

Single-Page Program Overview
 Graduate Certificate Program: Reading Teacher and
 Master of Science in Education (M.S.E.) in Reading: Reading Specialist

The University of Wisconsin-River Falls offers two options in the Graduate Reading Program. The 13-month "fast track" program offers a Reading Teacher Certificate and opportunity for Wisconsin State licensure. The Master's Degree is an 18-month program which offers the opportunity for Wisconsin State licensure as a Reading Specialist. Candidates may elect to extend completion time over several years if they prefer. A customized course of study to meet Minnesota's Teacher of Reading licensure endorsement is also available.

Admission Requirements:

- Two years of full time, licensed classroom teaching experience
- Undergraduate GPA of 2.75 on a 4.0 scale

Reading Teacher Certificate – 21-23 credits

First Summer Institute **8 credits**

READ 700 Foundations of Literacy	2
READ 761 Advanced Elementary Reading Instruction	3
READ 622 Content Area Literacy in Middle/Secondary	3

Courses During the First Academic Year **12 credits**

READ 750 Children's Literature in the Reading Program	3
TED 705 Language Arts in the Elementary School	3
READ 785 Research in Literacy	3
READ 765 Appraisal and Intervention	3

Summer II: (Clinic Experience) **1-3 credits***

READ 775 Clinical Practicum in Literacy Instruction	1-3*
Portfolio #1: Ten Wisconsin Teaching Standards	

After the above 21-23 credits + Portfolio #1, candidates are eligible for the Certificate in Reading and the WI Reading Teacher license

M.S.E. Degree (Total – 30 credits)

Summer II [last session]: (Language) **3 credits**

READ 710 Language Acquisition & Disorders for Reading Teachers	3
---	---

Courses During the Second Academic Year: **4-6 credits**

READ 766 Supervision/ Administration	2
READ 779 Field Experience taken with READ 766	2
Electives as needed	1-2
Portfolio #2: Seven Wisconsin Standards for Administrator Development and Licensure	
Plan B Paper	
Exit Exam	

Candidates for Reading Specialist Licensure/M.S.E. eligible to graduate after the total of 30 credits + exit exam, portfolio, and Plan B Paper

*Qualifying candidates may complete clinic experience in their school setting for the lower number of credits, depending on their circumstance.

[Note: See p. 9 for a graphic program summary.]

Introduction

The Master's Degree level of preparation in **Reading** was initiated at the University of Wisconsin-River Falls (**UWRF**) in 1965 with the Master of Science in Teaching degree. The program was revised in 1970 as a Master of Science in Education degree in response to increasing certification requirements for reading specialists and reading teachers in Wisconsin. The North Central Association (NCA) granted full accreditation in 1973. Since 1970, the program meets or exceeds standards set by the International Reading Association (**IRA**) and the Wisconsin Department of Public Instruction (**DPI**) and reflects the most current theory, research and best practices in the field of reading. The graduate program in **Reading**, as well as all other graduate programs at the UWRF, continues to be fully accredited by the NCA and the National Council for Accreditation of Teacher Education (**NCATE**). According to the March 1997 review by the IRA, the **Master of Science in Education: Reading** fully meets all guidelines. For 40 years the **Master of Science in Education: Reading Program** has been meeting the needs of school districts in Western Wisconsin and Eastern Minnesota.

Mission Statement

The University of Wisconsin-River Falls Graduate Reading Certificate and Master's programs are designed to develop Reading Teachers and Reading Specialists for elementary, middle school and secondary levels.

We serve both those seeking Reading Teacher Licensure and Reading Specialist Licensure, assuring that candidates acquire the knowledge base to understand the developmental nature of literacy acquisition and that they acquire and practice the skills necessary to carry out effective assessment and to provide authentic literacy instruction. Reading Specialists are prepared to administer reading programs in schools and districts.

We seek to create and use school and community partnerships that contribute to the advancement of literacy for all people, regardless of race, ethnicity, economic status, or gender, while meeting the ever changing literacy needs of diverse people living in a multi-faceted and technologically evolving world.

Goals

The goals of the **Master of Science in Education: Reading** serve both the core and **select missions** of the University of Wisconsin-River Falls. The program:

- ◆ provides a certificate and eligibility for Wisconsin Department of Public Instruction (DPI) Reading Teacher licensure for teachers at the elementary through secondary levels;
- ◆ provides a Master of Science in Education Degree in Reading and eligibility for Wisconsin Department of Public Instruction (DPI) Reading Specialist licensure for teachers at the elementary through secondary levels;
- ◆ provides a course of study that meets the Minnesota Department of Education requirements for the Minnesota K-12 Teacher of Reading licensure endorsement;
- ◆ provides graduate courses on campus and throughout the region through Outreach offerings, many of which may be taken without prerequisites by graduate students seeking licensure renewal credits or as electives for other graduate programs;
- ◆ provides assessment and intervention services for area children through the Summer Reading Clinic;
- ◆ supports the St. Croix Valley Reading Council (**SCVRC**) in affiliation with the Wisconsin State Reading Association (**WSRA**) and the International Reading Association (**IRA**).

