approximately 3 hours of individual work to complete each week.

### SATELLITE SITES

Currently, three cohorts are housed at the City Center location of Cardinal Stritch University.

### DEGREE OR AWARD LEVEL

Students will earn a Master of Arts in Literacy and Learning Disabilities.

### **Define the Major, Minor, or Concentration**

- Not applicable

## **DEFINE THE GRADUATE DEGREE OR EQUIVALENT**

The program provides intensive study and practical application in the areas of word recognition (including phonics), comprehension (including vocabulary development), early literacy (including phonological awareness) and writing. Students are expected to understand the theoretical underpinning of these areas of study as well as be knowledgeable about the landmark research studies that support the current knowledge base. The importance of the role of language in the development of literacy, both for children and by teachers during instruction, is embedded throughout the program. Students also learn about the characteristics of students with learning disabilities, appropriate assessment and instruction and how the law determines identification and services for children.

### **BRIEF DESCRIPTION OF EACH COURSE**

#### **RD 502 Issues of Diversity in Literacy Classroom (3 Cr.)**

This is a reading intensive course that engages class participants in reading, reflection, discussion, and written response to issues of diversity in the context of literacy. In this course, students will read and examine narrative and expository literature to gain multiple perspectives on issues of diversity in literacy development. The purpose of the selected course readings is to generate a variety of ideas and questions. As the class talks about ideas and issues or poses questions, it is ideas that are open to challenge not individuals. It is essential that students feel comfortable enough to explore the multiple perspectives in themselves to examine the connectedness of literacy and identity.

#### **RD 507 Emergent Literacy (3 Cr.)**

This course introduces students to topics in the fields related to the needs of beginning readers and writers. The course includes examination, discussion, and application of the following topics: 1. language and literacy development, 2. appropriate practices to meet the diverse language and literacy needs of young children, and 3. assessment of language and literacy development.

#### **RD 509 Practicum: Assessment and Instruction of Literary Difficulties (3 Cr.)**

This course provides a field-based experience for students to put all the tools and strategies that they have learned about into practice. Students will work with struggling readers and writers, assessing their strengths, interests and needs, and planning and implementing appropriate instruction. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

#### **RD 510 Language, Cognition and Literacy (3 Cr.)**

This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship among language, cognition, and literacy.

#### **RD 519 Word Recognition (2 Cr.)**

This course is designed to examine effective word identification, spelling, and writing instruction. Students will examine research and theory in this course, but it is closely tied to classroom instruction and to the content of the rest of the program. Discussions and work sessions focus on phonological awareness instruction and

activities, phonics instruction, strategies for integrating word study with literature, and assessment. Spelling instruction is necessarily integrated.

### **RD 558 Reading and Writing with Children (3 Cr.)**

This course is designed to examine effective reading and writing instruction. Students will examine research and theory in this course, as well as consider how to incorporate the reading of literature into instruction and how to design writing programs.

### **RD 559 Comprehension (3 Cr.)**

This course provides an in-depth study in the area of comprehension. Students will read theories related to comprehension development as well as learn about instructional strategies and programs meant to develop comprehension in readers. In addition, students will become familiar with assessment tools related to comprehension development.

### **CED 549 Technology Based Research and Statistics (3 Cr.)**

This course will help educators to read, understand and evaluate research. They will acquire knowledge of basic research design and guidelines for judging research quality. The course will provide an instruction to basic descriptive and inferential statistics. The emphasis will be on the roles such procedures play in interpreting research. The computer will be used to develop understanding of these statistics.

### **RD 512 Math Strategies and Modifications (2 Cr.)**

This course helps educators modify mathematics curriculum to fit the needs of students with identified learning disabilities.

### **RD 515 Coordination of PreK-8 Learning Disability Programs (2 Cr.)**

This course includes examination, discussion, and application of the following topics: collaboration, issues of mainstreaming and inclusion, determining needs through the change process, development and implementation of staff professional development plans, faculty in-service presentation, and current issues in the field of learning disabilities. Students will construct a professional development plan to prepare for their personal growth as future reading/learning disability professionals. The course is offered in cohorts only.

### **RD 518 Special Education Law (1 Cr.)**

The content of this course includes examination, discussion, and application of the following topics: historical perspective of the Individuals with Disabilities Improvement Act, 2004 (to include exploration of Public Law 94-142; Individuals with Disabilities Act, 1990; Individuals with Disabilities Act Amendments, 1997); the components of IDEA; the IEP process to include evaluation IEP development; placement, interviews with professional staff or parents to gain a deeper understanding of the IEP process; and a review of specific learning disability (from here on out referred to as SLD) criteria as implemented in the district of choice as a means to promote good decision making in the IEP process

### **RD 530 Foundations of Literacy and Learning Disability (3 Cr.)**

This course includes examination, discussion, and application of the following topics: legal issues regarding the identification and instruction of students with learning disabilities, key definitional issues regarding the characteristics and prevalence rates of learning disability, historical foundations of the field of learning disability, neurological processes related to learning disability, an overview of effective research-based interventions for students with learning disabilities, and curricular modifications for the student with reading and/or learning disabilities.

**RD 555 Theories of Literacy Instruction (2 Cr.)**

This course examines theoretical models of literacy instruction. Course goals stress interpretation of research and the formation of a personal philosophy regarding literacy instruction. Case study research is introduced in this course as well.

**RD 556 Case Study Research (2 Cr.)**

This course is an opportunity to engage in one-on-one or small-group classroom research. Case study research is used to study a phenomenon systematically. In this case, the study focuses on a particular student. Case studies are often used when it is impossible to separate the variables from their context. The end product of a case study is a rich description of the case studied. The purpose of this course is to refine students' abilities to engage in the cycle of teaching involving assessment and instruction based on one student's needs. It is a requirement for the completion of the Master of Arts degree.

## II – Conceptual Framework

The program is connected to the Council for Exceptional Children’s Standards for Teachers of Individuals with Exceptional Needs with Learning Disabilities. The standards are listed below and chart that demonstrates how the standards are taught and assessed is on the following pages. In addition, the program is also aligned with the Wisconsin Teacher Standards and the International Reading Association Standards for Reading Professionals as shown in the following charts.

<b>INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS</b>
<b>Standard 1: Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</b>
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
<b>Standard 2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</b>
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. ]
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
<b>Standard 3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</b>
3.1: Understand types of assessments and their purposes, strengths, and limitations
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences
<b>Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</b>
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
4.3: Develop and implement strategies to advocate for equity

<b>Standard 5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</b>
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
<b>Standard 6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</b>
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
6.4: Understand and influence local, state, or national policy decisions.

