AUDIT AND REVIEW
MASTER'S OF SCIENCE IN EDUCATION--READING

Introduction

The Master's of Science in Education-Reading Program at the University of Wisconsin-Whitewater has earned an excellent reputation at the national, state, and local levels. This degree program has been rigorously evaluated to determine its quality and relevance.

The Master of Science in Education (M.S.E.) degree is offered in Reading to prepare teachers to provide special services in reading at the elementary and secondary levels and to license students as reading teachers (316) and/or as reading specialists (317). Students earning this degree must successfully complete 34 credits of course work and a comprehensive examination or a thesis.

Goals and Objectives

The Master of Science in Education--Reading (M.S.E--Reading) program is contributing to state demands for teachers who are prepared to service children with reading (literacy) needs and to consult with classroom teachers, administrators and the community at large in the development, implementation, and assessment of reading programs K-12.

The goals and objectives underpinning the MSE-Reading Program have been updated since the previous audit and review and are commensurate with current guidelines prepared by the International Reading Association and the National Council Teachers of English. These goals and objectives were evaluated and approved November 1996, by a team of NCATE evaluators. Course syllabi, which reflect these goals and objectives, were also scrutinized and approved and class visitations were made by the NCATE evaluators.

The Goals and Objectives supporting this program are presented in Appendix A.

Centrality

This program is highly central and responds to the university mission, particularly to Select Mission B, which states that the university offers graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business and education." Many of the students in the MSE-Reading Program are UW-Whitewater graduates, and their experiences as undergraduates in elementary and secondary education programs here provide a solid foundation for graduate work in reading. The MSE-Reading Program expands upon the learning that students gained at the undergraduate level. The fact that all program faculty teach at both the graduate and undergraduate levels enhances the continuity and quality of the MSE-Reading Program and ensures that teaching and research efforts are directed toward common goals.

As stated in the UW-W Strategic Plan, quality teaching is the first responsibility of the institution. By virtue of the faculty's pedagogical knowledge derived from study and research on teaching, their extensive teaching experience, and their conscious effort to demonstrate effective methods at all times, faculty in the MSE-Reading Program carry out this quality teaching responsibility in a particularly direct and conscientious way.

As the College of Education Mission Statement reads, "the preparation of teachers has been a major part of the mission of this university since its inception...as a normal school." Graduates of the MSE-Reading Program, consistent with this historic mission, are well prepared to provide leadership in literacy education in schools and education-related agencies throughout the state.

The reading faculty members involved in administering this program have been highly successful in their pursuits of research activities and scholarship which have enhanced the success of this program and its reputation in the state of Wisconsin.

Approximately 40% of students enrolled in courses throughout the MSE-Reading Program are non-majors. For example, about half the students in Developmental Reading in the Elementary School and one third of the students in Developmental Reading in the Secondary School are in areas such as Elementary Education, Secondary Education, School Psychology or Counseling, Communicative Disorders, Special Education, or Library-Media. Other courses that draw many non-majors include the two Diagnoses and Treatment of Reading Difficulties courses, K-6 and 7-12.
Faculty and Staff Characteristics

The high level of success of this program is due to the expertise of its faculty and staff. All six faculty members have earned terminal degrees in reading/language arts education.

All reading faculty members have experience as classroom teachers as well as reading professionals, and therefore they are able to blend theory and practical application. Teaching effectiveness is judged through both peer and student evaluations. The evaluations are used for professional development as well as program improvement.

All faculty regularly attend and present at international, national, regional, and state-level conventions and seminars. They also belong to the professional associations that sponsor these events, and several have served in leadership capacities at one or more of these levels.

The reading faculty displays a high degree of unit cohesiveness in enhancing program quality. Through formal and informal efforts, they coordinate curriculum, select material, write and evaluate master's examinations, guide master's theses, and present papers jointly at conferences, as well as undertaking many other activities necessary to the development and enhancement of a quality graduate program.

Every effort has been made to meet affirmative action guidelines. Of the six members of the reading faculty, five are female and one is male.

Reading faculty members have participated in a variety of forums designed for the improvement of their teaching. This information is presented in the following subsection of this document and in the Faculty Data Chart (see Appendix B).

