

Cover Page

Nebraska Department of Education Rule 24 Report

READING SPECIALIST

(Content Area)

Educator Preparation Content Program Review

Name of institution **University of Nebraska at Kearney**  
Date Submitted **8/22/2016**  
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Folio type:  Regular  Mini  Advanced Program

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
<b>READING SPECIALIST</b>	<b>SUBJECT</b>	<b>PK-12</b>	<b>MASTER'S</b>

Is the endorsement offered at more than one site?  Yes  No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:  National  State

Is this a Nationally Accredited Program?  Yes  No

If Yes, list Accrediting Organization:

NCATE/CAEP

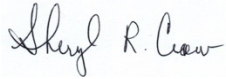
Attach National Letter to Cover Sheet

## Introduction/Welcome

### Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,



Sheryl R. Crow, Ph.D.  
Associate Dean and Accreditation Officer  
University of Nebraska  
College of Education

### Directions for Navigating

- ✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: <https://get.adobe.com/reader/>. **When** opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.
- ✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please [use this link to access current and previous undergraduate and graduate course catalogs](#).

### Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

## Section 1: Contextual and Endorsement Program Information

### 1a. Contextual Information

[Please use this link to view, \*Institution and Educator Preparation Program Contextual Information\*, from Section 1 of the UNK Rule 20 Folio.](#)

### 1b. Admission, Retention, Transition, and Completion of Endorsement Program

Students must have completed a baccalaureate program to be admitted to this program. In addition the student must at least two years of teaching in an endorsement area.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

[Please use this link to view Table 004.06-2 entitled, \*Requirements for Program Admission and Progression\*, from the UNK Rule 20 Folio.](#)

*Completion of UNK Educator Preparation Program*

Please refer to [Folio Appendix A](#) – *Student Advising Sheet for the Reading Specialist Endorsement Program at University of Nebraska at Kearney* for a sample progression of courses for teacher candidates pursuing this endorsement.

### 1c. Endorsement Program Field Experiences

*General Requirements for the Reading Practicum*

1. The candidate will select two (2) students to work on literacy several times a week during the semester or summer session. These students should not be at the grade level that you are currently teaching. Select one student in grades 1-6 and another student in grades 7-12 who would benefit from extra instruction. This is a requirement for PK-12 Reading Endorsements. Thus this work cannot be done during your class time.
2. The candidate, with guidance from the UNK instructor and assistance from group members, will develop a comprehensive assessment and intervention plan for analyzing each student's level of reading proficiency, reading strategies and skills utilized, spelling, reading interests, and cognitive learning preferences. The assessment procedures will be drawn from those learned in previous classes. The Jerry Johns Basic Reading Inventory will be used for assessing the students. (Course objectives 1-5)
3. The candidate will develop and implement an instructional plan for each student based upon the results of the assessment. The plan should be constructed to build upon student strengths and interest. (Course objective 2, 3, 4, 5)
4. You should plan to invest 30 hours, or more, in each student. That would include analysis, planning, preparation, and actual tutoring. The usual schedule allows for at least ten hours of student contact time, plus 10 hours of lesson planning and preparation, and 10 hours for research and analysis. Some of the research and analysis will overlap for the two students that should result in additional time that could be spent with tutoring.

5. For the final product, the candidate will develop a case study report of the work with each student that may include audio, video taped and/or written information showing examples of work for purposes of analysis and reflection. (Course objectives 1-5)
6. All assignments will be submitted using Taskstream.

[Please use this link to view Table 005.03 entitled, \*Field Experiences for Initial Certification\*, from the UNK Rule 20 Folio.](#)

[Please use this link to view Table 006.02 entitled, \*Field Experiences for Advanced Certification\*, from the UNK Rule 20 Folio.](#)

**1d. Endorsement Program Completers Data**

Provide information regarding the number and level of program completers for the data years included in the folio.

<b>Program Completers and Level – Content Area: Reading Specialist</b>										
<b>Calendar Year</b>					<b>Number of Endorsement Program Completers</b>					
					<b>Bac</b>	<b>Post Bac</b>	<b>Alternate Route</b>	<b>Masters</b>	<b>Ed. Specialist</b>	<b>PhD</b>
20	14	to	20	14	0	0	0	15	0	0
20	15	to	20	15	0	0	0	19	0	0