<b>WISCONSIN TEACHER STANDARDS</b>
<b>Standard # 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of Subject matter meaningful for students.
<b>Standard #2:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
<b>Standard #3:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
<b>Standard #4:</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<b>Standard #5:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
<b>Standard #6</b> The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
<b>Standard #7:</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
<b>Standard #8:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
<b>Standard #9:</b> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning Community) and who actively seeks out; opportunities to grow professionally.
<b>Standard #10:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students 'learning and well-being.

<b>Initial Special Education Teachers of Individuals With Exceptional Learning Needs With Learning Disabilities</b>	
<b>Standard 1: Foundations</b>	
Knowledge	
LD1K1	Historical foundations, classical studies, and major contributors in the field of learning disabilities
LD1K2	Philosophies, theories, models, and issues related to individuals with learning disabilities.
LD1K3	Impact of legislation on the education of individuals with learning disabilities
LD1K4	Laws and policies regarding pre-referral, referral, and placement procedures for individuals who may have learning disabilities
LD1K5	Current definitions and issues related to the identification of individuals with learning disabilities.
<b>Standard 2: Development and Characteristics of Learners</b>	
Knowledge	
LD2K1	Etiologies of learning disabilities
LD2K2	Neurobiological and medical factors that may impact the learning of individuals with learning disabilities
LD2K3	Psychological, social, and emotional characteristics of individuals with learning disabilities
<b>Standard 3: Individual Learning Differences</b>	
Knowledge	
LD3K1	Impact of co-existing conditions and exceptionalities on individuals with learning disabilities
LD3K2	Effects of phonological awareness on the reading abilities of individuals with learning disabilities
LD3K3	Impact learning disabilities may have on auditory and information processing skills
<b>Standard 4: Instructional Strategies</b>	
Knowledge	
LD4K1	Strategies to prepare for and take tests
LD4K2	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
LD4K3	Methods for increasing accuracy and proficiency in math calculations and applications
LD4K4	Methods for teaching individuals to independently use cognitive processing to solve problems
LD4K5	Methods for guiding individuals in identifying and organizing critical content
Skills	
LD4S1	Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities
LD4S2	Use specialized methods for teaching basic skills
LD4S3	Modify the pace of instruction and provide organizational cues
LD4S4	Identify and teach basic structures and relationships within and across curricula
LD4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
LD4S6	Use responses and errors to guide instructional decisions and provide feedback to learners
LD4S7	Identify and teach essential concepts, vocabulary, and content across the general curriculum
LD4S8	Use reading methods appropriate to the individual with learning disabilities
LD4S9	Implement systematic instruction in teaching reading comprehension and monitoring strategies
LD4S10	Teach strategies for organizing and composing written products
LD4S11	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
LD4S12	Use methods to teach mathematics appropriate to the individual with learning disabilities
LD4S13	Teach learning strategies and study skills to acquire academic content



<b>Standard 5: Learning Environments and Social Interactions</b>	
Skills	
LD5S1	Teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults
<b>Standard 6: Language</b>	
Knowledge	
LD6K1	Typical language development and how that may differ for individuals with learning disabilities
LD6K2	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with learning disabilities
Skills	
LD6S1	Enhance vocabulary development
LD6S2	Teach strategies for spelling accuracy and generalization
LD6S3	Teach methods and strategies for producing legible documents
LD6S4	Teach individuals with learning disabilities to monitor for errors in oral and written communications
<b>Standard 7: Instructional Planning</b>	
Knowledge	
LD7K1	Relationships among reading instruction methods and learning disabilities
LD7K2	Sources of specialized curricula, materials, and resources for individuals with learning disabilities
LD7K3	Interventions and services for children who may be at risk for learning disabilities
<b>Standard 8: Assessment</b>	
Knowledge	
LD8K1	Terminology and procedures used in the assessment of individuals with learning disabilities
LD8K2	Factors that could lead to misidentification of individuals as having learning disabilities
LD8K3	Procedures to identify young children who may be at risk for learning disabilities
Skills	
LD8S1	Choose and administer assessment instruments appropriate to the individual with learning disabilities
<b>Standard 9: Professional and Ethical Practices</b>	
Knowledge	
LD9K1	Professional organizations and sources of information relevant to the field of learning disabilities
LD9K2	Ethical responsibility to advocate for appropriate services for individuals with learning disabilities.
<b>Standard 10: Collaboration</b>	
Knowledge	
LD10K1	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities
LD10K2	Services, networks, and organizations that provide support across the life span for individuals with learning disabilities

**INTEGRATION OF STANDARDS IN PROGRAM (PI 34.15 1b)**

Initial Special Education Teachers of Individuals With Exceptional Learning Needs With Learning Disabilities															
Standard 1: Foundations															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD1K1	Historical foundations, classical studies, and major contributors in the field of learning disabilities	Discourse Analysis: Halliday's Language Functions	Graphic Organizers							Problem Solving Activity			Theoretical Perspectives Paper		Case Study Chapter 2
LD1K2	Philosophies, theories, models, and issues related to individuals with learning disabilities.		Final Paper							Problem Solving Activity	Inclusion Pros/Cons Synthesis	Article reflection (compare & contrast)	Theoretical Perspectives Paper		
LD1K3	Impact of legislation on the education of individuals with learning disabilities								Review SLD criteria	Problem Solving Activity					Case Study Chapter 1
LD1K4	Laws and policies regarding pre-referral, referral, and placement procedures for individuals who may have learning disabilities	Language Sample Analysis							Review SLD criteria	Craig Case Study					

LD1K5	Current definitions and issues related to the identification of individuals with learning disabilities.	Language Sample Analysis								Problem Solving Activity					
<b>Standard 2: Development and Characteristics of Learners</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD2K1	Etiologies of learning disabilities	Language Sample Analysis								Problem Solving Activity					
LD2K2	Neurobiological and medical factors that may impact the learning of individuals with learning disabilities		Final Paper							Problem Solving Activity					
LD2K3	Psychological, social, and emotional characteristics of individuals with learning disabilities	Language Sample Analysis								Craig Case Study					
<b>Standard 3: Individual Learning Differences</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556