Teaching and Learning Enhancement

All reading faculty members have been highly involved in teaching enhancement activities. Faculty members have attended and presented at international, national, and state reading/English conferences throughout the United States and internationally. For example, members regularly attend and participate in the annual International Reading Association Convention, the national Council Teachers of English, National Reading Conference, the American Reading forum, and the Wisconsin State Reading Association Conference among others. In addition, faculty participate in on-campus teacher enhancement activities.

Faculty members are also actively involved with graduate students (most of whom are full-time teachers) by participating in classroom action research projects and other staff development activities, thus strengthening faculty members' ability to remain current in blending research, theory and classroom application.

Student advising is a vital element of the reading program in which faculty assistance is evident. Through systematic advising, students receive intensive assistance throughout their programs. Faculty regularly meet with advisees to plan and monitor their prescribed programs. Advising sessions generally occur during the evening hours as most students are full-time teachers and are therefore unavailable during the school day. Regular communication among the reading faculty ensures that all students receive quality advising assistance.

Research and Other Scholarly Creative Activities

Currently six department members comprise the faculty responsible for conducting the MSE-Reading program. These faculty members are actively involved in research activities having published in both national and state journals.

For example, since the previous audit and review reading faculty are editors of educational journals and have published in a number of national journals and yearbooks including: Journal of Reading Education, Reading Research and Instruction, Journal of Research and Development in Education Middle School Journal, Affective Reading Education Journal, Proceedings of the Fourth International Conference on Teachers' Research, WSPA Journal, Wisconsin English Journal, Illinois Reading Council Journal, and Illinois Research and Development Journal.

One faculty member co-authored a text through Kendall/Hunt Publishers. This text is currently under revision. Two other faculty members are currently each writing a prospectus for forthcoming texts.

Professional and Public Service
Reading faculty have been highly involved in public service at various organizational levels. Reading faculty have made numerous presentations at the international, national, state, and local levels. For example, within the past five years, reading faculty have made presentations in the following countries: New Zealand, Australia, and Jamaica. They have also presented at several international and regional conventions such as the International Reading Association Convention, the National Council Teachers of English, the American Reading Forum, the College Reading Association, the National Reading Conference, the Mid-Western Educational Research Association Conference, the Plains Regional Reading Conference, and the Great Lakes Regional Reading Conference.

Two reading faculty are currently serving on the Editorial Advisory Board for the Reading Teacher and one faculty member is a co-editor of The Wisconsin English Journal. Another faculty member is a reviewer for the Journal of Critical Inquiry and Teaching Education. This faculty is also on the Editorial Advisory Board for The Reading Teacher.

The reading faculty is also involved in in-service training and research at the local levels. Districts served include: Whitewater, Milton, Brodhead, Sullivan, Jefferson, and Rockford, IL.

**Curriculum**

The curriculum for the MSE-Reading program is as follows:

**READING (MSE) Reading Sequence - 25 Credits**

1. 432-764 Developmental Reading--Elementary
   AND
   432-768 Developmental Reading--Secondary

2. 432-766 Diagnosis and Treatment--K-6
   AND
   432-767 Diagnosis and Treatment--7-12

3. 439-793 Practicum (Elementary)
   AND
   439-793 Practicum (Secondary)

4. Select 1 group from those listed below:
   a. 432-771 Planning and Implementing
      432-772 Reading in the Content Areas
      432-773 Research Related -Reading AND
      439-774 Field Experience -Reading

   b. Select 9 credits of electives with consent of advisor

**Reading Related Requirement -3 Credits**

1. Select 3 Credits from the following courses:
   430-716 Integrating Software
   430-720 Adv. Tech -Lang Arts
   430-740 Tech -Impr Child Writ
   432-769 Reading Process
   432-774 Emergent Literacy
   432-775 Symposium
   433-769 Supervision and Instruction
   434-561 Child Literature
   436-799 Thesis Research
   437-720 Teaching Writing (or 680-720)
   437-730 Teaching Lit (or 680-730)
   480-564 Intro -LD or Course in Reading, Writing, Lang, or Lit
Humanistic and Behavioral Studies - 3 Credits

1. Select 3 Credits from the following courses:
   420-709 Foundations Seminar
   432-681 Human Abilities & Learning
   430-635 Language Acquisition - Bilingual
   430-723 Seminar: Issues & Probs
   430-725 Curric Design & Dev
   430-762 Curric in EL
   434-714 Current Issues – Early Childhood Education
   434-715 Children in Crisis
   480-625 Intro to Gifted Ed