## Section 2: Endorsement Program Key Assessments and Related Data

**Artifact 1: Table of Endorsement Program Key Assessments**

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
<b>1</b>	Content - GPA	GPA		Final Semester of the program
	<b>GPA</b>			
<b>2</b>	Content - Knowledge	(Content Test) Comprehensive Exam	<p style="text-align: center;"><u>COMPREHENSIVE EXAMINATION FOR READING MASTERS TASK #2 –READING CORE</u></p> <p>As a requirement for the PK-12 Reading Masters degree you completed several classes in the area of Reading and Language Arts:</p> <ul style="list-style-type: none"> <li>• TE 845 - Contemporary Theories and Practice in Reading</li> <li>• TE 846 - Diagnosis/Correction of Reading Difficulties</li> <li>• TE 853c - Improvement of Instruction: Elementary School Language Arts</li> <li>• TE 854P - Reading in the Content Area</li> <li>• TE 897 - Reading Seminar</li> </ul> <p>In the courses listed above you were introduced to a variety of thoughts and ideas related to literacy instruction. Based on the information provided in those classes, please describe your vision for a comprehensive literacy, reading, language arts and writing program. As you are formulating your answer you should include information for students progressing normally and as well as for those in need of additional assistance. You should address developmental reading strategies as well as content area reading strategies.</p> <p>Be sure to address the following issues in your answer: See attached rubric</p> <ol style="list-style-type: none"> <li>1. All areas of the PK-12 reading program have been addressed: primary level, intermediate level, middle level and high school.</li> <li>2. Completeness of the vision regarding diversity, technology and teaching in a democratic society</li> <li>3. Specificity of the vision: instructional methods and strategies have been listed- the vision includes a description of the classroom environment along with the rules and classroom procedures.</li> <li>4. Application of the vision. What steps will you take to implement the items described in item 3.</li> </ol> <p>Your answer must include references to specific coursework and/or specific authors.</p>	Final Semester of the program
	<b>Comprehensive Exam</b>			

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
			Furthermore, during the 14-15 academic year, Praxis Subject Area Assessment (5301 Reading Specialist) was added as a requirement for endorsement. The cut score was set at 164 after this academic year. The assessment measures multiple aspects of content knowledge required by the endorsement.	
3	Learner/Learning Environments	(Planning Common Assessment)	In order to meet the requirements for the planning component of the TE 816B Reading Practicum course at UNK, each advanced program candidate plans and teaches a total of 20 literacy intervention lesson plans, 10 for an elementary level student and 10 for a secondary level student. The lesson plans must include research-based instructional interventions based on data analysis from various literacy assessments previously administered by the advanced program candidate. The lesson plan format includes objectives, related standards, materials, methodology/procedure, and an analysis of each lesson plan as it is completed.	Final Semester of the program or when the students are enrolled in the reading practicum class
	<b>Practicum</b>	Practicum		
4	Knowledge and Effective Use of Professional Practices	(Impact on P-12 Learning Coming Assessment)	The UNK, TE 816B, Reading Practicum course involves tutoring an elementary and a secondary struggling reader who have been recommended for reading/literacy tutoring by a classroom teacher or parent. These students have also been determined to be reading below grade level on reading assessments administered by the advanced program candidate, who then uses the assessment data to design an individualized, reading/literacy tutoring intervention consisting of 10 tutoring lessons per tutee. Because the one-on-one tutoring instruction is data driven and individualized, instruction is adjusted as needed to have the most positive impact on each tutee's literacy learning. As part of the analysis of their impact on P-12 students' learning, advanced teacher candidates, thus, administer and collect preliminary assessment data, interpret the data, generate possible instructional plans and interventions for solving the P-12 students' literacy needs, monitor and adjust instruction as needed, and complete analyses and reflections on the plans and the advanced candidate's impact on P-12 student learning.	Final Semester of the program or when the students are enrolled in the reading practicum class
	<b>Practicum</b>			
5	<b>Professional Responsibility</b>	Dispositions	During TE 816B, Reading Practicum, the students are assessed in three areas related to dispositions. They are 1. Collaboration: Demonstrates the ability to work productively with others (classroom teachers, specialists, principals, parent(s), instructors, class) to facilitate positive influences on decision-making affecting learning of all learners, 2. Responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and fostering learning for all in a democratic and diverse society, 3. Reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/or management decisions on the welfare of the student(s) being served	Final Semester of the program or when the students are enrolled in the reading practicum class
	<b>Practicum</b>	Collaboration Reflection Responsibility		

Please refer to [Appendix B – Endorsement Program Key Assessments and Scoring Rubrics](#) to view specific information about the assessments described in the table above.