LD3K1	Impact of co-existing conditions and exceptionalities on individuals with learning disabilities										Problem Solving Activity				
LD3K2	Effects of phonological awareness on the reading abilities of individuals with learning disabilities							Initial proposal							
LD3K3	Impact learning disabilities may have on auditory and information processing skills	Language Sample Analysis													
<b>Standard 4: Instructional Strategies</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD4K1	Strategies to prepare for and take tests											KeyMath-R Administration			
LD4K2	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings	Discourse Analysis: Halliday's Language Functions		Instructional Word Learning Activity	Philosophical Stance on Writing Instruction			Initial proposal /lesson plans			Personal Development Plan for Growth (Rtl)	Math modification			Case Study Chapter 3

LD4K3	Methods for increasing accuracy and proficiency in math calculations and applications											Math modification			
LD4K4	Methods for teaching individuals to independently use cognitive processing to solve problems	Language Sample Analysis	Academic Response Paper #1								Personal Development Plan for Growth (Rtl)	Math modification			
LD4K5	Methods for guiding individuals in identifying and organizing critical content		Graphic Organizers					Lesson plans							
Skills		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD4S1	Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities	Language Sample Analysis	Implementation Plan	Instructional Word Learning Activity/ Assessment Summaries				Lesson plans				KeyMath Case Study Report	Theoretical Perspectives Paper		Case Study Chapter 3
LD4S2	Use specialized methods for teaching basic skills		Implementation Plan	Instructional Word Learning Activity; Assessment summaries				Initial proposal /lesson plans					Theoretical Perspectives Paper		Case Study Chapter 3



LD4S8	Use reading methods appropriate to the individual with learning disabilities		Implementation Plan	Instructional Word Learning Activity; Stages of Word Learning Papers	Book Club Unit	Test-Based Discussion Analysis		Initial proposal/ Lesson plans/ Progress report							
LD4S9	Implement systematic instruction in teaching reading comprehension and monitoring strategies		Implementation Plan												
LD4S10	Teach strategies for organizing and composing written products				Philosophical Stance on Writing Instruction										
LD4S11	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language		Academic Response Paper #2		Qualitative Reading Inventory-5 Report	Test-Based Discussion Analysis		Initial proposal/ Lesson plans							
LD4S12	Use methods to teach mathematics appropriate to the individual with learning disabilities											KeyMath Case Study Report			



LD4S13	Teach learning strategies and study skills to acquire academic content	Language Sample Analysis									Collaboration Article Synthesis				
<b>Standard 5: Learning Environments and Social Interactions</b>															
Skills		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD5S1	Teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults		Implementation Plan							Resource File	In-service/Staff Development				
<b>Standard 6: Language</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD6K1	Typical language development and how that may differ for individuals with learning disabilities	Language Sample Analysis	Final Paper												
LD6K2	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with learning disabilities	Discourse Analysis: Halliday's Language Functions	Final Paper												
Skills		510	507	519	558	559	502	509	518	530	515	512	555	549	556

LD6S1	Enhance vocabulary development	Language Sample Analysis	Implementation Plan			Test-Based Discussion Analysis		Lesson plans							
LD6S2	Teach strategies for spelling accuracy and generalization			Instructional Word Learning Activity				Lesson plans							
LD6S3	Teach methods and strategies for producing legible documents									Resource File					
LD6S4	Teach individuals with learning disabilities to monitor for errors in oral and written communications									Resource File					
<b>Standard 7: Instructional Planning</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD7K1	Relationships among reading instruction methods and learning disabilities		Academic Response Paper #1										Theoretical Perspectives Paper		
LD7K2	Sources of specialized curricula, materials, and resources for individuals with learning disabilities		Implementation Plan							Resource File					

LD7K3	Interventions and services for children who may be at risk for learning disabilities	Language Sample Analysis		Instructional Word Learning Activity				Initial proposal/ Progress report							
<b>Standard 8: Assessment</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD8K1	Terminology and procedures used in the assessment of individuals with learning disabilities									Craig Case Study					
LD8K2	Factors that could lead to misidentification of individuals as having learning disabilities	Language Sample Analysis	Academic Response Paper #1							Craig Case Study					
LD8K3	Procedures to identify young children who may be at risk for learning disabilities									Problem Solving Activity					
Skills		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD8S1	Choose and administer assessment instruments appropriate to the individual with learning disabilities							Initial proposal/ Progress report		Craig Case Study			Theoretical Perspectives Paper		Case Study Chapters 3 and 4
<b>Standard 9: Professional and Ethical Practices</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556

LD9K1	Professional organizations and sources of information relevant to the field of learning disabilities										In-service/Staff Development				
LD9K2	Ethical responsibility to advocate for appropriate services for individuals with learning disabilities.	Language Sample Analysis							Staff/parent interview	Resource File	School-wide Support Plan				
<b>Standard 10: Collaboration</b>															
Knowledge		510	507	519	558	559	502	509	518	530	515	512	555	549	556
LD10K1	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities										Collaboration Article Synthesis				
LD10K2	Services, networks, and organizations that provide support across the life span for individuals with learning disabilities										In-service/Staff Development				

316/LD PROGRAM ALIGNMENT TO WISCONSIN TEACHER STANDARDS														
	510	507	519	558	559	509	512	518	515	530	502	549	555	556
<b>Standard # 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of Subject matter meaningful for students.	Discourse Analysis: Halliday's Language Functions	Academic Response Paper	Word Learning Activities	Book Club Unit	Comprehensive Exam paper; Strategy Lesson Plans	Lesson plans					Multiple perspectives project; Synthesis paper		Theoretical Perspectives Paper	
<b>Standard #2:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	Discourse Analysis: Halliday's Language Functions	Implementation Plans	Stages of Literacy paper		Comprehensive Exam paper; Strategy Lesson Plans	Proposal	Math Modification	Review of SLD criteria		Problem Solving Activity			Theoretical Perspectives Paper	Case Study Ch. 2
<b>Standard #3:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Discourse Analysis: Halliday's Language Functions	Academic Response Paper	Stages of Literacy paper	Philosophy of Writing Instruction Paper	Comprehensive Exam paper; Strategy Lesson Plans	Lesson plans	KeyMath Case Study Report				Multiple perspectives project; Response to readings			Case Study Ch. 3
<b>Standard #4:</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Language Sample and Analysis	Implementation Plans	Word learning activities	Book Club	Comprehensive Exam paper; Strategy Lesson Plans	Audio-rubrics				Collaboration Article Synthesis				