Research Course – 3 Credits

1. 400-740 Techniques of Assessment and Research

Assessment and Student Outcomes

Students who complete the MSE-Reading Program are well prepared to achieve their professional goals. Students in this program perform exceptionally well on assessment measures. For example, all students in the program must pass a rigorous comprehensive examination on reading research and instruction or write a Master’s thesis in order to graduate. Most graduates in the program in the past five years were able to pass this examination. Students’ competence in communication, their knowledge of subject matter, and their teaching skills are systematically assessed throughout the program according to well-defined criteria. In addition to tests and other assessments in courses, students are assessed by a variety of means including practicum observations and a comprehensive master’s examination or thesis. Formal and informal consultations with cooperating teachers and administrators confirm the success of these students in the field.

It is estimated that more than 95% of program graduates obtain a position in reading within one year of obtaining their degrees. The reading program coordinator regularly receives requests for the services of MSE-Reading graduate students. The most recent Reading Program Assessment is included in Appendix C.

Demand for Graduates

There continues to be a consistent demand for both reading teachers (316) and reading specialists (317) in the state of Wisconsin. The Wisconsin Department of Public Instruction (DPI) mandates that each K-12 public school district have the services of a 317 reading specialist. In addition, the department also mandates that ESEA Title I reading/language arts teachers become certified as reading teachers (316). Also, classroom teachers who teach more than one discrete reading class per day are required to hold the reading teacher (316) license. Standard C also mandates that services be provided for all youngsters in kindergarten through third grade who need remedial reading assistance. These factors indicate that there will be a high demand for graduates in reading for the foreseeable future.

Perhaps the most important indicator of program effectiveness is the consistent success of program graduates. Most graduates of the MSE-Reading Program obtain a reading Position within six months to one year of completion of this program, further confirming the quality of the program.

The reading coordinator regularly receives telephone calls and written requests for names of viable candidates for both the reading teacher (316) and the reading specialist (317) positions.

Resources for Majors and Minors

The Department of Curriculum and Instruction offers four or more courses each semester to support the MSE--Reading Program. In addition, six or more courses are offered each summer.

Six faculty members teach courses in the program, with three or four different faculty members teaching each semester. Class sizes average about 20 per section for the four reading teacher (316) courses and about 16 per section for the three reading specialist (317) courses. The Reading Practicum course is
limited to 12 students per semester. The six faculty all advise students in the program with advising loads ranging from 10 to 25 students.

Since four of the six all have responsibilities outside the reading program, it is difficult to separate out the costs for student help, capital, and services/supplies directly attributable to the reading program. The department provides a limited amount of student help for all faculty, including those involved in the MSE--Reading Program. All faculty in the department have microcomputers and access to printers.

**Accreditation**

The MSE-Reading Program itself requires accreditation in order to continue. Both the Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) periodically review the program. Reviews of the program by these agencies have resulted in not just approval, but commendation. DPI reviewers commended the university in 1991 "for providing students with a strong background in the knowledge of research and practice in the reading/language arts," for preparing students to assume leadership roles, and for effective teaching methodology. This program was also reviewed by the International Reading Association (IRA) as a precondition for receiving accreditation from NCATE. The program was last approved by NCATE in 1996.

**Facilities, Equipment and Library Holdings**

At the present time the reading faculty and the COE Associate Dean are in the process of updating the reading textbook collection and other instructional resources in coordination with library personnel.

The new Literacy Center in Winther Hall, created in 1999, houses a number of excellent resources. Print resources in the Center include a library of current books, as well as instructional materials such as current basal reading series, children’s trade books, and learning activity kits. (See Appendix for current holdings) Audiovisual material housed in the Literacy Center includes video and audiotapes. An essential component of this center is its array of reading assessment instruments such as standardized achievement and diagnostic tests and current published informal reading inventories.

**Location Advantage**

The geographic location of UW-Whitewater is advantageous to students enrolled in the MSE-Reading program since Whitewater is located in the most populated area of the state. This location allows students from urban, suburban, and rural areas to drive a reasonable distance to attend classes. The distance factor also allows them to have their practicum experiences within urban, suburban, or rural settings.