## Artifact 2. Data Related to Program Endorsement Key Assessments by Level

Name of Assessment used for the following areas:		Masters		
		CY 2014	CY 2015	Total
<b>1</b>	Content- GPA	Average 3.8 out of 4 (n=15)	Average 3.88 out of 4 (n=19)	Average 3.88 out of 4 (n=19)
	<b>GPA</b>			
<b>1a</b>	Content- Praxis	Masked Data	Average 183.00 (n=11)*	Average 183.00 (n=11)
	<b>Praxis Subject Area Assessment</b>			
<b>2</b>	Content - Knowledge	Average 1.47 out of 2 (n= 15)	Average 1.42 out of 2 (n= 19)	Average 1.445 out of 2 (n= 34)
	<b>Content Knowledge Assessment #2 Comprehensive Exams</b>			
<b>3</b>	Learner/Learning Environments	Average 1.41 out of 2 (n=25)	Average 1.22 out of 2 (n=18)	Average 1.3 out of 2 (n=43)
	<b>Practicum - Planning</b>			
<b>4</b>	Knowledge and Effective Use of Professional Practices	Average 1.4 out of 2 (n=25)	Average 1.25 out of 2 (n=18)	Average 1.32 out of 2 (n=43)
	<b>Practicum – Impact on PK-12 Learning</b>			
<b>5</b>	<b>Professional Responsibility Dispositions</b>			
	<b>1. Collaboration</b>	1 out of 2 (n=25)	1.17 out of 2 (n=18)	1.08 out of 2 (n=43)
	<b>2. Reflection</b>	1.44 out of 2 (n=25)	1.17 out of 2 (n=18)	1.3 out of 2 (n=43)
	<b>3. Responsibility</b>	1.44 out of 2 (n=25)	1.17 out of 2 (n=18)	1.3 out of 2 (n=43)

\*Note – Some data presenter here may fall outside of CY 2015 as the ETS reports are based on academic year and not calendar year. Therefore, some data may include data from CY 2016.

### **Artifact 3: Interpretation and Summary of Assessment Data**

An analysis of the GPA scores for the students completing the PK-12 Reading Masters degree program in 2014 and 2015 show an average of 3.88 out of 4.0. That scores falls well within the acceptable range. On item number 2, content knowledge assessment the average score for all completers was 1.445 out of 2, well within the acceptable range for program completers. The content knowledge is assessed in the comprehensive exams. The following criteria are addressed in the exams:

1. Context: All areas of the PK-12 reading program have been addressed.
1. Consider: literacy curriculum; instructional methods; classroom environment; Rules and procedures; Unique needs;
2. Completeness of the Vision regarding Diversity, Technology & teaching in a Democratic Society Consider: literacy curriculum, instructional methods, classroom environment; Rules and procedures; Unique needs
3. Specificity of the Vision regarding literacy curriculum; instructional methods; classroom environment; rules and procedures Consider: curriculum; instructional methods; classroom environment; Rules and procedures; Unique needs
4. Application of the Vision regarding the literacy curriculum; instructional methods; classroom environment; rules and procedures Consider: curriculum, instructional methods, classroom environment Rules and procedures unique needs.

The rubric used for scoring this question on the comprehensive exams can be found in Appendix B. As part of the practicum experience the students are evaluated on their ability to formulate acceptable plans as well as their impact on PK-12 learning. The combined scores for Planning and Impact on PK-12 Learning were 1.3 out of 2 and 1.32 out 2 respectively. Those scores fall well within in the acceptable range. The students' ability to formulate acceptable plans were evaluated on the following criteria: Planning demonstrates application of appropriate disciplinary content, theoretical/research-based pedagogy/methodology to create enhanced learning for all students (either by direct instruction or construction of positive learning environment).

**Praxis subject area assessment scores indicated a mean of 183. All program completes passed the Praxis subject area assessment.**

The Impact on PK-12 Learning was evaluated on the following criteria:

1. Defines Problem
2. Preliminary Data Collection
3. Interprets data and generates possible explanation for solving the problem
4. Investigation of causal factors
5. Objective identification and measurement
6. Monitoring and reflection of plan or intervention impact

The complete rubric used for scoring the Planning and Impact on PK-12 Learning can be found in Appendix B. The student dispositions were evaluated on the following criteria: 1.

Collaboration: Demonstrates the ability to work productively with others (classroom teachers, specialists, principals, parent(s), instructors, class) to facilitate positive influences on decision-making affecting learning of all learners, 2. Responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and fostering learning for all in a democratic and diverse society. 3. Reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/or management decisions on the welfare of the student(s) being served. Those scores achieved by the students in the area of dispositions fall well within in the acceptable range. The complete rubric used for scoring Dispositions can be found in Appendix B.