<p><b>Standard #5:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Discourse Analysis: Halliday's Language Functions</p>	<p>Implementation Plans</p>	<p>Word learning activities</p>	<p>Book Club Unit</p>	<p>Comprehensive Exam paper; Strategy Lesson Plans</p>	<p>Audio-rubrics</p>			<p>Inservice /Staff Development</p>	<p>Resource File</p>				
<p><b>Standard #6</b> The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom</p>	<p>Language Sample and Analysis</p>	<p>Final Presentation</p>	<p>Word learning activities</p>	<p>Book Club Unit</p>	<p>Web Quest; Strategy Lesson Plans</p>	<p>Audio-rubrics</p>								<p>Case Study Ch. 2</p>
<p><b>Standard #7:</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Final Academic Response Paper</p>	<p>Implementation Plans</p>	<p>Assessment Projects</p>	<p>Book Club Unit</p>	<p>Comprehensive Exam paper; Strategy Lesson Plans</p>	<p>Proposal</p>		<p>Review of SLD criteria</p>		<p>Resource File</p>	<p>Multiple perspectives project</p>			<p>Case Study Ch. 3</p>
<p><b>Standard #8:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>Discourse Analysis: Halliday's Language Functions</p>	<p>Implementation Plans</p>	<p>Assessment Projects</p>	<p>Qualitative Reading Inventory-5 Report</p>		<p>Proposal</p>				<p>Craig Case Study</p>		<p>Descriptive Statistics Project</p>	<p>Theoretical Perspectives Paper</p>	<p>Case Study Ch. 3</p>
<p><b>Standard #9:</b> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on</p>			<p>Group Assessment Activities</p>			<p>Lesson reflections</p>			<p>Personal Development Plan for Growth</p>					<p>Case Study Ch. 5</p>

others (students, parents, and other professionals in the learning Community) and who actively seeks out opportunities to grow professionally.									(Rtl)					
<b>Standard #10:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.			Stages of Word Learning paper			Progress reports		Staff/parent interview	Collaboration Article Synthesis					Case Study Ch. 1

<b>INTERNATIONAL ASSOCIATION OF READING STANDARDS FOR READING PROFESSIONALS</b>	<b>CONNECTION TO COURSES IN 316/LD PROGRAM</b>													
<b>Standard 1: Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>	
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.		Final Paper	Stages of Word Learning synthesis paper	Philosophy of Writing Instruction Paper	Comprehensive Exam Paper							Theoretical Perspective Paper	Case Study Ch. 2	
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.		Final Paper	Assessment projects	Philosophy of Writing Instruction Paper	Comprehensive Exam Paper							Theoretical Perspective Paper	Case Study Ch. 2	

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Final Paper	Implementation Plans		Qualitative Reading Inventory-5 Paper	Test-Based Discussion Analysis		Lesson plan observations/ reflections ; Video and audio tapes				Literature Review	Case Study Ch.1	
<b>Standard 2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, and balanced curriculum to support student learning in reading and writing.</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Language Sample and Analysis	Implementation Plans	Spelling Units	Qualitative Reading Inventory-5 Paper	Strategy Lesson Plans		Initial proposal				Theoretical Perspective Paper	Case Study Ch. 3	
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.		Implementation Plans	Spelling Units	Book Club Unit	Strategy Lesson Plans		Lesson plans			Resource File	Theoretical Perspective Paper	Case Study Ch. 3	
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.		Implementation Plans		Book Club Unit	Strategy Lesson Plans		Lesson plans						
<b>Standard 3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>
3.1: Understand types of assessments and their purposes, strengths, and limitations		Final Paper	Assessment projects	Qualitative Reading Inventory-5 Paper	Comprehensive Exam Paper		Initial proposal/ final report				Theoretical Perspective Paper	Case Study Ch. 3 & 4	



3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.			Assessment projects	Qualitative Reading Inventory-5 Paper	Comprehensive Exam Paper		Initial proposal/ final report				Theoretical Perspective Paper	Case Study Ch. 3 & 4	Descriptive Project
3.3: Use assessment information to plan and evaluate instruction.			Assessment projects	Qualitative Reading Inventory-5 Paper	Comprehensive Exam Paper		Initial proposal/ final report			Craig Case Study		Case Study Ch. 3 & 4	
3.4: Communicate assessment results and implications to a variety of audiences				Qualitative Reading Inventory-5 Paper			Initial proposal/ final report					Case Study Ch. 4 & 5	Inferential Project
<b>Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Language Sample and Analysis	Final Paper		Response to Readings	Comprehensive Exam Paper								
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Language Sample and Analysis	Implementation Plans		Book Club Unit	Comprehensive Exam Paper		Lesson plans						
4.3: Develop and implement strategies to advocate for equity								School-wide Support Plan					
<b>Standard 5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.		Implementation Plans	Stages of Word Learning Papers										
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Discourse Analysis	Implementation Plans		Book Club Unit	Strategy Lesson Plans		Lesson plans			Resource File			
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Discourse Analysis	Implementation Plans		Book Club Unit			Lesson plans			Resource File			
<b>Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</b>	<b>510</b>	<b>507</b>	<b>519</b>	<b>558</b>	<b>559</b>	<b>518</b>	<b>509</b>	<b>515</b>	<b>512</b>	<b>530</b>	<b>555</b>	<b>556</b>	<b>549</b>
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.													
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.								Personal Development Plan for Growth (Rtl)					
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.								In-service/ Staff Development					
6.4: Understand and influence local, state, or national policy decisions.						Review SLD criteria							

### Component III – Assessment System

- A chart or narrative detailing all of the following:
  1. The performance-based assessments used to gather evidence of knowledge and skills, and dispositions if articulated. Assessments shall be grounded in research, based on best practices in education, and shall be developmental, multiple, and measurable over time.
  2. Identify levels of proficiency or other benchmarks that demonstrate student success.