**Comparative Advantage**

One of the major advantages of the MSE-Reading Program is that it is one of the largest reading programs in the state of Wisconsin. This advantage provides students with the opportunity to interact and study with a larger number of reading faculty with diverse areas of expertise on a K-12 continuum. The size of the program reflects not only the diversity, but also the quality and reputation of the faculty involved in the program.

The MSE-Reading program has been recognized as a quality program by the National Council Accreditation Teacher Education and the Wisconsin Department of Public Instruction visitation teams and agencies.

**Community Impact**

The MSE-Reading Program has a positive impact on the outer community. Faculty are involved in inserviceing local district teachers in a number of literacy areas. Recently, local district inservice needs have been focused on.

A vital link with the outer school community is developed and maintained through the reading practicum requirement. Graduate students work with elementary and secondary students experiencing reading problems in local schools over a period of one semester. This brings together a working relationship between reading specialists, local teachers, administrators, and parents.

**External Funding**
Reading faculty have written and been denied a grant that would have allowed the development and implementation of a site-based (Whitewater School District) Literacy Intervention Center for graduate Students to complete their Practicum Requirements.

Trend Data

1. **Number of Majors**
   The number of majors has remained consistent over the past five years, averaging 25-35 students during each fall semester.

2. **Number of Degrees Granted Each Year**
   The number of degrees granted each year ranged from 12 to 18 (averaging nearly 15 per year). It should be noted also that a number of students earn Reading Teacher (316) licenses through this program. Students are eligible for the 316 license approximately one-halfway to the master's degree (after a specific 16-credit sequence), and some stop at that point or interrupt their programs temporarily once the 316 license is earned.

3. **Credits to Degree**
   Not applicable. Students must complete 34 credits. Many complete their programs with 34-40 credits earned.

4. **Student Placement Information**
   Students graduating from UW-Whitewater with a Master of Science in Education—Reading and licensure as a Reading Teacher (316) and/or Reading Specialist (317) are generally fully employed when they enter the program. While some change jobs once they earn their degrees, many do not. As a result, placement information is incomplete and likely to be misleading.
   
   The program coordinator regularly receives requests for program graduates. Often these requests result in employment for these graduates. At other times, the requests exceed the number of graduates available, so many students are granted emergency 316 licenses while they are still in the program.
APPENDIX A
MASTER OF SCIENCE IN EDUCATION: READING PROGRAM
GOALS

The purpose of the Master of Science in Education - Reading program is to "assist students toward the attainment of:

A. An ability to describe and form analytical judgments of models, theories, and philosophies of literacy development.

B. An understanding of language development and the emergence of literacy skills in young children.

C. An ability to assess literacy environments and the emerging literacy skills of young children.

D. An understanding of the reading process emphasizing scope, sequence, interrelationships of strategies, and priorities.

E. An ability to relate linguistic understandings, cultural diversity, learning theory and reading research findings to literacy acts and/or subsequent reading instruction.

F. An ability to assess and to use the results of educational assessment to modify specific student programs and general instructional plans.

G. An understanding of the acquisition of literacy skills of limited English proficient (LEP) students.

H. Competency in relating reading instruction to the learner through appropriate diagnostic and grouping practices.

I. Skill in formulating reading lessons based on: individual children's interests and abilities, meaningful reading and writing experiences, specific needs, cognitive style, sociocultural dimensions, affective nature of the learner, discovery principle, and the effective use of technology, media and available materials.

J. A facility to plan effective learning situations in terms of classroom climate, interaction of pupils, pupil differences, materials, physical setting, and management systems.

K. An understanding of the philosophy of reading instruction as it relates to (1) the role of the reading process in learning the content of various curriculum areas and (2) subsequent instructional practices.

L. An understanding of reading as a communication process, a way to access information and a tool for life-long learning and thinking.

M. An ability to teach and assess learning and reading strategies which will promote the development of strategic readers.

N. An ability to examine existing school reading programs from a research base, identify needs of the programs, set goals for the programs and select objectives for accomplishing the goals.