### **Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program**

In addition to the assessment data that was discussed above we also ask our students to complete the Graduate Survey of Desired Outcomes and based on an analysis of the data provided by that assessment instruments we have made changes and improvements to the programs. A copy of the survey can be found in Appendix B. Here are the results of that survey and changes to the program that have been made based on the results.

The data from the graduate survey shows that the strengths of our program are in the following areas:

1. My program has taught me how to be responsible to the profession as defined by my specific program.
1. My program has further contributed to my understanding of my content area.
2. My program has further contributed to my understanding of the structure and central concepts of my content area.

The data shows the following areas of weakness in our program:

1. My program has taught me how to work productively with others.
2. My program has taught me how to work productively with others to facilitate positive influences on decision making effecting learning of all learners in professional settings.
3. My program has further contributed to my understanding of the purposes of schooling in a diverse and democratic society.
4. My program has further contributed to my understanding of the concept of data collection to enhance learning for all learners within my content area.
5. My program has further contributed to my understanding of the tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Each year a portion of one of the monthly department faculty meetings has been devoted to reviewing the various programs within the department. At that time all of the assessment data is shared with the members of the reading faculty. Input is requested from everyone present regarding ways to improve the program. In addition, selected members of the reading faculty meet throughout the year to discuss issues that need more immediate attention.

Based on the assessment results we have made the following changes to the program over the last few years. The faculty in the Reading Department have collaborated in selecting textbooks that reflect a common philosophy of reading and we continue to coordinate the use of our textbooks across several classes. For example the textbooks that are used in TE 846, Diagnosis and Correction of Reading Difficulties, are the same textbooks that are used in TE 816B, the Reading Practicum. This allows for continuity of assignments between the two classes. The instructor for those classes has continued to adjust the number and types of assignments in TE 846, Diagnosis and Correction of Reading in reflect the ongoing needs of the students. In many cases these changes have provided the students with an opportunity to use a wider range of assessment instruments. These changes were made based on comments received from the students. Textbooks used by the instructors in the class are continually evaluated and updated or changed when appropriate. The Reading Master's degree students continue to evaluate and plan

reading intervention activities for PK12 students in TE 816B, the Reading Practicum. Thus, the content learned in TE 846, Diagnosis and Correction of Reading Difficulties is applied in TE 816B, the Reading Practicum. Another change that has occurred over the last 4 years has been to critically analyze the tasks that the students in the Reading Practicum are asked to complete. The analysis of the tasks has led to several changes in the assignments that the graduate students complete during the practicum and the result has been a more meaningful experience for everyone involved. As a result of these changes the assignments have become more focused and some assignments have been eliminated or replaced with more meaningful activities.

TE 846, Diagnosis/Correction of Reading Difficulties: Based on the feedback from students in the comments section of the instructor's course evaluation forms, a new assignment, the Review, Analysis, and Critique of a Reading-related Assessment, was developed and added to the course. This assignment was added in response to the graduate students' request that they would like more information on a wide range of reading assessments available for use in the schools.

This assignment has been well received by the graduate students enrolled in TE 846. The assignment exposes students to a greater variety of reading assessments designed to meet different purposes, such as interest inventories, reading attitude inventories, phonics and phonemic awareness assessment instruments, informal reading inventories, and so on. Through this assignment, students in the course learn to locate peer-reviewed research from academic journals related to the assessment they choose to research. They learn to critically evaluate and critique the assessment of their choice, as they complete a written assessment critique and share their information with other members of the class via PowerPoint presentations and discussions. In the completion of this new assignment, all students in the class gain an understanding of the variety of literacy assessments that are readily available for teacher use, the research articles available for each assessment, and they learn to critically evaluate the different assessments in this assignment.

TE 816B, Reading Practicum: Beginning in the spring of 2016, and based on the feedback from students in the comments section of the instructor's course evaluation forms, several reading practicum assignments were combined or changed. Tutoring demographic assignment tasks 1, 2, and 3 were combined into one tutoring preparatory assignment instead of three separate assignments to eliminate duplication and to simplify the assignment. Task 1 is securing the tutoring student permission slip, and Tasks 2 and 3 are both related to tutoring student, school, and community demographics and background. These three tasks are all preliminary tasks to be completed prior to the beginning of the administration of reading assessments and tutoring, so it makes sense to combine them into one preliminary task, rather than three separate tasks. In addition, combining these tasks enables graduate reading tutors to consider the complete learning context with a wholistic, integrated perspective, rather than looking at isolated individual components of the learning context. A revised demographic and background template document was created to address the tutoring student, school, and community demographics and background for this combined assignment.