#### MEASUREMENT OF CANDIDATES' DEVELOPMENT OVER TIME

Assessment Matrix Candidate Effectiveness						
Program: Master of Arts in Literacy/Learning Disability (RLD)						
	Description	Alignment		Criteria		Placement
Key Assessment #	Key Assessment	Knowledge Practice Service	Wisconsin Standards; CEC LD Standards	Evaluation Instrument	Description of Data	Beginning, Middle, End
K1	Entrance GPA		Check Off			Beginning
K2	Ongoing GPA $\geq$ 3.0		Check Off			Ongoing
K3	Written Comp (RD 559)	Knowledge, Practice, Service	WTS 1-4; IRA 1-5, LD 4, 6	Rubric	Point System	Middle
K4	Written Comp (RD 502)	Knowledge	IRA St. 4 WTS 1, 3, 6, 7, 10	Rubric	Point System	Middle
K5	Practicum (RD 509)	Knowledge, Practice, Service	WTSt 1-4; 6-8; LD 3, 4, 6, 7; IRA St 1-5	Rubric	Range	Middle
K6	Written Comp (RD 555)	Knowledge, Practice	WTSt 1,4; LD 1, 4, 7, 8; IRA St. 1-3	Rubric	Point System	End
K7	Oral Comprehension Question	Knowledge, Practice	WTSt 1, 3, 6, 8, 9, 10; LD 1, 4, 8; IRA St. 6	Rubric	Point System	End
K8	Portfolio (RD 515)	Knowledge, Practice, Service	WTSt 1,6,9,10; LD 1, 4, 5,9, 10; IRA St 1-3	Rubric	Point System	Middle/End
K9	Praxis (Certification)	Knowledge	WTSt 1-6	Standardized State Test	State Cut Scores	End

## 2. Identify levels of proficiency or other benchmarks that demonstrate student success.

**Key Assessment #1: GPA Entrance**

**Key Assessment #2: Ongoing GPA**

### **Excerpt from the Student Handbook:**

Admissions requirements:

- Application to graduate programs
- **Official college transcripts which document all post-secondary experiences and a 2.75 or better grade point average**
- The application fee

The acceptance of this documentation admits you to graduate studies. You will be notified of your initial acceptance by a letter from Graduate Admissions.

The second step of the admissions process, which will occur before taking the first course, is the submission of the following as first entries in your professional development portfolio:

- Two letters of recommendation from people who can attest to your ability to undertake a graduate level program and/or your abilities as a teacher/educator. Such persons may include someone in any of the following roles:
  - Former professor
  - Principal
  - Teaching supervisor
  - Peer teacher
- Verification of a valid Wisconsin teaching certificate or eligibility to secure one
- Verification of access to a classroom teaching situation

Full admission will be granted upon submission of these requirements to the Site Coordinator in the Department of Literacy and Language Development, who will evaluate them and notify you of your status in writing. The Site Coordinator will also notify the Office of Graduate Studies. These entries will be kept at Stritch until you begin to finalize your literacy portfolio near the end of your course experiences.

**Students must maintain a cumulative 3.0 throughout the program.**

**Key Assessment #3**

**Written Comprehensive Question**

## **Guidelines for the Comprehension Research and Practice Paper**

Choose a range of grades (upper elementary, middle school, or high school). Using the course texts, discuss research-based best practices in comprehension instruction for the range of grades you select. You should incorporate other course texts and your own teaching experiences to provide other evidence for your thesis. Make sure your paper is clearly organized based on your thesis and incorporates: 1) research on comprehension processes, 2) elements of comprehension assessment, and 3) components of the instruction process (Plan, Launch, Support of Student Interactions with Text, and Exit). You will be required to submit a thesis statement and a semantic web or outline for your paper prior to turning in the completed paper.

Your final paper should be no longer than 7-10 double-spaced, word-processed pages. You should reference both course texts (Caldwell & Irwin) and at least at least 6 journal articles or chapters (discussed in class) using correct APA format and include a list of references.

*NOTE: This is the first of your embedded comprehensive examination questions. You must receive a “pass” (meets expectations) on this paper before you can participate in the practicum. Your grade for this course will be based on your first grade for this paper. Subsequent submissions will not affect your grade.*

The rubrics that have preceded this class were explicit in what needs to be included in an academic response paper. It is assumed that all those components will be present in the writing of your comps paper.

## Rubric for Comprehension Paper (559)

Student Name: \_\_\_\_\_ Cohort \_\_\_\_\_

Meets Expectations	Partially Meets Expectation	Needs Revision	
<b>Organization (10-0 Points)</b>			
All components have been addressed: comprehension research, assessment, and instructional processes. (3 points)	Three components have been addressed: comprehension research, assessment or instructional processes but one or two needs more development. (2 points)	Less than three components have been addressed: comprehension, assessment or instructional processes. (1-0 points)	Components
Contains well-developed introduction with relevant citations to set the context for the thesis. (1 point)	Contains a clear introduction with relevant citations to set the context for the thesis. (.5 point)	Introduction does not clearly set context for thesis and/or needs development. (0 points)	Introduction
Clearly written thesis contains: topic, stance, and direction. (3 points)	Thesis contains topic, stance, or direction but doesn't address the prompt. (2 points)	Thesis is missing topic, stance or direction and/or is not clearly written. (1-0 points)	Thesis
Paper is organized around the thesis. (1 point)		Some topics follow the thesis, but paper is not totally organized around the thesis. (0 points)	Thesis
Transitions demonstrate cohesion between points of direction. (1 point)	For the most part transitions are present. Minor additions would enhance cohesion (.5 points)	Transitions are poorly developed or absent. (0 points)	Transitions
Contains a clear conclusion that relates back to the introduction. (1 point)	Contains a clear conclusion that relates back to the introduction; however, new points have been added that were not developed in the paper. (.5 point)	Contains a conclusion that doesn't relate to the introduction and main ideas in paper. (0 point)	Conclusion
<b>Support for Implications (17-0 Points)</b>			
The writer has integrated his or her own experiences to support stance as appropriate (3 points)	Some experiences are integrated to support stance. (2 points)	More integration of experiences is needed to support stance. (0-1 point)	Experiences
Cited support from course texts is sufficient (including at least 8 cited sources from <i>Comprehension Processes</i> and <i>Comprehension Assessment</i> texts and at least 6 of the articles or book chapters read for this course) and specific to demonstrate synthesis of course content (7-6 points)	Cited support is present, but not specific or sufficient (less than 6 or 7 cited sources from <i>Comprehension</i> texts and/or articles or book chapters were not cited) to demonstrate synthesis of course content. (5-3 points)	Cited support is present, but minimal (less than 6 cited sources from <i>Comprehension</i> texts and/or the articles or books chapters were not cited). More specific support is needed to demonstrate synthesis of course content. (2-0 points)	Support
Support is cohesively developed and illustrates the main points as needed to demonstrate depth of understanding (7-6 points)	Support is incorporated to illustrate main points but is not explicitly connected in order to develop a cohesive argument. (5-3 points)	Support is presented as a list of ideas rather than cohesively developed thoughts. (2-0 points)	Development
<b>APA (1-0 Points)</b>			
Support is cited in accordance with APA guidelines with no errors. (1 point)	APA reflects minimal errors. (.5 points)	Evidence of APA but needs work. (0 points)	APA
<b>Written Presentation (2-0 Points)</b>			
Word choice and voice demonstrate professional research style of writing. (1 point)	Word choice and voice demonstrate professional research style in most parts of the paper. (.5 points)	Professional style of writing is evident but tone is too informal and/or conversational. (0 points)	Style

