

# Assessment Plan

## Certificate in Reading

(Eligibility for Wisconsin Reading Teacher 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 Student Learning Objectives for the Reading Program correspond to the Ten Wisconsin Teaching Standards:

### Wisconsin Standards for Educator Development/Licensure

#### *Teacher Standards*

1. *Teachers know the subjects they are teaching.*

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. *Teachers know how children grow.*

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. *Teachers understand that children learn differently.*

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. *Teachers know how to teach.*

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. *Teachers know how to manage a classroom.*

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. *Teachers communicate well.*

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. *Teachers are able to plan different kinds of lessons.*

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. *Teachers know how to test for student progress.*

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. *Teachers are able to evaluate themselves.*

The teacher is a reflective practitioner who continually evaluates the effects 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. *Teachers are connected with other teachers and the community.*

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

## **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 Teacher 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 Reading Certificate and the Certification Officer's signature on the candidate's application for a Wisconsin Reading Teacher License.

## Assessment Plan for UWRF Reading Certificate

### Parts II and III

Measures	Standards (Goals)										Uses of Information
	1	2	3	4	5	6	7	8	9	10	
Program Admission Requirements — Candidates must be licensed teachers and have two years full-time classroom teaching experience to enter program.				X			X	X			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.	X	X	X		X				X		Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).
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	X		X	X		X	X		X		Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).

Measures	Standards (Goals)										Uses of Information
	1	2	3	4	5	6	7	8	9	10	
self-assessment form at the end of the class.											
READ 622 — Content Area Literacy in Middle and Secondary Schools 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.	X			X		X	X				Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).
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.	X		X	X		X					Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).
TED 705 — Language Arts in the Elementary School Candidate will demonstrate how a teacher can take pupils developmental ability into account in planning	X	X	X			X	X	X	X		Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).

Measures	Standards (Goals)										Uses of Information
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<p>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. 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 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.</p>											
<p>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</p>	<b>X</b>					<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<p>Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).</p>

Measures	Standards (Goals)										Uses of Information
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selected aspect of literacy, develop a methodology for answering questions, design and implement a study as well as instruments for measuring results, draw conclusions 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	X	X	X				X	X		Evaluated by instructor according to rubric. Key components included in Portfolio #1 (See below).
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.	X	X	X	X	X			X	X		Evaluated by field supervisor according to rubrics. Key components included in Portfolio #1 (See below).

Measures	Standards (Goals)										Uses of Information	
	1	2	3	4	5	6	7	8	9	10		
All work is supervised in a clinic setting.												
<p>READ 710 — Language Acquisition &amp; Disorders for Reading Teachers</p> <p>Participants demonstrate the ability to 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</p>	X	X	X	X		X						<p>Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).</p>
<p>READ 766 — Supervision and Administration of the Reading Program</p> <p>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</p>	X		X			X					X	<p>Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).</p>

Measures	Standards (Goals)										Uses of Information
	1	2	3	4	5	6	7	8	9	10	
<p>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 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.</p>											
<p>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</p>	X	X	X	X	X	X	X	X	X	X	<p>Evaluated by instructor according to rubric. Key components included in Portfolio #2 (See below).</p>

Measures	Standards (Goals)										Uses of Information
	1	2	3	4	5	6	7	8	9	10	
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, 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.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	The Portfolio is required for Wisconsin Reading Teacher and Wisconsin Reading Specialist licenses. Evidence of competency must be documented for all 10 standards. When completed and approved, license application is signed by the College Certification Officer.