Objectives

Candidates will demonstrate *knowledge* of:

- History, philosophy and theories of reading instruction
- Research in literacy
- Language development, cognition, and learning
- Nature of the reading process
- Supportive conditions for learning, including characteristics of a literate environment
- Assessment principles, instruments, and techniques
- Techniques for organizing and planning for effective K-12 literacy instruction
- Instructional strategies and appropriate materials for K-12 literacy instruction
- Characteristics of effective programs for a diverse population of learners
- Appropriate use of technology in literacy programs.

Candidates will demonstrate *ability* to:

- Create and supervise creation of a literate environment that meets the needs of a diverse population of learners

- Organize and plan for effective literacy instruction
- Assess reading and writing development using a variety of assessment techniques and instruments
- Carry out effective, needs-based literacy instruction
- Carry out teacher research
- Communicate information about theories of literacy instruction, language development, cognition and learning, and the nature of the reading process
- Analyze and communicate information about literacy research to teachers, parents, and others interested or engaged in literacy development
- Communicate information about conditions for learning, characteristics of literate environments, planning and instructional techniques, assessment principles to teachers, parents, and others interested or engaged in literacy development
- Plan and enhance reading programs, including budget and administrative considerations
- Supervise / coach teachers and other professionals working in literacy assessment and instruction
- Supervise teachers' classroom research projects
- Utilize resources from a variety of sources, such as national and state organizations and the internet.

The faculty in the **Reading** program view reading as a constructive process and therefore teach from the perspective of theories and models that support this theoretical base.

Program Descriptions

The **Reading Program** offers two overlapping programs of study:

- **Reading Teacher Certificate Program:** In as few as one academic year and two summers, candidates may fulfill the requirements for a 21-23-credit **University of Wisconsin-River Falls Certificate in Reading** that qualifies them to receive a State of Wisconsin Department of Public Instruction (DPI) **Reading Teacher license**. Candidates may complete the program over a longer period of time if they prefer. A **Portfolio** illustrating competency in the Ten Wisconsin Teacher Standards must be constructed and approved before licensure can be endorsed by UWRF. (See Appendix A for the standards.)
- **Master of Science in Education – Reading:** Candidates who wish to continue in the program for an additional semester, will receive a **Master of Science in Education: Reading degree** and qualify for a State of Wisconsin Department of Public Instruction (DPI) **Reading Specialist license**. A **Portfolio** illustrating competency in the Seven Wisconsin “Standards for Administrator Development and Licensure” must be constructed and approved before licensure can be endorsed by UWRF. (See Appendix B for the standards.)
- A customized course of study is available for Minnesota teachers seeking **Minnesota Teacher of Reading** licensure endorsement from the Minnesota Department of Education.

The table on page 9 (Recommended Plan of Study) summarizes the programs and their sequences. All courses are offered either in the summer or after 5:00 PM to accommodate candidates who are working during the day.

Program Admission

To be admitted to either the **Reading Teacher Certificate Program** or the **Master of Science in Education: Reading Program**, application must be made to the Graduate School (715-425-3843). Both programs start with the foundation course, READ 700 – Foundations of Literacy, the first of the three-course Summer Institute (details following under “Completion of the Programs”). (It is permitted to take certain methods courses before READ 700 for those who want to get started after the READ 700 course for the year has been offered.) An overall undergraduate grade point average of at least 2.75 on a 4.0 scale and a minimum of two years full-time classroom teaching experience are required for program admission. Applicants may consult the appeals procedure in the graduate catalog if grade point requirements are not met. Upon notification of admission to the Graduate School, candidates will be assigned an advisor who will assist them in completing and filing an official program plan for the Reading Program.

Transfers & Substitutions

A candidate may substitute a total of 9 semester credit hours from another institution provided the course-substitutions are approved by the advisor and comply with Graduate School regulations.

Completion of the Programs

The **Certificate Program** and the **Master of Science in Education: Reading** programs are intended to be administered as cohort programs in which groups of candidates begin and complete the program together. However, those who prefer to complete the program more slowly may do so. Following are the steps for completion of the Programs:

- ◆ We recommend that all Certificate and MSE candidates begin the program by taking the 5-day, 2-credit course, **READ 700 – Foundations of Literacy**. This is the first course in the **Reading Summer Institute**, a three-course sequence designed to launch the Certificate and MSE – Reading programs. Candidates will start assembling their first professional Portfolios during this course.
- ◆ **READ 700** is followed by two 7-day techniques courses, **READ 761 – Advanced Elementary Reading Instruction** and **READ 622 – Content Area Literacy in Middle and Secondary Schools**. It is recommended that candidates take the full Summer Institute because subsequent courses build upon the content presented in these courses. However, candidates who prefer to go more slowly may do so in consultation with their advisors.
- ◆ For completion of the **Reading Certificate**, the **Summer Institute** is followed by courses in language arts, children’s literature, research, appraisal and intervention, and terminates with a summer clinic practicum during the second summer. (Candidates working under emergency or temporary reading licenses in their employment situations may complete the clinic work during the school year in their own classrooms. They would pay for fewer credits.) Candidates’ first Portfolios must be submitted and approved before the UWRP Certification Officer will sign off on the application for Wisconsin Reading Teacher licensure. (Appendix A)
- ◆ Those continuing on to complete their **Master of Science in Education – Reading Degree** take the 5-day, 3-credit course, **READ 710 – Language Acquisition & Disorders for Reading Teachers** at the end of the second summer. During their final fall semester they take two concurrent supervision-based courses, **READ 766 – Supervision of the Reading Program** complemented by **READ 779 – Field Experiences**. Each course runs half a semester. Also during the last semester, the Master’s candidates write a Plan B paper, take an exit exam, and assemble and submit their second program Portfolio, to complete their program of study. The second Portfolio demonstrates competency in the Seven Wisconsin “Standards for Administrator Development and Licensure” (Appendix B).
- ◆ As noted above, candidates who wish to take more than an academic year and two summers to complete the **Reading Certificate** program, or more than 18 months to complete the **Master of Science in Education – Reading Degree**, may do so. However, we strongly urge all candidates to start with **READ 700 – Foundations of Literacy** if at all possible.
- ◆ Completion of both the **Certificate Program** and the **Master of Science in Education – Reading** programs requires a minimum overall grade point average of

3.0 on a 4.0 scale. In addition to the Portfolios noted above, the **Master of Science in Education – Reading** program requires the completion of an exit exam and a Plan B paper. The exam involves the demonstration of a cohesive understanding of reading, reading instruction, and supervision of reading programs. The exam is completed during the final semester of enrollment in the program. More specific information about the exam may be obtained from the advisor. The Plan B paper is a paper approved by the advisor that addresses issues or describes teacher-research related to literacy development. See below (**Graduation Requirements**) for additional descriptions of graduation requirements.

Advising

Faculty advisors have an important role in candidates' success in graduate school. Guiding candidates through program planning, designing and writing the Plan B paper, building a portfolio, preparation for the exit examination, career planning and placement, and continuing professional development are the major functions of advising. Advisors also assist candidates with progress and professional development while enrolled in the program. Candidates are *encouraged* to meet with their advisors on a regular basis. Candidates who have encountered the fewest problems and who have had the most comprehensive professional experiences during their course of studies are those who have maintained regular contact with their advisors.

The **Reading faculty members** post their semester office hours and include some open advising times before evening classes on Monday through Thursday to accommodate candidates who are working during the day. The Teacher Education Department Program Assistant also keeps a list of advisors' office hours, but does not schedule appointments. While faculty offices and phone numbers may change from year to year, all **Reading faculty members** can be contacted by phone or message by asking for the contact person for the Reading Program at 715-425-3230.

The members of the **Reading faculty** invite you to maintain contact with them *after* completing the program for continuing professional development.

Assistantships

Assistantships may be available for the academic year. Recipients of assistantships are restricted to a credit load of no less than six and no more than 12 hours per semester. Responsibilities can include assisting faculty with research, child and adult literacy instruction, possible supervision of practicum students and student teachers, and other academic, department, and program administrative and secretarial work. The Reading faculty members encourage candidates to apply for assistantships. The combination of coursework with research and practical experiences enhances and strengthens candidates' professional preparation. Contact the Graduate School for more information (715-425-3843).

Wisconsin Reading Licensure

The coursework within the **Master of Science in Education: Reading** degree program prepares candidates for two areas of reading licensure in the State of Wisconsin: **Reading Teacher** and **Reading Specialist**. Below are the requirements for each.

Reading Teacher – State of Wisconsin Department of Public Instruction (DPI) license

(for any person who has a specific assignment to teach reading)

Department of Public Instruction (DPI) requirements include:

- (a) Eligibility to hold a Wisconsin license to teach, or completion of an approved teacher education program.
- (b) Two years of successful regular classroom teaching experience.
- (c) Proficiency in the teaching of reading that includes a practicum in teaching reading in all of the following:
 1. Language arts standards including the Wisconsin Model Academic Standards for English Language Arts and the National Standards for the English Language Arts;
 2. Language arts processes;
 3. Language arts models;
 4. Research;
 5. Language;
 6. Literacy, Language Acquisition, Language Development, Cognition and Learning;
 7. Literature; and
 8. Sociocultural and Political Aspects of Literacy.