There are minimal mechanical and spelling errors (no more than 2 per page) (1 point)	There are some mechanical and spelling errors. (.5 points)	Revision required. (0 points)	Mechanics
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Pass \_\_\_\_\_ Needs Revision \_\_\_\_\_

## Key Assessment #4

### Written Comprehensive Question

#### Topics Paper

At the end of the semester, each student will write a brief synthesis paper based on the readings from the two required course texts and at least one additional journal article or book. Students should choose an area of interest covered in the readings throughout the course. For instance, one could discuss the benefits and tensions that emerge when allowing different perspectives into the classroom and the curriculum. Another topic might be educational policies and/or practices that support (or do not support) second language students. Then, using the research discussed in the *Inside City Schools...* text and the theories and practices presented in the *Beyond Heroes and Holidays* text (or other readings you have done this throughout this course) write your synthesis paper. Although the paper should clearly present the ideas discussed in your texts, your own opinion should be woven into the paper as well. Your paper should begin with a clear and well-written thesis and all information presented in the paper should support that thesis.

A synthesis merges ideas from several sources to develop a stance—in this case a critical stance in relationship to the complexity of issues of diversity in literacy. The information should be organized so the reader can see where the information in each source overlaps. The paper should make sense of these sources so they can be understood in greater depth.

This paper should be no more than 4 double-spaced word-processed pages. You should reference professional works using correct APA format and include a list of references.

#### TOPICS for 502 SYNTHESIS PAPER

1. The overrepresentation of ESL students and/or black males in Special Education.
2. Difficulties teachers may face when they embrace the beliefs of multiculturalism.
3. White privilege.
4. Using writing, literature, and discussion to grapple with race, ethnicity, gender, and class.
5. Expanding/confronting your own ability/inability to “see” from other perspectives.
6. Tolerating tensions emerging from allowing different perspectives into the classroom and the curriculum.
7. Connections between language, literacy, identity, and learning.

NOTE: This is the second of your embedded comprehensive examination questions. You must receive a “pass” on this paper before you can work on your final research project. Your grade for this course will be based on your first grade for this paper. Subsequent revisions will not affect your grade.



The rubrics that have preceded this class were explicit in what needs to be included in an academic response paper. It is assumed that all those components will be present in the writing of your comps paper.

**Rubric for Topics Paper (502) Student Name:** \_\_\_\_\_ **Cohort** \_\_\_\_\_

<b>Meets Expectations</b>	<b>Partially Meets Expectation</b>	<b>Needs Revision</b>	
<b>Organization (0-10 Points)</b>			
All components of the synthesis have been addressed (topic, sources, critical comparison of texts) (3points)	Components have been addressed but critical comparison of texts is not present. (2 points)	Less than three components have been addressed and critical comparison of texts is not present (1-0 point)	Components
Contains well-developed introduction with relevant citations to set the context for the thesis. (1 point)	Contains a clear introduction with relevant citations to set the context for the thesis. (.5 point)	Introduction does not clearly set context for thesis and/or needs development. (0 points)	Introduction
Clearly written thesis contains: topic, stance, and direction. (3 points)	Thesis contains topic, stance, or direction but doesn't address the prompt. (2 points)	Thesis is missing topic, stance or direction and/or is not clearly written. (1-0 points)	Thesis
Paper is organized around the thesis. (1 point)		Some topics follow the thesis, but paper is not totally organized around the thesis. (0 points)	Thesis
Transitions demonstrate cohesion between points of direction. (1 point)	For the most part transitions are present. Minor additions would enhance cohesion (.5 points)	Transitions are poorly developed or absent. (0 points)	Transitions
Contains a clear conclusion that relates back to the introduction. (1 point)	Contains a clear conclusion that relates back to the introduction; however, new points have been added that were not developed in the paper. (.5 point)	Contains a conclusion that doesn't relate to the introduction and main ideas in paper. (0 point)	Conclusion
<b>Support for Implications (17-0 Points)</b>			
The writer has integrated his or her own experiences to support stance as appropriate (3 points)	Some experiences are integrated to support stance. (2 points)	More integration of experiences is needed to support stance. (0-1 point)	Experience
Cited support from course texts is sufficient and specific to demonstrate synthesis of course content (7-6 points)	Cited support is present, but not specific or sufficient to demonstrate synthesis of course content. (5-3 points)	Cited support is present, but minimal. More specific support is needed to demonstrate synthesis of course content. (2-0 points)	Support
Support is cohesively developed and illustrates the main points as needed to demonstrate depth of understanding (7-6 points)	Support is incorporated to illustrate main points but is not explicitly connected in order to develop a cohesive argument. (5-3 points)	Support is presented as a list of ideas rather than cohesively developed thoughts. (2-0 points)	Development
<b>APA (1-0 Points)</b>			
Support is cited in accordance with APA guidelines with no errors. (1 point)	APA reflects minimal errors. (.5 points)	Evidence of APA but needs work. (0 points)	APA
<b>Written Presentation (2-1 Points)</b>			
Word choice and voice demonstrate professional research style of writing. (1 point)	Word choice and voice demonstrate professional research style in most parts of the paper. (.5 points)	Professional style of writing is evident but tone is too informal and/or conversational. (0 points)	Style

There are minimal mechanical and spelling errors (no more than 2 per page) (1 point)	There are some mechanical and spelling errors. (.5 points)	Revision required. (0 points)	Mechanics
Pass _____	Needs Revision _____	TOTAL POINTS _____	

## Key Assessment #5

### Audiotape Rubric

The following is a list of teaching attributes your supervisor must see you demonstrate while viewing your lessons. You will need to continue to submit tapes until you demonstrate competency in each area. You will need to submit two sets of three tapes, one for each student. You must earn a pass or high pass in each area for both children before you can complete this practicum. The first tape for each student should be submitted within the first two instructional sessions (before session 3).