O. An ability to pilot test changes in proposed curriculum, and present new curriculum to district staff and boards of education.
P. An understanding of the curricular process: identification of needs, readiness for curricular development, instructional objective based on needs and interests of students, development of learning activities, evaluation of plans based on objectives, pilot program implementation, evaluation of plans based on objectives, pilot program implementation, evaluation-comparing programs with objectives based on on-going research.

Q. Plan appropriate staff development activities in order to enhance professional development.

**STRATEGIES, SKILLS, & KNOWLEDGES**

Strategies and Skills are performance oriented and are measured in practicum, field study, or simulated situations. Graduate students will be able to:

I. LANGUAGE FOUNDATIONS - EMERGENT LITERACY

A. Create an environment in which the coordination of language learning is operation (Cambourne).

B. Promote literacy language development through authentic learning experiences.

C. Stress languages development in all instructional activities, including play and dramatic experiences.

D. Provide students with experiences for developing extended and enriched listening, speaking, reading and writing skills.

E. Develop phonemic awareness through language, play, and literate activities.

F. Systematically observe and assess the literacy development of young children.

G. Develop and plan early intervention programs for selected young children.

   1. Reading Recovery
   2. Early Intervention in Reading
   3. Early Reading Empowerment

II. WORD ANALYSIS

A. Help students to develop word analysis strategies for:

   1. whole-word recognition (high frequency)
   2. phoneme-grapheme relationships
   3. onset and rimes (phonograms)
   4. grapho-phonic, syntactic and semantic cues
   5. structural analysis skills
   6. context and clues
   7. dictionary usage skills
B. Teach word analysis skills through analytic, synthetic, and wholistic approaches.

III. COMPREHENSION

A. Assist students in developing literal and interpretive comprehension

1. Teach signals given through language structure and patterns: sentence patterns, punctuation clues, paragraph structures, and styles of discourse (narrative, descriptive, expository, and argumentative).

2. Integrate teaching of literal and interpretive comprehension skills with the teaching of the subject matter in the content areas.

3. Teach meanings of words by developing understanding of context clues, structural clues, figurative language, idioms, and use of the dictionary.

4. Teach students to apply literal and interpretive comprehension skills to materials and tasks of everyday life.

B. Assist students to developing critical comprehension

1. Teach students to evaluate material in terms of its recency, accuracy, adequacy, and relevancy.

2. Teach students to analyze the logic of statements and to understand the impact of propaganda techniques.

3. Teach students to distinguish between reality and fantasy, fact and opinion.

4. Use questioning strategies for developing thinking/reading skills.

C. Assist students in the use of reference and study skills

1. Teach students to set specific purposes for their reading.

2. Teach students to use the study aids in books: table of contents, glossary, index, footnotes, appendices, headings, and questions.

3. Teach students to locate materials in a media center/library.

4. Teach students to prepare and use bibliographies.

5. Teach students to use reference materials.

6. Teach students to summarize, outline, take notes, and combine information from a number of sources.

7. Teach students to vary reading rate according to purpose for reading and difficulty of material.

8. Teach students to use an independent study method such as SQ3R, marginal glossing, and semantic mapping.

IV. STRATEGIC READING

A. Assist students in becoming metacognitive.
B. Model use of diverse strategies that encourage independent strategic learning.

C. Select and teach strategies appropriate to identified student needs.

D. Encourage use of cueing systems (grapho-phonetic, semantic, syntactic, cross checking) through modeling and verbal prompts.

E. Teach strategies which promote concept development and vocabulary understanding and retention:
   1. Semantic Mapping (Webbing)
   2. Word Mapping
   3. Semantic Feature Analysis
   4. List-Label-Group

F. Teach strategies which promote the development of strategic comprehension:
   1. Directed-Reading-Thinking-Activities (DRTA)
   2. Story Grammar (Mapping)
   3. Know-Want-Learn (K-W-L)
   4. Glossing
   5. SMART experiences in literature to develop awareness of the writer's craft.
   6. Anticipation Read-Conclusion (ARC)
   7. Cubing
   8. Question Answer Relationships (QAR)

V. ENJOYMENT OF READING

A. Encourage maximum use of the library, media, and technology.

B. Create an environment that promotes life-long reading.

C. Expand students' interests in reading.

D. Involve students in creative experiences such as dramatics, puppetry, and choral reading which enhance the enjoyment of literature.