In addition to the above practicum assignment revision, the final case study tutoring reports for the practicum were combined from six separate reports into two reports, one for each tutoring reader (an elementary struggling reader and a middle school or secondary struggling reader).

Combining Tasks 1, 2, and 3 seems to have been a good decision for the reading practicum. The revised demographic and background template document combined the prior separate tasks into a more wholistic, integrated perspective of the struggling reader's learning context. This allowed the tutors (graduate students) to better understand how the struggling reader's context could be supported or adjusted through a variety of literacy strategies and materials. Combining the sections of the case reports into two complete reports, one for each struggling reader tutored, made the reports more coherent and complete, and simplified the practicum assignments.

**APPENDIX A - Student Advising Sheet for the PK-12 Reading Masters Degree  
Endorsement Program at University of Nebraska at Kearney.**

**MASTERS IN READING K-12**  
Department of Teacher Education

Name	NUID	Date
Current Address		
Program Pursuing: <u>Reading PK-12</u> <input checked="" type="checkbox"/> MAED <input type="checkbox"/> MSED <input type="checkbox"/> MBA		
<input type="checkbox"/> EDS		
Check one: <input checked="" type="checkbox"/> Teacher Certification <input type="checkbox"/> Academic Option		

Dept. Grade	Course # Date (yr/sem)	Title	Hours	
	TE 800	Educational Research	3	
	TE 803	Philosophy of Education	3	
	TE 804	Curriculum Development in Multicultural Ed.	3	
	TE 805	Overview of Assistive Technology	3	
Or	TE 886	Technology Tools for Teaching		
	TE 845	Contemporary Theory and Practice in Reading	3	
	TE 846	Diagnosis/Correction of Reading Difficulties	3	
	TE 853c	Improvement of Instruction in Elem School LA	3	
	TE 854	Reading in the Content Area	3	
	TE 897	Seminar in Education	3	
	TE 816b	Practicum—	3	
	ENG 847/848/ 849	Children’s Literature or Adolescent Literature	3	
	Elective	In the field of Literacy	3	

**Transfer Credit** (No more than 9 semester credit hours can be transferred) **Official transcripts required**

Course # Grade	Institution Date (sem/yr)	Title	Hours	

## MAE in Reading PK-12 = 36 hours

### A. Department Core Courses (12 hours required)

- Research Course (3 hours)
  - [TE 800](#), Educational Research - 3 hours
- Democracy (3 hours)
  - [TE 803](#), Philosophy of Education - 3 hours
- Diversity (3 hours)
  - [TE 804](#), Curriculum Development in Multicultural Education - 3 hours
- Technology (3 hours)
  - Take 1 course from:
    - [TE 805P](#), Overview of Assistive Technology - 3 hours
    - [TE 886P](#), Technology Tools for Teachers - 3 hours

### B. Literacy Specialization (21 hours required)

- Take the following:
  - [TE 816B](#), Practicum: Reading - 3 hours
  - [TE 845](#), Contemporary Theory & Practice in Reading - 3 hours
  - [TE 846](#), Diagnosis/Correction of Reading Difficulties - 3 hours
  - [TE 854](#), Reading in the Content Areas - 3 hours
  - [TE 897](#), Seminar in Reading - 3 hours
- Take 1 course from\*:
  - [ENG 847P](#), Children's Literature - 3 hours
  - [ENG 848P](#), Literature for Adolescents - 3 hours
  - [ENG 849](#), Children's and Adolescent Literature - 3 hours
    - *\*Take the course not taken as an undergraduate*
- Take 1 course from:
  - [ENG 871P](#), Language and Composition in the Secondary School - 3 hours
  - [TE 853C](#), Improvement of Instruction in Elementary School Language Arts - 3 hours

### C. Electives (3 hours required)

- Suggested list or another class with consent of advisor
  - [ENG 803](#), Descriptive Linguistics - 3 hours
  - [ENG 845](#), Creative Writing for Public School Teachers - 3 hours
  - [ENG 895](#), Directed Readings - 1-3 hours
  - [TE 883](#), Classroom Desktop Publishing - 3 hours
  - [TESE 829P](#), Assessment of Young Children: Birth to Five - 3 hours
  - [TESE 863](#), Research Based Instructional Strategies for Students with Disabilities - 3 hours



## APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

### **COMPREHENSIVE EXAMINATION FOR READING MASTERS**

The comprehensive questions for Fall 2016 are outlined below. Please follow the steps in the order that they appear. The exams should be completed by Midnight, November 13, 2016. Submit the completed document on Taskstream. Instructions for setting up the Taskstream are included in a separate attachment. If you need assistance setting up your Taskstream account, please let me know.