Although you will strive to teach highly effective lessons, this will not happen immediately. Be patient with yourself as you grow. When you submit your tapes, cue them to specific areas that you want your supervisor to observe. It's not necessary for each tape to show competency in all areas. Thus, if the word study component of your second lesson is remarkable, but the writing portion didn't go well, submit the tape and cue your supervisor to watch the word study portion. S/he can mark you off for that portion and you can submit another tape in which the writing aspect went more smoothly. It is in your best interest to begin submitting even small portions of tapes early on so that you can have your competencies documented.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Audiotape submission number:** \_\_\_\_\_

**High Pass**                      Demonstrates a high level of competency in this area.  
**Pass**                                Meets expectations.  
**Unacceptable**                    Does not meet expectations, more practice is needed

		Learning to Read	Reading to Learn
<i>Word Study</i> (Word Recognition and Vocabulary)	Instructional focus based on specific student objective is explicit in the language of instruction.		
	Teacher's use of language/modeling makes use of the strategy/component explicit for the learner.		
	Teacher facilitates student's explicit use of instructional language to problem solve and/or apply strategies or skills.		
	Scaffolded sequences are modified to meet the needs of the learner.		
	Reflection demonstrates ability to professionally reflect and plan instruction based on the student's responses.		

<i>Fluency</i>	Instructional focus based on specific student objective is explicit in the language of instruction.		
	Teacher's use of language/modeling makes use of the strategy/component explicit for the learner.		
	Teacher facilitates student's explicit use of instructional language to problem solve and/or apply strategies or skills.		
	Scaffolded sequences are modified to meet needs of learner.		
	Reflection demonstrates ability to professionally reflect and plan instruction based on the student's responses.		
<i>Comprehension</i>	Instructional focus based on specific student objective is explicit in the language of instruction.		
	Teacher's use of language/modeling makes use of the strategy/component explicit for the learner.		
	Teacher facilitates student's explicit use of instructional language to problem solve and/or apply strategies or skills.		
	Scaffolded sequences are modified to meet the needs of the learner.		
	Reflection demonstrates ability to professionally reflect and plan instruction based on the student's responses.		
<i>Writing</i>	Instructional focus based on specific student objective is explicit in the language of instruction.		
	Teacher's use of language/modeling makes use of the strategy/component explicit for the learner.		
	Teacher facilitates student's explicit use of instructional language to problem solve and/or apply strategies or skills.		
	Scaffolded sequences are modified to meet the needs of the learner.		
	Reflection demonstrates ability to professionally reflect and plan instruction based on the student's responses.		
<i>TOTAL</i>	<i>Pass or high pass for all areas earns 15 points</i>		

## Key Assessment #6

### Philosophy

Using the models presented to you in class and your readings from this class and others in the program, discuss your beliefs about how teachers can best meet the instructional needs of students with learning difficulties. In this paper discuss the following: 1) your beliefs about the crucial components of instruction for students with learning disabilities (focus on literacy), 2) three instructional practices that exemplify your beliefs, and 3) two assessment tools that a teacher might use in his/her daily practice to guide instruction.

**Use the following checklist as a guide for your writing:**

- \_\_\_\_\_ 1. Did I make an outline before beginning to write?
- \_\_\_\_\_ 2. Does my paper have an introduction, thesis statement and conclusion?
- \_\_\_\_\_ 3. Have I used headings to make the organization clear to the reader?
- \_\_\_\_\_ 4. Have I carefully edited the paper for conventions and clarity?
- \_\_\_\_\_ 5. Have I supported my ideas with previous research?
- \_\_\_\_\_ 6. Have I used APA guidelines?
- \_\_\_\_\_ 7. Have I relied mainly on active verbs instead of passive?
- \_\_\_\_\_ 8. Have I fully demonstrated my understanding and integration of the instructional practices and assessment tools by clearly describing versus listing this content in the context of this paper?
- \_\_\_\_\_ 9. Do my beliefs reflect an understanding of the theoretical models presented in class?
- \_\_\_\_\_ 10. Is there consistency between my beliefs and my practices?

**Your final paper should include the following:**

- A detailed outline of your paper.
- The above checklist completed by you.
- The 5-7 page, double-spaced paper (1 inch margins, Times 12 point font)
- Reference list that follows APA guidelines

### Rubric for Theoretical Paper

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Revision Required</b>
	6 points	5.5 – 4.5 points	4- 0 points
<b>Explanation of beliefs</b>	Beliefs about how teachers can best meet the instructional needs of students with learning disabilities have been clearly described.	More detail or a clearer description could have enhanced the explanation of beliefs.	The explanation of the model was incorrect or insufficient.
<b>Support for beliefs</b>	The beliefs described have been well supported by research and classic models. Personal experience has been incorporated, but does not dominate.	A better balance between research, classic models and experience would enhance the paper.	Support was lacking OR the balance between research, classic models and experience needs reconsideration.
<b>Instructional Practices</b>	All three practices have been described in detail and fidelity to the author's beliefs is explicit.	More detail OR an explicit connection to the author's beliefs is needed.	Less than three practices are included OR there is no explanation OR the connection to the author's beliefs is
<b>Assessment Tools</b>	Both assessment tools have been described in detail and the connection to instruction is explicit.	More detail OR an explicit connection to the instructional practices is necessary.	Less than 2 practices included OR this is not explanation OR the connection to practice is questionable.
<b>Focus on Literacy</b>	Literacy development was carefully woven into the paper.	Literacy development did not play a prominent role or was treated as an add-on.	Literacy was not addressed sufficiently.
	5 points	4.5 – 4 points	3.5 – 0 points
<b>Organization</b>	The organization is clear. The author used headings, transitions, introductions and conclusions to help the reader.	More organizational support would enhance the paper.	Organization needs attention.
<b>Presentation</b>	Meticulous attention was given to these aspects.	More attention could be given to these aspects.	Revision required.

## Key Assessment #7

### Case Study Research Presentation

You will present your final case study research project to the examiners and your peers. You will have approximately 20 minutes to make this presentation. Your role is to clearly and effectively present your research to the audience. Since you do not have much time, you will have to make decisions about how to make the best use of what time you have. We suggest that the majority of your presentation time be devoted to the design of the intervention, findings, and significance of the study; however, do not exclude the other components from your presentation. Rather, cover these sections in a concise manner. Make sure that you discuss the provisions made by IDEA as they pertain to this child. Please prepare a handout for the audience (8 copies should be more than enough). This handout could be the slides from your powerpoint or a summary of the main points of your presentation. **At the end of your presentation you will have another 5 minutes to engage the audience in a discussion related to your research project.**

This must be a formal presentation utilizing appropriate technology. Choose a form of technology with which you are comfortable. Make certain that all visuals are clear and easy for the audience to read. Practice your presentation before the final presentation day. Ask someone else to critique your presentation and provide constructive feedback.