E. Direct student to materials which help them meet personal needs.

F. Involve students in responses to literature such as rewriting, drama, poetry, art projects, and music activities.

VI. LITERACY ASSESSMENT
A. Use ongoing formal and informal assessment as an integral part of classroom literacy instruction.

B. Differentiate instruction in the classroom as indicated by assessment of students' individual literacy development, background, personal, needs, interests and performance.

C. Form flexible instructional groups reflective of students' needs, interests, skills, and classroom program objectives.

D. Use a variety of materials suitable for differentiation instruction at varying literacy levels.

E. Identify individual students in need of more in-depth evaluation.

F. Use portfolio assessment effectively to document literacy development and to inform instruction.

G. Select and apply instructional techniques as appropriate for individual students, for small groups, and for entire classes of students.

H. Appropriately select, administer, and interpret formal (norm-referenced) and informal instruments to assess students' literacy abilities.

I. Appropriately select, administer, and interpret a variety of authentic assessment instruments to evaluate individual student literacy abilities/variabilities.

J. Identify student interests in and attitudes toward literacy development.

K. Identify patterns of behavior which might indicate physical, social, emotional, and/or intellectual impairments that may affect students' progress in becoming literate.

L. Follow the appropriate procedures to refer students to agencies and individuals for in-depth diagnosis (speech clinicians, school psychologists, nurse, and social worker).

M. Develop intensive case studies for elementary and secondary students.

VII. PROGRAM PLANNING AND IMPROVEMENT

A. Initiate and participate in ongoing curriculum development and assessment.

B. Supervise, coordinate, support, and evaluate the reading program.

C. Communicate information and data about the reading program to various constituencies (teachers, administrators, school board members, parents, and community members).

D. Initiate, participate in, and evaluate staff development programs.

E. Promote teachers' professional development.

F. Initiate, participate in, and/or apply research on reading.

G. Promote classroom-based research.

COGNITIVE CAPABILITIES
Cognitive capabilities may be measured through exams, papers, etc. Attitudes may be measured through extended observation. Graduate students will:

I. LANGUAGE FOUNDATIONS - EMERGENT LITERACY

A. The English Language as a Communication System

1. Understand the concept of language as a symbol system for transmitting ideas, information, and feelings.

2. Understand phonemic structure, morphemic structure, semantics, syntactic and intonation patterns.

3. Understand the historical development and the patterns of change in the English language.

4. Respect linguistic differences as they relate to socio-cultural and economic environment.

5. Understand American English dialects and usage styles.

6. Understand the major theories of language development and cognition and the nature of language acquisition, and learning.

B. Language Development

1. Understand the principles and stages of physical, socio-emotional, and intellectual development.

2. Understand the importance of oral language development as a foundation for beginning reading instruction.

3. Understand the relationship between continuous language development and readiness for reading achievement at any level.

4. Understand the role phonemic awareness to literacy development.

II. COMPREHENSION - STRATEGIC READING

A. Perceive reading as the process of construction meaning through the interaction of the reader’s background, experiences, knowledge and language within a given text.

B. Understand the relationships among the language modes of listening, speaking, reading, writing and spelling.

C. Understand the cueing systems of language (semantics, syntactic, graphophonics) and their roles in reading comprehension.

D. Understand the role of metacognition in the reading process.

E. Have knowledge of a range of learning and teaching strategies.

III. WORD ANALYSIS

A. Understand the role of phonemic awareness in phonics and spelling development.
B. Demonstrate an understanding of the cueing systems of language and their roles in the reading process.

