

# **Assessment Plan**

## **MSE — Reading**

### **(Eligibility for Wisconsin Reading Specialist License)**

#### **I. Student Learning Objectives/Outcomes**

- “When students complete the *program/major*, they should be able to...”

Make sure to differentiate and identify objectives/outcomes for each of the different options in a major, if applicable.

**The MSE—Reading degree requires completion of the requirements for the Reading Certificate before completing the requirements for the Master’s Degree. In addition to the requirements for the Reading Certificate, the Student Learning Objectives for the MSE—Reading Degree correspond to the seven Standards for Administrator Development and Licensure:**

#### **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**

- 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.**

#### **II. Identification of where Objectives/Outcomes are Being Achieved**

- Indicate where in the curriculum the objective/outcome is being taught.

- If there are different options in the program/major, make sure to clearly indicate which courses are in each option.

**See attached matrix listing courses and measures used to meet the Ten Wisconsin Teacher Standards.**

### **III. Assessment Tools used to Measure Objectives/Outcomes**

- Need to have both direct and indirect measures identified for each learning outcome.
- Make sure to identify which assessment tool links with each of the learning objectives/outcomes.

**See attached matrix listing courses and measures used to meet the Ten Wisconsin Teacher Standards.**

### **IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement**

- Specify the cycle for which each objective/outcome will be measured, analyzed, and discussed.
- Identify the time frame for continuous improvement of assessment efforts.

**Portfolios are new to the Reading Program assessment process: there has only been one round submitted to date. Components in the candidates' portfolios are evaluated in the courses from which they were developed. The first round was assessed during the final semester of the candidates' programs by the Deans' Office using the rubric developed there.**

**For the candidates currently completing their programs, and for the future, the portfolios will be evaluated during the candidate's final semester, and first by the candidate's advisor, then by the current team of Reading Program faculty members, and finally by the Certification Officer or his/ her delegate in the Dean's Office. Discerned gaps in competency will be discussed and analyzed by program faculty, and courses and/or procedures will be revised to assure competency with the program goals.**

### **V. Data Presentation and Discussion Process**

- Describe the process for the interpretation, presentation, and discussion of the data (i.e.: Who will be involved? How will the data be handled? Etc.)

**The first round was assessed by the Deans' Office using the rubric developed there. Weaknesses were communicated to the single Reading Program faculty member running the program at the time. Changes are being made to the guidelines to help candidates better show their competencies. When portfolios are completed to the satisfaction of Reading Program faculty, they are submitted to the Dean's Office for final approval. Once approved there, the Certification Officer may sign the candidate's application for a Reading Specialist license.**

### **VI. Implementation of Revisions Based on Assessment Results**

- Specify the plan for how improvements in the department/program will take place due to the results received in the assessment discussion.

**Since the first round of portfolio submissions, two new members have joined the Reading Program faculty. The plan is to discuss the guidelines for portfolio entries and revise them so that they result in entries that fulfill the requirements of the rubrics. If it is found that there are gaps in the curriculum, appropriate courses will be revised to assure that candidates have the knowledge and capabilities required.**

## **VII. Results Availability**

- Indicate how the results will be made available for students and others.

**Students will be notified of the results of the portfolio assessment. Revisions will be requested if necessary. Approval of the portfolio results in the granting of the MSE—Reading Degree and the Certification Officer’s signature on the candidate’s application for a Wisconsin Reading Specialist License.**

## Assessment Plan for MSE—Reading Degree Parts II and III

Measures	Standards (Goals)							Uses of Information
	1	2	3	4	5	6	7	
Program Admission Requirements — Candidates must be licensed teachers and have three years full-time classroom teaching experience to enter program.	<b>X</b>							Transcripts and records evaluated by Graduate Admissions Office and by Reading Program Director.
READ 700 — Foundations of Literacy Candidates write a baseline philosophy statement at the beginning of the course, re-write it at the end of the course, and write a rubric-based reflection on what they have learned and how they will use their insights in their future teaching. Candidates study and discuss a developmental continuum, and practice applying it to a child they teach. They also do a written analysis of a classroom in terms of the ideal conditions for learning.	<b>X</b>	<b>X</b>						Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).
READ 761 — Advanced Elementary Reading Instruction Candidates demonstrate the knowledge of teaching strategies learned in class and through discussions of the readings by designing and submitting five lesson plans. Across the five plans accommodation of various constituencies, grade levels and content areas must be addressed. Two lessons are taught in class. Candidates fill out a self-assessment form at the end of the class.	<b>X</b>							Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).

Measures	Standards (Goals)							Uses of Information
	1	2	3	4	5	6	7	
<p>READ 622 — Content Area Literacy in Middle and Secondary Schools</p> <p>Candidates develop and peer teach a rubric-based lesson, incorporating reading comprehension strategies and demonstrating understanding and methods of use. Candidates include the following principles into their lesson: social connections through literacy, graphic organizers, good reader behaviors and comprehension, balanced literacy, text connections, questioning techniques or inferring information.</p>	X							<p>Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).</p>
<p>TED 705 — Language Arts in the Elementary School</p> <p>Candidate will demonstrate how a teacher can take pupils developmental ability into account in planning instruction that creates an effective bridge between curriculum goals and learners’ instructional needs through discussions of the readings and by designing, submitting and peer teaching a writer’s workshop mini-lesson.</p> <p>The candidate will examine, evaluate, implement instructional change and reflect upon content and teaching strategies that represent research-based, best practices in language arts through a teacher inquiry approach. Written report of findings as well as presentation is submitted.</p> <p>The candidate summarizes the key</p>	X							<p>Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).</p>