Thank you and good luck.

**The Comprehensive Evaluation for the PK-12 Reading Masters degree consists of two tasks:**

**Task #1: Question from the Common Core Classes and  
Task #2: Question from the Reading Core.**

#### **Task 1**

**Overview:** The curriculum for the PK-12 Reading Masters includes a “common core” of coursework that is a required component of all graduate-level programs offered by the UNK Department of Teacher Education. Three themes showcased in the common core are “democracy, diversity, and technology.” The common core for the PK-12 Reading Masters included: (1) TE 803: Philosophy of Education; (2) TE 804: Curriculum Development in Multicultural Education; and (3) TE 805: Assistive Technology or TE 886 Technology Tools for Teachers:

The importance of the three themes is declared and described in UNK’s Conceptual Framework. The purpose of this comprehensive examination question is for each master’s student to synthesize and apply learning as it relates to these three key themes.

#### Task #1 A

“WRITE a DESCRIPTION/CREATE a VISION of a 21<sup>st</sup> century classroom that is designed to prepare youngsters for living in an increasingly diverse, technological and democratic society.”

- i. Consider Curriculum Used
- ii. Consider Instructional Methods
- iii. Consider Classroom Environment
- iv. Consider Classroom Rules and Procedures
- v. Consider possible unique needs (especially communication needs of students with exceptionalities).

**\*\*\*IMPORTANT\*\*\*Context/Focus: Please declare a specific grade level and/or subject area (i.e. 4<sup>th</sup> grade teacher, high school science teacher, etc.)**

#### Task #1B

“Critical Reflection” about your own current classroom/teaching (you might also include a few examples from your current school).

- Identify specific examples where your teaching/classroom/school is particularly consistent with the idealized classroom described in (Task 1A).

- Identify specific growth points for your own teaching/classroom/school—changes that might be made in order to move your own teaching/classroom/school closer to the idealized classroom.

Teacher Education Assessment of Program Content-Reading Comprehensive Examination Rubric - Task #1: Question from the Reading Classes

Criteria	Unacceptable (0)	Acceptable (1)	Target (2)
Context: All areas of the PK-12 reading program have been addressed. Consider: literacy curriculum; instructional methods; classroom environment; Rules and procedures; Unique needs; NCATE 1a UNK COE DO's Ka IRA Standard 2 and 4 NDE Rule 24 Reading Specialist P-12 6.48e	Some areas of the PK-12 reading program have not been addressed or minimal information has been provided.	All areas of the PK-12 reading program have been addressed with basic information regarding literacy curriculum; instructional methods; classroom environment; rules and procedures	All areas of the PK-12 reading program have been addressed with more specific examples regarding literacy curriculum; instructional methods; classroom environment; rules and procedures
Completeness of the Vision regarding Diversity, Technology & teaching in a Democratic Society Consider: literacy curriculum, instructional methods, classroom environment; Rules and procedures; Unique needs NCATE 1a UNK COE DO's Ka IRA Standard 2 and 4 NDE Rule 24 Reading Specialist P-12 6.48e	Too few (or none) of the required components are addressed	An adequate and useful description has been provided for all areas of PK-12 reading program.	A rich and insightful description has been provided for all areas of PK-12 reading program.
Specificity of the Vision regarding literacy curriculum; instructional methods; classroom environment; rules and procedures Consider: curriculum; instructional methods; classroom environment; Rules and procedures; Unique needs NCATE 1a UNK COE DO's Ka IRA Standard 2 and 4 NDE Rule 24 Reading Specialist P-12 6.48e	Lacks a sufficiently descriptive collection of classroom strategies and examples	All required components are adequately addressed	All required components are richly addressed
Application of the Vision regarding the literacy curriculum; instructional methods; classroom	The Personal Relevance of the Vision was not	An adequately developed collection of	A detailed and convincing collection of

Criteria	Unacceptable (0)	Acceptable (1)	Target (2)
environment; rules and procedures Consider: curriculum, instructional methods, classroom environment Rules and procedures Unique needs NCATE 1a UNK COE DO's Db IRA Standard 2 and 4 NDE Rule 24 Reading	established. There is minimal indication of to make the visions "real" in their own classroom/school	classroom strategies and examples is provided	classroom strategies and examples is provided

Students must receive a score of 4 or better, with a minimum of 3 traits in the acceptable or target range to pass this section of the comprehensive exam.