C. Understand the role of phonics, structural analysis and contextual analysis in the reading process.

IV. ENJOYMENT OF READING

A. Believe that a reading program must strongly foster pleasure in the reading act as well as skill mastery.

B. Set an example for students by reading extensively for pleasure and professional growth.

C. Be familiar with appropriate materials to foster the enjoyment of reading for students at the level taught.

D. Be familiar with materials designed to appeal to the reading- handicapped learner.

V. LITERACY ASSESSMENT

A. Understand that assessment must be ongoing an authentic to the complex nature of reading, writing and language.

B. Be knowledgeable about formal, informal, and authentic assessment instruments and techniques.

C. Understand the relationship of assessment to curriculum and instruction.

VI. PROGRAM PLANNING AND IMPROVEMENT

A. Understand the multiple elements that make up a K-12 reading program.

B. Understand the process of curriculum development.

C. Understand the variety of factors that influence educational change.

D. Understand various models of program evaluation.

E. Recognize multiple dimensions of professional growth and multiple purposes for staff development.

F. Understand a range of research methodologies.

VII. LEARNER VARIABILITY

A. Recognize that literacy supports and enhances personal and social growth and development.

B. Recognize and be sensitive to the individual needs, values, and rights of students.

C. Recognize and be sensitive to cultural, ethnic and linguistic diversity in literacy and literary development.

D. Use appropriate materials and techniques to meet the unique and diverse needs and interests of all students.
APPENDIX B

MSE—READING FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Terminal Degree</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Dr. Andrea Maxworthy O’Brien</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Patricia Shaw</td>
<td>Ed.D.</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Anne Stinson</td>
<td>Ed.D.</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dr. Susan Toms-Bronowski</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Mary Ann Wham</td>
<td>Ed.D.</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. John Zbikowski</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
4. APPLICANT DATA

Patricia A Shaw
Department of Curriculum and Instruction

A. Education
Ed.D.  1987  University of Northern Colorado -Elementary Education/Reading
M.S.  1977  University of Southern Connecticut -Elementary Education
B.S.  1976  University of Southern Connecticut -Elementary Education/Earth Science

B. Professional Experience and Tenure Status (year granted 1994)
1994-date   Curriculum and Instruction  UW- Whitewater      Associate Professor
1988-1994  Curriculum and Instruction  UW -Whitewater      Assistant Professor
1982-1987  Curriculum and Instruction  UW -Whitewater      Lecturer
1981-1982  Elem. Ed. Department   Univ. of No. CO       Instructor
1978-1979  Mary Immaculate H.S.   Key West, FL           Teacher 7-9th Grades
1976-1977  Kay Avenue School      Milford, CT              Teacher-3rd Grade

C. Leaves of absence in the previous six years
None

D. Teaching at the University of Wisconsin-Whitewater
1. Summarize student evaluations over the past two years.
   Student evaluations as measured by the Purdue (including the university core) averaged
   4.6 at the time of my tenure and promotion. The individual class means of periodic
   evaluations have continued to range from 4.4 to 4.9 with an average of 4.6. The
   Department of Curriculum and Instruction does not maintain evaluation averages.
2. Summarize any peer evaluations over the past two years.
   None other than a decision by my peers in the Department to award merit and a decision
   by the tenured faculty (unanimous) of a successful post-tenure review.
3. Provide any other information indicating quality of teaching or degree of effectiveness.
   a. Upon completion of the MS C&I degree students are given a degree evaluation form, questions
      that refer to my teaching of the Integrative Project Seminar have been consistently very high. (See
      MS C &I Coordinator for verification).
   b. Blue Key Award Winner-1999 and 1992

E. Scholarly Activity
1. Publications/Research Presentations
   a. Publications
   "Reflective Practices" (1999). Affective Reading Education Journal, 27(1), 12-16 (Peer reviewed
   journal)

   "The effects of prior school experience on pre-service teachers' beliefs about teaching"

   "A selected review of research on whole language" (1995). In The Whole Language
   Approach to Reading, Writing, and Language Arts. (2nd Edition) Arlington, VA:
   Educational Research Service (Book of selected readings)

   "The effects of training on pre-service elementary education majors' conceptual framework of

   "The effects of text structure knowledge and instruction on the comprehension of expository text"
"Integration of curriculum" (1993). *WSRA Journal*, 37 (1). (Peer reviewed journal)


"A selected review of research on whole language" (1991) *WSRA Journal*, 35(1). (Peer reviewed journal)

"Have you read this" (1990)? *Wisconsin Reading Update*, 6,16 (Review)

b. Research Presentations (Selected from 1997-date only)
"Integrating Assessment with Instruction: A model for reading methods courses" ~ International Reading Association, San Diego, May 4, 1999 (National)


"An Analysis of Teacher Action Research" Association of Teacher Educators, Dallas, February 15-17,1998. (National)


(Eleven additional research presentations at the national, regional, and state levels between 1988 and 1996).