Required courses (21-23 credits)

Course Number and Title	Credit
SUMMER INSTITUTE IN READING:	
READ 700 Foundations of Literacy	2
READ 761 – Advanced Elementary Reading Instruction	3
READ 622 Content Area Literacy in Middle and Secondary Schools	3
TED 705 Language Arts in the Elementary School	3
READ 750 Children’s Literature in the Reading Program	3
READ 785 Research in Literacy	3
READ 765 Appraisal and Intervention	3
READ 775 Clinical Practicum in Literacy Instruction	1-3
Portfolio – Ten Wisconsin Teaching Standards	–
TOTAL CREDITS	21-23

Candidates who complete the requirements for the Reading Teacher certification receive a Certificate in Reading from the University of Wisconsin-River Falls.

Reading Specialist – State of Wisconsin
Department of Public Instruction (DPI)

(for any person who directs kindergarten through grade 12 reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading)

In addition to the requirements for a Reading Teacher license (above), the Department of Public Instruction (DPI) requirements include:

- (a) Field experience in kindergarten through grade 12 reading programs.
- (b) Research related to reading.
- (c) Supervision of instruction and assessment.

Required courses (7-9 credits beyond Certificate requirements) for M.S.E.

Course Number and Title	Credit
READ 710 Language Acquisition & Disorders for Reading Teachers OR An advisor-approved course in language acquisition, language disorders, and/or language development	3
READ 766 Supervision and Administration of the Reading Program <i>taken concurrently with</i> READ 779 Field Experience <i>(Each course runs half the semester.)</i>	2 2
Elective credits as needed	1-2
Portfolio, Plan B Paper, & Exit Exam	-
TOTAL ADDITIONAL CREDITS	7-9

Minnesota Teachers of Reading Requirements

Minnesota and Wisconsin do not have any reciprocal licensing agreements. However, the Reading Program of the University of Wisconsin-River Falls supplies Minnesota candidates with a detailed document outlining how our program specifically meets the requirements of MN Rule **8710.4725 TEACHERS OF READING**. The Director of the Reading Program will sign this document upon completion of the program for those candidates seeking licensure in Minnesota. Also, the Minnesota Department of Education lists the UWRF Reading Program as an approved program for meeting Minnesota’s requirements for Minnesota Teachers of Reading. Completion of the M.S.E. – Reading Program more than meets Minnesota’s requirements. However, if a candidate wishes just to complete the minimum number of courses to meet the Minnesota requirements, these are the courses he/she must take:

Course Number and Title	Credit
SUMMER INSTITUTE IN READING:	
READ 761 Advanced Elementary Reading Instruction	3
READ 622 Content Area Literacy in Middle and Secondary Schools	3
READ 750 Children’s Literature in the Reading Program	3
READ 765 Appraisal and Intervention	3
READ 775 Clinical Practicum in Literacy Instruction	1-3
READ 766 Supervision and Administration of the Reading Program <i>taken concurrently with</i>	2
READ 779 Field Experience <i>(Each course runs half the semester.)</i>	2
TOTAL CREDITS	17-19

**Recommended Plan of Study
Course Sequencing Outline**

All Candidates: Reading Teacher Certificate & MSE/Reading Specialist Candidates		End R.T., continuation MSE/R.S.		MSE/Reading Specialist Candidates only
Summer I	Fall I	Spring I	Summer II	Fall II
19-day Summer Institute: READ 700: Foundations of Lit 2 cr READ 761: Adv Elem Rdg Instr 3 cr READ 622: Mddl/HS/Contnt Rdg 3 cr	2 courses TED 705: Language Arts in Elem Schl 3 cr ENGL 750/READ 750: Children's Lit in the Reading Program 3 cr	2 courses READ 765: Appraisal & Intervention 3 cr READ 785: Research in Literacy 3 cr	1 course for R.T. licensees READ 775*: Clinical Practicum 3 cr PORTFOLIO #1 ** ***** 1 course for MSE/R.S. candidates READ 710: Lang Acquis / Disord for Rdg Tchrs 3 cr	2 courses READ 766***: Supervision & Administration 2 cr <u>concurrent with:</u> READ 779***: Field Experience 2 cr Electives as needed 1-2 cr PLAN B PAPER PORTFOLIO #2 **** EXIT EXAM

Reading Certificate requires 21-23 cr + Portfolio # 1 Master's Degree requires 30 cr + exit work.

* The summer clinic course, **READ 775**, can be taken during the school year by candidates who are already employed as reading teachers under emergency or temporary waivers. May take for fewer credits, depending on circumstances.

** Assembly of a Portfolio demonstrating competence with the Ten Wisconsin Teaching Standards

*** **READ 766** and **READ 779** run concurrently: **READ 779** is the field experiences component of **READ 766**.

**** Assembly of a Portfolio demonstrating competence with the Seven Wisconsin Administrator Standards

NOTE: Some courses may alternate spring to fall in some years.

Course Descriptions and Sequence

For most candidates the Reading Program starts with the Reading Summer Institute, a 19-day, 3-course sequence that provides the foundation for concepts, theories, and practices that are built upon or covered in greater depth in later coursework. Although candidates may start at any time, we urge all candidates to start their program of study with the first course in the Reading Summer Institute, READ 700 – Foundations of Literacy. For those going straight through the program, this course is followed by two 7-day techniques courses. Candidates may go through the program at a slower pace in consultation with their advisor.