Since this research project is your own, you should not need to rely heavily on notes. While it is a good idea to have note cards with an outline of the most important information included to keep you on track, we do not recommend that you read your presentation from a script. If this situation occurs, you may be asked to repeat your presentation at a later date.

Presenter's Name: \_\_\_\_\_

**Case Study Research Presentation Rubric**

	<b>Exceeds Expectations (3 points)</b>	<i>Meets</i> <b>Expectations (2 points)</b>	<b>Does Not Meet Expectations (1 Point)</b>
<b>Presentation Style</b>	Speaker is at ease in front of the audience; makes eye contact, projects voice, speaks naturally, makes minimal use of notes	Speaker is fairly comfortable in front of the audience. One or more of the following could use some improvement: eye contact, voice projection, speech patterns, use of notes. (Please circle all that apply)	Speaker appears very uncomfortable in front of the audience; little or no eye contact, difficult to hear, uses unnatural speaking patterns, reads presentation
<i>Key Elements of the Study:</i> <b>Introduction to the Child</b>	A concise introduction has been provided. Relevant background information has been provided	Background information has been provided. More detail would enhance the presentation	Not enough background information provided
<b>Research Question</b>	Research question was stated		Research question was not stated.
<b>Findings of Pre-tests</b>	Findings were clearly presented	Some pieces of the findings were not clear or required more detail	Findings were not shared or unclear
<b>Related Research</b>	A concise synthesis of the research that supports the intervention was provided	Several individual authors or research studies were presented as separate from one another	The research section of the presentation was superficial OR too much time was devoted to the research section
<b>Design of the Intervention</b>	The design of the intervention was clearly explained. Sufficient detail was included	The design of the intervention was explained; however, more detail would have been helpful	It was difficult to understand the design of the intervention OR this section was not addressed
<b>Findings</b>	Findings were presented in a way that was clear to the audience	Findings were discussed; however, more detail would have been helpful	Findings were not presented OR presented in a way that was confusing to listeners.
<b>Significance</b>	The significance of the findings and study were discussed in detail. Speaker has made a number of relevant points	The significance of the findings and study were covered. More relevant points could enhance the presentation	Information in this section of the presentation was minimal or not present
<b>Use of technology</b>	Speaker made the fullest use possible of the visual aspects of the presentation	Appropriate use of technology was made. Small changes or additions could enhance the presentation	Did not use any form of technology OR the use of technology was not effective for the presentation
<b>Interaction with Audience</b>	Speaker led the discussion with confidence and further demonstrated his/her knowledge of the topic	The discussion was adequate	Speaker could not initiate a discussion
<b>Handout</b>		Provided	No handout was provided
<b>Time Limit</b>		Within the time limit	Exceeded the time limit





## Key Assessment #8

### Portfolio

Each RLD student will formulate a comprehensive portfolio that demonstrates the attainment of the program goals and how research, reflection, and practice have been contributing elements throughout the course of study toward this master's degree.

Each portfolio will contain five sections as outlined below. Included will be:

1. Introductory Section which focuses on a letter of introduction to the reader of the portfolio. Items to be included are as follows:

- Teaching background of the student, including past and present teaching positions
- Strengths of the student
- Areas needing continued improvement
- Other pertinent information that the student wishes to share
- Reflections on professional growth made during the program

The typical length of the letter of introduction is two pages, double-spaced.

2. Instructional Section which includes a total of six (6) artifacts from courses, of which four are required and two will be chosen by the student. Students will align these six artifacts to the Wisconsin Teacher Standards; a narrative (one paragraph) for each artifact and how it aligns to the Wisconsin Teacher Standards is required.

The following are required artifacts:

- Craig Case Study from RD 530
- Assessment report and protocol from Woodcock Reading Mastery Tests-Revised from RD 519
- Practicum K-12 Student Report from RD 509
- Philosophical Stance Paper on writing instruction from RD 558

Students will select two additional artifacts for the instructional section of the portfolio and will align them with the standards as stated above.

3. Professional Development Plan (PDP) Section which includes the following components based on the student's own personal goals:

- Goal identification-two goals
- Description of goals
- Rationale for goals
- Plan for assessment/documentation of goals
- Plan to meet goals: Objectives, activities, timeline, and collaboration

The PDP overall should: 1. contain a focus, which is evident; 2. be error-free (mechanically and grammatically); 3. be coherent as a whole.

4. Resume and Letters of Recommendation Section which includes the following:

- Professional resume
- Two letters of recommendation stating the student's ability as a teacher/professional educator

5. Case Study Action Research Section which includes your Case Study Action Research abstract only.

### **RLD Comprehensive Experience with Portfolio for**

(Please check the items that are included in the portfolio.)

Each portfolio will contain five sections as outlined below. Included will be:

1.  **Introductory Section**-Letter of introduction to the reader of the portfolio.  
Items to be included are as follows:  
 Teaching Background (past and present)  
 Strengths of student  
 Areas needing improvement  
 (Optional) Other pertinent information  
 Reflections on professional growth made during program
  
2.  **Instructional Section**-The following are **required** artifacts:  
 Craig Case Study from RD 530 and alignment with WI Teacher Standards  
 Assessment report and protocol from Woodcock Reading Mastery Tests-Revised from RD 519 and alignment with the WI Teacher Standards  
 Practicum K-12 Student Report from RD 509 and alignment with WI Teacher Standards  
 Philosophical Stance Paper on writing instruction from RD 558 and alignment with WI Teacher Standards  
 Artifact choice specified: \_\_\_\_\_ and alignment with WI Teacher Standards  
 Artifact choice specified: \_\_\_\_\_ and alignment with WI Teacher Standards
  
3.  **Professional Development Plan (PDP) Section**-Includes the following components based on the student's own personal goals:  
 Goal identification-two goals  
 Description of goals  
 Rationale for goals  
 Plan for assessment/documentation of goals
  
4.  **Resume and Letters of Recommendation Section**  
 Professional resume  
 Two letters of recommendation
  
5.  **Case Study Action Research Section**  
 Case Study Action Research abstract only

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**Pass (all above areas are included)**

**Pass with condition (one or two items have been omitted; student needs to resubmit portfolio)**

     **Fail (portfolio is incomplete)**