Measures	Standards (Goals)							Uses of Information
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considerations in the learning and teaching of language arts (the role of theories and research about how children learn, the goal of communicative competence, the characteristics of a language-rich classroom) through discussions and journal entries.								
READ 750 — Children’s Literature in the Reading Program Candidates demonstrate their understanding of children’s literature through rubric-based discussions of the readings (text and children’s books) and participate in book analyses. Candidates write a children’s book appropriate for the particular grade level they teach. Candidates share lesson plans using children’s literature.	<b>X</b>							Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).
READ 785 — Research in Literacy Participants demonstrate ability to critically examine literature by preparing a seminar on a literacy topic and by preparing a literature review for an action research project. In a learning community format, candidates provide feedback for each other as they construct and refine research questions related to a selected aspect of literacy, develop a methodology for answering questions, design and implement a study as well as instruments for measuring results, draw conclusions	<b>X</b>					<b>X</b>		Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).

Measures	Standards (Goals)							Uses of Information
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and reflect on results and indicators for further classroom research.								
READ 765 — Appraisal & Intervention Candidate carries out rubric-based case study of a troubled reader. Formal & informal assessment tools include interview; survey; commercial assessment tool; miscue analysis; developmental continuum; and writing samples. Candidate analyzes results & uses findings to design and implement an intervention plan. Written self-reflection and projections for future use. Full report binder is submitted.	X							Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).
READ 775 — Candidate carries out two rubric-based case studies of two troubled readers. Formal & informal assessment tools include interview; survey; commercial assessment tool; miscue analysis; developmental continuum; and writing samples. Candidate analyzes results & uses findings to design and implement intervention plans for both students. Reports of assessment findings and intervention results are made to school and parents. A self-reflection of learnings and growth areas is submitted. All work is supervised in a clinic setting.	X							Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See Reading Certificate Assessment Plan matrix).
READ 710 — Language Acquisition & Disorders for Reading Teachers Participants demonstrate the ability to	X							Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).

Measures	Standards (Goals)							Uses of Information
	1	2	3	4	5	6	7	
analyze and synthesize information related to the sequencing of key milestones of normal language development by using a published CD to complete 2 lab assignments. They also examine the literature by preparing a presentation and handout on one oral language topic that explicitly connects to written language and its importance to educators of school-aged children. In addition, they participate in pairs to more fully understand semantic and syntactic development by analyzing language samples. An understanding of different language learning styles is facilitated by class discussions of children with language disorders and English language learners								
READ 766 — Supervision and Administration of the Reading Program Candidates demonstrate their knowledge of the role of the reading specialist by collaborating with a class literacy team. The team constructs a school district vision of learning statement;. Candidates complete written reflections and in-class discussions of readings regarding district, school and department missions and goals in reading program planning as well as current state and federal legislation as it relates to reading, including the NCLB act. Candidates create a rubric based plan for	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).

Measures	Standards (Goals)							Uses of Information
	1	2	3	4	5	6	7	
bringing home and school literacy experiences together for ALL students of the school. Candidates create a matrix comparing/contrasting the different roles of the reading specialist. Candidates complete a rubric-based project focused on selecting and creating a budget for a comprehensive reading program. Candidates complete written reflections and in-class rubric-based discussions on how to supervise and communicate best practices in reading education at the elementary, middle level, and high school levels and communicate these to colleagues and the wider community. Finally, the candidate completes a rubric-based proposal for a professional organization.								
READ 779 — Field Experiences Candidates will carry out six rubric-based literacy related projects (such as presentations, demonstrations, collaborative efforts, etc.) that involve groups or entities outside their own classrooms, including, projects with students, projects with teachers, projects with parents, projects for the community, projects aimed at libraries/librarians, projects aimed at administrators, school-wide events, projects aimed at the school board, projects for paraprofessionals,	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).

Measures	Standards (Goals)							Uses of Information
	1	2	3	4	5	6	7	
projects aimed at politicians, and professional development projects. Project write-ups are shared online and receive peer and instructor feedback.								
Portfolio # 1 — 10 Wisconsin Teacher Standards Artifacts showing proof of competency with each of the Standards are included in the portfolio, together with reflections explaining competency.	X							Required for Wisconsin Reading Teacher and Wisconsin Reading Specialist licenses. When completed and approved, license application is signed by the College Certification Officer.
Portfolio # 2 — Seven Wisconsin Administrator Standards Artifacts showing proof of competency with each of the Standards are included in the portfolio, together with reflections explaining competency. The first Standard is comprised of the 10 Wisconsin Teacher Standards. Portfolio #1 constitutes compliance with Administrator Standard #1.	X	X	X	X	X	X	X	The Portfolio is required for Wisconsin Reading Specialist license and for UWRF Master's Degree in Reading. Evidence of competency must be documented for all seven standards. When completed and approved, license application is signed by the College Certification Officer.
Plan B Paper — Rubric-based culminating paper to demonstrate scholarship and professionalism in the presentation of a research project or scholarly treatise on a literacy-related topic. Paper is supervised by the candidate's advisor and read by the oral exam committee.	X							Plan B papers are required for UWRF Master's program that carry 30-34 credits. Once the papers have been approved by the advisor, they become part of the UWRF library holdings. Approval is required before the MSE degree may be granted.