READ 700 Foundations of Literacy [Summer Institute Course] 2 cr. hrs.

This course is the first course for candidates enrolling in the Reading Teacher Certificate Program (for DPI Reading Teacher license) and the MSE-Reading Degree Program (for DPI Reading Specialist license). It is one of three courses included in the one-month Reading Program Summer Institute that provides the foundation for all subsequent courses in the certificate and degree programs. Content includes the historical and philosophical foundations and trends of literacy learning and instruction; definitions of literacy and reading; developmental phases of reading; overall influences on literacy acquisition; basic terminology used in literacy instruction; and general conditions for learning to read and write. Prerequisites: licensed teacher with two years teaching experience or permission of instructor. May be taken by graduate students in other graduate programs, space permitting (SS).

READ 761 Advanced Elementary Reading Instruction [Summer Institute Course] 3 cr. hrs.

Study of new research and related practices, materials, technology and classroom assessment alternatives consistent with a constructivist view of elementary reading instruction. In-class practice modeling current reading strategies for integrated, child-responsive, developmentally appropriate elementary literacy programs. Demonstration of leadership skills through rubric-based peer feedback. Sharing and critiquing new reading programs presented in class and derived from internet explorations. Prerequisites: two years classroom teaching or enrollment in a specialty graduate program. (SS)

READ 622 Content Area Literacy in Middle and Secondary Schools [Summer Institute Course] 3 cr. hrs.

This course provides a thorough analysis of the knowledge base and best practices in middle and secondary school literacy in the content areas. Emphasis placed on strategic teaching methods and current technology that enable students to become independent learners and skillful comprehenders of text. Special emphasis on individual differences among readers as well as the social and political implications of global literacy perspectives. Field experience component is required. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for other graduate students. (F, SS, Sp)

TED 705 Language Arts in the Elementary School 3 cr. hrs.

The purpose of this course is to understand the language arts areas individually while understanding how these subjects can be integrated with each other and with other subject areas in the elementary curriculum. Techniques, materials, and software that reflect current research will be explored. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for other graduate students. (May rotate, F, Sp, SS)

READ 750/ENGL 750 Children's Literature in the Reading Program 3 cr. hrs.

This course focuses on pedagogical strategies when teaching reading through children's and adolescent literature. Covers definitions; historical & philosophical trends; formats; genres; awards; components and role of children's literature in teaching reading, writing, and content topics; role in child and adolescent development; community resources; home-to-school connections and authors' and illustrators' crafts. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for graduate students in English or other disciplines. (May alternate, F or Sp)

READ 785 Research in Literacy 3 cr. hrs.

Addresses constructivist evaluation of historical and current research in literacy. Topics include methodological issues, basic processes, analysis of reading research design models, electronic information retrieval systems. Candidates learn to design and carry out a basic teacher-research project and present their results. (May alternate Sp or F)

READ 765 Appraisal and Intervention 3 cr. hrs.

Formative and summative assessment instruments and procedures for the intensive appraisal of severe reading difficulties are studied. Diagnostic experience and application of structured intervention strategies are carried out through a case study. Prerequisites: two years regular classroom teaching experience, Reading Summer Institute (READ 700, READ 761, & READ 622), TED 705, and READ 750 or approval by Reading Program Director. (Sp)

READ 775 Clinical Practicum in Literacy Instruction 1-3 cr. hrs.

This capstone course for the Reading Certificate provides the supervised tutoring experiences needed to meet state and national requirements for Reading Teachers and Reading Specialists. Candidates work for an extended period of time with two troubled readers and develop an assessment and intervention portfolio for each learner. Midterm and final reports are made to parents. The course may be taken for fewer credits during the school year by qualifying candidates. **Candidates who plan to take the course during the summer must inform their advisor or the Department of Teacher Education Program Assistant (715-425-3230) by February 1 of their intention to enroll.** This is necessary for Reading Program personnel to recruit the clinic students whom candidates will tutor. Prerequisites: For Wisconsin licensure candidates: READ 700, READ 761, READ 622, TED 705, READ 750, READ 784, and READ 765 or approval by Reading Program Director. For Minnesota licensure candidates: READ 761, READ 622, READ 750, and READ 765. (SS, F, J, Sp)

READ 710 – Language Acquisition & Disorders for Reading Teachers

This course provides the background in language acquisition and disorders needed to meet state and national requirements for Reading Teachers and Reading Specialists. Candidates study theories of language development, best practices for supporting development of language for typically developing children and those with, or at risk for language disorders, and the relationship between oral and written language skills. Prerequisite: graduate admission. (SS) 3 cr.

READ 766 Supervision and Administration of the Reading Program 2 cr. hrs.