Scoring – 0-3 = Unacceptable      4-6 = Acceptable      7-8 = Target

### Practicum – Evidence of Planning

<p>3. <b>Planning</b> demonstrates application of appropriate disciplinary content, theoretical/research-based pedagogy/methodology To create enhanced learning for all students (either by direct instruction or construction of positive learning environment) UNK COE DO'sKa, Kb, Sa, Sb, Db, Da</p>	<p>No evidence of use of disciplinary content, broad range of instructional or methodological strategies and /or technologies that enhance learning for all students (either by direct instruction or construction of a positive learning environment) or no (or very limited) explanation of rationale for choices made.</p>	<p>Plan provides evidence of use of disciplinary content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students (either by direct instruction or construction of positive learning environment); and can explain reason for choices made; identifies resources available.</p>	<p>Plan provides evidence of use of disciplinary content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students (either by direct instruction or construction of positive learning environment); and individualizes the plan for specific groups and individuals and can explain reason for choices made; utilizes resources available from school and community and plans for collaborative efforts.</p>
<p style="text-align: right;">3a</p>	<p>No evidence of use of disciplinary content</p>	<p>Plan provides limited evidence of use of disciplinary content.</p>	<p>Plan provides evidence of use of disciplinary content</p>
<p style="text-align: right;">3b</p>	<p>No evidence of broad range of instructional or methodological strategies</p>	<p>Plan provides a limited range of instructional or methodological strategies.</p>	<p>Plan provides a broad range of instructional or methodological strategies</p>
<p style="text-align: right;">3c</p>	<p>No evidence of technologies that enhance learning for all students (either by direct instruction or construction of a positive learning environment)</p>	<p>Plan provides technologies that enhance learning for all students (either by direct instruction or construction of positive learning environment)</p>	<p>Plan provides technologies that enhance learning for all students (either by direct instruction or construction of positive learning environment); and individualizes the plan for specific groups and individuals</p>
<p style="text-align: right;">3d</p>	<p>No evidence of (or very limited) explanation of rationale for choices made</p>	<p>The student can explain reason for choices made; identifies resources available</p>	<p>The student can explain reason for choices made; utilizes resources available from school and community and plans for collaborative efforts.</p>

## Practicum – Evidence of Impact on PK-12 Learning

1. Assessment and analysis of P-12 learning UNK COE DO's Kc, Sa, Db			
Defines Problem 4a	Candidate fails to define problem or to do so in clearly stated terms;	Candidate defines problem in clearly stated terms	Candidate defines problem in measurable terms;
Preliminary Data Collection 4b	Candidate fails to collect data or data is unrelated to problem	Candidate collects systematic data to establish baseline but amount of data may be limited	Candidate collects data from multiple and systemic sources to establish a baseline and verify existence of problem
Interprets data and generates possible explanation for solving the problem 4c	Candidate fails to interpret preliminary data correctly and/or does not generate possible explanation for solving problem;	Candidate interprets preliminary data and generates an explanation for solving the problem;	Candidate generates a possible explanation based on data and identifies specific target audiences that will benefit from resolution of problem
Investigation of causal factors 4d	Candidate does not explore contextual factors (family, school situation, community) or collaborate with other professionals to develop full exploration of contributing factors to the problem	Candidate reviews contextual factors and seeks input from other professionals to further explore contributing factors	Candidate examines contextual factors to assist with explanation of causes of problem and draws upon resources of other professional staff, family, and supporting resources with the purpose of developing a feasible plan or interventions that address causal factors as part of solution to problem;
Objectives identification and measurement 4e	Candidate does not develop measurable objectives related to the problem or does not present a clear assessment plan for assessing achievement of objectives	Candidate develops measurable objectives that address the problem and presents a plan to assess achievement of objectives	Candidate develops detailed measurable objectives for specific target audiences and a systematic plan for collection of data at various points during the plan or intervention to assess on-going achievement of objectives
Monitoring and reflection of plan or intervention impact 4f	Candidate does not assess impact of plan or intervention on meeting objectives, or does not reflect on effectiveness of instruction or propose modifications in plan	Candidate uses data to assess impact of plan or intervention on meeting objectives and reflects on effectiveness of plan and proposes modifications to plan	Candidate uses data to assess impact at various points during plan or intervention implementation and revises planned activities based on continuous data collection; Assessment data identifies when objectives are met