[normally taken concurrently with READ 779]

Exploration of the personnel, content, materials, organizational patterns, financial support, and evaluative and administrative procedures within the reading program. Attention is given to decisions to be made by the program administrator with emphasis on role, communication, and interaction of students, parents, community, and other educational personnel. (F)

READ 779 Field Experience 2 cr. hrs. [normally taken concurrently with READ 766]

Practicum experiences in public school settings, some of which must be under the direction of a qualified K-12 Reading Specialist. The candidate will work with teachers, administrators, parents, and other educational stakeholders to develop curriculum and carry out projects as needed to help develop and maintain components of a comprehensive reading program. (F)

Graduation Requirements

To obtain the M.S.E. – Reading degree, candidates must satisfactorily complete all required coursework, receive approval of their two Portfolios, submit their Plan B paper, and complete the exit exam. At that point they may **apply for graduation in the Graduate Office** and pay the graduation fee.

Coursework Completion:

All required coursework must be completed with a 3.0 average on a 4.0 scale.

Portfolio #1:

The Reading Program candidate must prepare a portfolio showing her/his having met the Ten Wisconsin Teacher Standards, and it must be reviewed and approved through the Dean's Office. Appendix A provides guidelines and the list of ten standards.

Portfolio #2:

In addition to Portfolio #1, the Reading Program candidate must prepare a portfolio showing her/his having met the Seven Wisconsin Standards for Administrator Development and Licensure and it must be reviewed and approved through the Dean's Office. Appendix B provides guidelines and the list of seven standards.

Plan B Paper:

Plan B papers are not done for credit, but must be completed, approved, and submitted to obtain a Master's Degree. A Plan B Paper is a well-written Master's level paper, no less than 15 pages in length (including references), that is less involved than a thesis, but more than the average course paper. Accepted Plan B Papers become a part of the University's library collection, so they must be well organized, well written, and a product that will be a credit to the writer, the program, and the University.

Exit Exam:

The exit exam for the M.S.E. – Reading program is a 30-40 minute oral presentation made to three UWRF faculty members – two from the College and one from outside the College – followed by questions and discussions. The purpose of the exam is for candidates to demonstrate their knowledge in the area of expertise they have chosen to present; to demonstrate their ability to speak in an organized, logical, and clear manner before a discerning audience; and to demonstrate professionalism in responding to queries from that discerning audience. Appendix D offers some possibilities for oral presentations.

APPENDIX A

M.S.E. – Reading Portfolio #1 Ten Wisconsin Teaching Standards

Directions for Teachers Creating a Portfolio

1. Your portfolio need NOT be electronic. It does NOT need to draw only on the course work you completed for your new licensure; it can be composed of items from your teaching.
2. See below for a copy of the Ten Wisconsin Teachers Standards, and a rubric that uses BOLD type to indicate concepts that must be met in the portfolio.
3. Using artifacts such as lesson or unit plans, class syllabi (usually high school), classroom rules, parent communications, evidence of participation in professional development, select an artifact that shows you met each standard. You can use as many or as few artifacts as you need.
4. For each Standard, write a reflection that explains how you met the ‘ standard in the artifact(s) you are submitting. Typical reflections are no more than 2 paragraphs.
5. Staple or bind your portfolio, add a cover sheet with your name and contact information, and submit it in person at the COEPS Dean’s Office, WEB 203 or by mail to
Dr. Mary Manke
UWRF COEPS
410 S. 3rd St.
River Falls WI 54022

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter **meaningful for pupils**.
- (2) The teacher understands **how children with broad ranges of ability learn** and provides instruction that supports their **intellectual, social, and personal** development.
- (3) The teacher understands **how pupils differ** in their approaches to learning and the barriers that impede learning and **can adapt instruction** to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a **variety of instructional strategies**, including the **use of technology** to encourage children’s development of **critical thinking, problem solving, and performance skills**.

(5) 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**.

(6) The teacher uses **effective verbal and nonverbal communication techniques** as well as instructional media and technology to **foster active inquiry, collaboration, and supportive interaction in the classroom**.

(7) The teacher organizes and plans **systematic instruction** based upon **knowledge of subject matter, pupils, the community, and curriculum standards**.

(8) The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous **intellectual, social, and physical development** of the pupil.

(9) The teacher is a reflective practitioner who **continually evaluates the effect of his or her choices and actions** on pupils, parents, professionals in the learning community and others and who **actively seeks out opportunities to grow professionally**.