### Professional Biography Rubric

Descriptor	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Professional Qualifications	Provided minimal information.	Provided required information.	Elaborated on required information.
Professional Experiences	No professional experience.	Current or past experience in field of specialty or closely related field. Might have been an aide, volunteer, or certified.	Extensive experience in field of specialty or closely related field.
Professional and Educational Goals	Provided minimal information. Goals cannot be realistically met or may not be included.	Provided required information. At least 2 goals are discussed. Goals can be realistically met.	Elaborated on required Information and/or provided information on more than 2 goals. Goals can be realistically met.
Use of Technology	Provided minimal information and/or discussion showed limited acceptance of technology as a useful tool.	Provided required information. Discussion showed acceptance of technology as a useful tool.	Elaborated on required information and provided examples of their work or student work. Discussion showed acceptance of technology as a useful tool.
Experience with Diversity	Provided minimal information and/or discussion showed limited acceptance of people from different cultures or backgrounds.	Discussion included particular relevant experiences and acceptance of people from different cultures or backgrounds.	Discussion included extensive relevant experiences and the value placed on people from different cultures or backgrounds.
Philosophy of Learning	Failed to address the area or provided minimal information.	Addressed each of the required areas but specific details were missing	Elaborated on required information. Provided specific details for each of the required areas
Mechanics of Writing	Materials demonstrated many errors in grammar, syntax, organization, word choice, spelling, and/or proofing.	Materials demonstrated acceptable standards for grammar, syntax, organization, word choice, spelling, and proofing.	Materials demonstrated exemplary use of grammar, syntax, organization, word choice, spelling, and proofing.

### Dispositions Rubric

	Unacceptable (0)	Acceptable (1)	Target (2)
<b>Collaboration:</b> Demonstrates the ability to work productively with others (classroom teachers, specialists, principals, parent(s), instructors, class) to facilitate positive influences on decision-making affecting learning of all learners	Rarely seeks ideas, solutions to problems;	Seeks ideas and solutions to problems from classroom teachers and specialists;	Works with other professionals to design specific instructional activities to resolve the learners problem;
<b>Responsibility:</b> Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and fostering learning for all in a democratic and diverse society.	Fails to obtain appropriate permission to work with learner from school (classroom teacher or school official) parents or legal guardian as required by the PK-12 Reading Program	Obtains appropriate permission to work with learner from school (classroom teacher or school official) parents or legal guardian; schedules and meets the minimum number of required tutoring sessions. The lessons are designed to meet the needs of the individual student.	Meets the criteria in levels 1 and 2. Shares results of tutoring sessions on a regular basis with all stakeholders including parents, classroom teachers and other school officials such as principals, reading specialists, special ed teachers, etc.
<b>Reflection:</b> Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/or management decisions on the welfare of the student(s) being served	Fails to analyze effect of instruction and adjust to the specific needs of the learner	Analyzes effects of instruction and make data-based decisions to adjust instruction	Analyzes impact of effects of instruction over time



## Graduate Survey Desired Outcomes

	1	2	3	4	5	Not Applicable
My program has further contributed to my understanding of my content area. (K.a.)						
My program has further contributed to my understanding of the structure and central concepts of my content area. (K.a)						
My program has further contributed to my understanding of the purposes of schooling in a diverse and democratic society. (K.b.)						
My program has further contributed to my understanding of the purposes of professional practice in a diverse and democratic society. (K.b.)						
My program has further contributed to my understanding of the concept of data collection to enhance learning for all learners within my content area. (K.c.)						
My program has further contributed to my understanding of the concept of evaluation to enhance learning for all learners within my content area. (K.c.)						
My program has further contributed to my understanding of the tools of inquiry and research for expanding knowledge and/or solving problems in the workplace. (K.d., S.a.)						
My program has taught me how to work productively with others. (D.a.)						
My program has taught me how to work productively with others to facilitate positive influences on decision-making effecting learning of all learners in professional settings. (D.a.)						
My program has taught me how to independently evaluate impact of instruction, treatment/intervention/management decisions (whichever applies to you) on the welfare of those served. (D.b.)						
My program has taught me how to be responsible to the profession as defined by my specific program (D.c.)						
My program has taught me how to be a leader in my content area. (D.c.)						
My program has taught me how to be an advocate for individuals to foster learning for all learners. (D.c.)						
My program has taught me how to be an advocate at systemic levels to foster learning for all learners. (D.c.)						
I have the skills to collect data within my specific content area. (K.d., S.a.)						
I have the skills to collect data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners. (K.d., S.a.)						

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I have the skills to analyze data within my specific content area. (K.d., S.a.)

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I have the skills to analyze data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners. (K.d., S.a.)

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I have the skills to utilize technology appropriate to my content area to deliver instruction. (S.b.)

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I have the skills to utilize technology appropriate to my content area to manage information. (S.b.)

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**Response Legend:** 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree or Disagree 4 = Agree 5 = Strongly Agree N/A = Not Applicable