(10) The teacher fosters **relationships with school colleagues, parents, and agencies in the larger community** to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Evaluation Rubric for Certification Portfolios

A. Characteristics of reflections:

- | | | |
|--|-----|----|
| 1. Each reflection draws a clear connection between the Standard and the artifact(s); it does not simply state that the requirements in section C have been met, or that you agree with the standard | Yes | No |
| 2. Each reflection has been carefully proofread | Yes | No |

B. Specific requirements for the reflection for each standard:

- | | | |
|---|-----|----|
| Standard One: This reflection must show how YOUR teaching made this content meaningful for pupils [the remainder of the standard is addressed through Praxis II and your content coursework] | Yes | No |
| Standard Two: This reflection must show that YOU understand that in a given class there will be pupils at a variety of developmental levels , and that YOU can adapt your teaching to these differences to promote students’ intellectual, social and personal development | Yes | No |

Standard Three: This reflection must show that YOU understand that children learn differently because of a) internal (learning preferences/styles), external (cultural) differences, and b) exceptionalities , and c) that you can adapt your instruction to these kinds of differences (may need more than one artifact)	Yes	No
Standard Four: This reflection must show that YOU can use varied instructional strategies , that these include technology , and that these strategies lead students to demonstrate critical thinking, problem solving, and performance skills (may need more than one artifact)	Yes	No
Standard Five: This reflection must show that YOU understand what classroom/teaching characteristics promote individual and group motivation and positive behavior and YOU know how to include such characteristics in your classroom/teaching	Yes	No
Standard Six: This reflection must show that YOU can use effective verbal and non-verbal communication in your teaching, including instructional media and technology , and must show how this communication has lead to active inquiry, collaboration and supportive interaction for your students (may need more than one artifact)	Yes	No
Standard Seven: This reflection must show that YOU plan systematically , based on YOUR knowledge of subject matter , your attention to state, national or district standards , and your knowledge of the community in which you teach, and of your students (may need more than one artifact)	Yes	No
Standard Eight: This reflection must show that YOU include both formal and informal assessments , and that your assessments not only cover intellectual, but also social and/or physical development of your students	Yes	No
Standard Nine: This reflection must show that YOU can evaluate how your decisions affect pupils, parents and/or other teachers , and must also show how you seek out continuing professional development (may need more than one artifact)	Yes	No
Standard Ten: This reflection must show how YOU work with school colleagues, parents and the larger community	Yes	No

APPENDIX B

M.S.E. – Reading Portfolio #2

Wisconsin Educator Standards - Administrators

Seven Standards for Administrator Development and Licensure

To receive a license in a school administrator category in Wisconsin, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

Your Portfolio #1 covers Standard #1, below. For the remaining standards, write reflections and assemble artifacts in the same way you did for the first Portfolio.

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

APPENDIX C

M.S.E. – Reading Program Guidelines – Plan B Paper

What is a Plan B Paper?

Plan B papers are not done for credit, but must be completed, approved, and submitted to obtain a Master's Degree. A Plan B Paper is a well-written Master's level paper, no less than 15 pages in length (including references), that is less involved than a thesis, but more than the average course paper. Accepted Plan B Papers become a part of the University's library collection, so they should be well organized, well written, and a product that will be a credit to the writer, the program, and the University.

What should a Plan B Paper be about?

Your topic must be approved by your advisor. The paper will demonstrate your knowledge and skill in researching a question or investigating an issue related to reading instruction, writing instruction, politics of literacy, historical trends related to an aspect of literacy, standards for literacy instruction, literacy instruction, literacy-learning environments, research trends in literacy, technology used in the teaching of reading or writing, or any other topic agreed upon between you and your advisor.

How should a Plan B Paper be presented?

Organization is of the essence for a paper like this. Your topic must be divided into clearly delineated subtopics, **with bold-faced headings for each**. There should be an introduction that provides an overview of what your paper is about including why you chose this topic / issue. Make sure your discussion doesn't jump around – each paragraph must be cohesive, with a clear main idea, elaboration, and conclusion. The final sub-topic should be your conclusion or summary where you tie your paper back to the introduction and purpose with which you opened. Your Plan B paper may also be the foundation of your oral exit exam. See separate Exit Exam guidelines.

Who evaluates a Plan B Paper?

Your advisor reads your paper unless you wish to use it as the foundation of your oral defense. In the latter case, the faculty members on your exam committee will also be readers. You will be given feedback and direction for revisions. Expect to carry out two or more rounds of revision before the paper is accepted, so don't wait until the last minute to submit your first draft.

Where does the accepted Plan B Paper go?

Once your paper has been accepted by your readers and you have completed your oral defense, you make two clean copies with cover sheets and submit one to the Outreach and Graduate Studies office, the other to your advisor for filing in the Department. The Graduate Office copy will be sent to the library for cataloging.

APPENDIX D

M.S.E. – Reading Exit Exam Information

Note: You must locate your three faculty members and arrange a date and place early to assure that your exam takes place well before the end of your final semester.

Every M.S.E. – Reading Program candidate must complete an exit exam. Below is general information from the Graduate Catalog. Below that are some possibilities for the types of presentations you might make.

Excerpts from the current Graduate Catalog:

“Research Paper Plan (Plan B) – A minimum of 30 semester credits of graduate course work, including a research paper approved and filed as part of the graduate program, with an oral or written comprehensive examination. (See Final Paper, p. 21).”

“Exam and Final Paper or Thesis

“**Comprehensive Exam:** During the final enrollment period of your graduate program leading to the Master’s degree, you must successfully complete a written and/or oral comprehensive examination prepared and administered by your graduate committee.

“The purposes of this examination are:

1. To provide an additional basis for determining your qualifications for the degree;
2. To help you synthesize the graduate experience;
3. To aid you to make plans for the future; and
4. To discover problem areas in the graduate program that need further study and improvement.

“If you are unsuccessful in the comprehensive examination, you may, upon approval of the Graduate Council. Reschedule the examination after a delay of six months. If you receive an incomplete on the comprehensive examination, you must make up the deficiencies identified by the chair of the committee.

“The comprehensive examination is usually oral, unless the program faculty has made arrangements with the School of Graduate Studies for a written examination.

“In the case of an oral examination, you will receive a form for reporting the time (a block of two hours) and location to the Graduate Office, and you are responsible for making these arrangements with the committee. You must make all such arrangements and report them to the Graduate Office at least two weeks before the examination and not later than four weeks before the end of the term or session or the commencement ceremony in which you plan to be granted the degree. For an oral examination to be held during the summer, you should make arrangements during the spring semester.

“All Plan B or Plan C candidates will take a written and/or oral examination based on specified program requirements. You are responsible for meeting with all members of your graduate committee before the examination to discuss how to prepare for the written and/or oral examination.

“Final Paper

“You will defend your master’s paper in an oral examination by the three members of your graduate committee. Master’s papers will be signed by the advisor and sent to the Graduate Office. The paper will not be bound. A copy will be filed in the Archives, as well as in the department.”

Note: Oral Exams, also known as an “Oral Defense” are normally scheduled for two hours. In practice they do not usually take that long. However, you should be prepared for a two-hours session. The procedure usually is that you make a 30-40 minute presentation which is followed by questions and discussion. Sometimes discussions take place during the presentation as well as at the end.

POSSIBILITY #1

Develop a rubric for what good mid-term and post-tutoring reports would look like. That is, what should be incorporated in a report that will be presented to parents and will also go in the child’s cumulative file? After developing your rubric, with good explanations for the different aspects, you will apply your rubric to two report samples and write feedback to the hypothetical clinicians who wrote them. If you choose this option, a packet containing the report samples will be given to you.

POSSIBILITY #2

Create a Power Point presentation (or other format, such as overhead transparencies) that outlines your justified beliefs about what reading is, how it is learned, and how it should be taught. You back up the main components of your presentation with **brief**** examples of the projects you have found most meaningful drawn from the portfolio of work that you have accumulated during the program. Think about the collection of courses you have taken and the components of reading, reading instruction, and supervision of reading programs. Those required courses represent coverage of state, regional, and national standards for reading teachers and reading professionals. They are an indication of the elements that reading professionals have decided are important considerations in the training of Reading Teachers and Reading Specialists.

****brief** means brief. If you have taken 11 courses, you can’t summarize every project or even every course. You pick and choose examples and summarize in several sentences in a way that acts to back up the philosophical point you are making.

POSSIBILITY #3

In your role as a Reading Specialist, you will have to act as a change agent. You will encounter a huge spectrum/range of practices & practitioners. Set up a hypothetical 5-year program (perhaps based on the teaching situation in which you are currently practicing) in which you systematically show how you would raise the levels of reading practice in a school or district so as to make constructive use of those who already implement excellent practice, but also looking at transforming the practice of new, inexperienced, or outdated practitioners so that they, too, become strong practitioners. What would your 5-year plan of action look like?

POSSIBILITY #4

Look over the philosophy statement and the model or models you created during the first course you took in the program: READ 700 – Foundations of Literacy. Outline a new philosophy statement that incorporates three main components:

- 1) your philosophy of what reading IS (definition of reading in all its complexity);
- 2) your philosophy of reading INSTRUCTION (how reading should be taught, to cover all those complexities in your definition); and
- 3) your philosophy of what the roles of
 - A) Reading Teachers and
 - B) Reading Specialists should be in supporting the development of a literate citizenry.

Back up the main components of your presentation with **brief**** examples of the projects you have found most meaningful drawn from the portfolio of work that you have accumulated during the program. Think about the collection of courses you have taken and the components of reading, reading instruction, and supervision of reading programs. Those required courses represent coverage of state, regional, and national standards for reading teachers and reading professionals. They are an indication of the elements that reading professionals have decided are important considerations in the training of Reading Teachers and Reading Specialists.

****brief** means brief. If you have taken 11 courses, you can't summarize every project or even every course. You pick and choose examples and summarize in several sentences in a way that acts to back up the philosophical point you are making.

POSSIBILITY #5

Using PowerPoint or other visual aides, you prepare an oral presentation of your Plan B Paper to defend before your committee.

POSSIBILITY #6

Share your expanded action research project that was originally developed in the READ 785 Research in Literacy course.

POSSIBILITY #7

You choose a presentation topic upon which you and your advisor have agreed.