2. List extramural and intramural grants applied for and awarded. -None

3. List relevant scholarly activity

Reviewer for *Journal of Critical Inquiry* 2000-date
Reviewer for the journal *Teaching Education* 1997-1998
Editorial Advisory Board (Research) of the journal *The Reading Teacher* 1995-1997
Nominated for the College of Education Research Award 1994
Research Chair for the Wisconsin State Reading Association 1991-1994
CURRICULUM VITA
(Prepared for Reappointment for 2001-2002)

Name: Anne D'Antonio Stinson, EdD
Department: Curriculum and Instruction

Part I: Professional History

A. Education
1. Degree: EdD
   a. Program: English/Language Arts Education
   b. Institution: Rutgers, The State University of New Jersey, New Brunswick, NJ
   c. Date: 1998

2. Degree: MAT
   a. Program: Education
   b. Institution: Monmouth University, West Long Branch, New Jersey
   c. Date: 1992

3. Degree: BA
   a. Program: English/French
   b. Institution: Monmouth University, West Long Branch, New Jersey
   c. Date: 1990

4. Degree: AA
   a. Program: English
   b. Institution: Brookdale Community College, Lincroft, New Jersey
   c. Date: 1988

B. Professional experience prior to appointment at the University of Wisconsin-Whitewater

1. Academic
   a. Position: Teaching Assistant/Supervisor of Student Teachers
      i. Institution: Rutgers, The State University of New Jersey
      ii. Date: 1994-1997

2. Non-academic
   a. Language Arts Coordinator
      i. Institution: Rutgers, The State University of New Jersey, Cook College
      ii. Date: 1993-1994
   b. English/Language Arts Teacher
      i. Institution: Henry Hudson Regional High School
      ii. Date: 1992-1994

C. Professional experience as academic staff at the University of Wisconsin-Whitewater

1. Teaching
   a. Instruction
      i. Developmental Reading in the Secondary School, 437-466

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitewater</td>
<td>Spring 1998</td>
<td>28</td>
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<tr>
<td>Whitewater</td>
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<td>41</td>
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<tr>
<td>Whitewater</td>
<td>Fall 1997</td>
<td>24</td>
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</table>
ii. Developmental Reading in the Secondary School, 432-768

<table>
<thead>
<tr>
<th>Location</th>
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<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitewater</td>
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</tr>
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iii. Diagnosis and Treatment of Reading Disabilities, 7-12,432-767

<table>
<thead>
<tr>
<th>Location</th>
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<th>Enrollment</th>
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<tr>
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<tr>
<td>Whitewater</td>
<td>Fall 1997</td>
<td>23</td>
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iv. Special Topics: Literacy Strategies for Secondary and College Classrooms, 430-710

<table>
<thead>
<tr>
<th>Location</th>
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<th>Enrollment</th>
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<tr>
<td>Whitewater</td>
<td>Summer 1998</td>
<td>6</td>
</tr>
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</table>

v. Observation and Participation, 489-200

<table>
<thead>
<tr>
<th>Location</th>
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<th>Enrollment</th>
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<tbody>
<tr>
<td>Whitewater/Milwaukee</td>
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vi. Reading Practicum, 439-793

<table>
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<th>Enrollment</th>
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<tbody>
<tr>
<td>Whitewater</td>
<td>Spring 1998</td>
<td>14*</td>
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*team-taught with Dr. Susan Toms-Bronowski

b. Student evaluations of teaching

<table>
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<th>Semester</th>
<th>Section</th>
<th>Range</th>
<th>Mean</th>
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<tr>
<td>430-710</td>
<td></td>
<td>4.50-5.0</td>
<td>4.90</td>
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<tr>
<td>Summer 1998</td>
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<table>
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<th>Section</th>
<th>Range</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>437-466/432-768</td>
<td></td>
<td>4.40-4.68</td>
<td>4.60</td>
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<tr>
<td>Summer 1998</td>
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<tr>
<td>Spring 1998</td>
<td>1</td>
<td>3.38-4.76</td>
<td>4.19</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>1</td>
<td>3.30-4.81</td>
<td>4.02</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>3</td>
<td>3.16-4.53</td>
<td>3.96</td>
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<table>
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<th>Semester</th>
<th>Section</th>
<th>Range</th>
<th>Mean</th>
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<tr>
<td>Fall 1997</td>
<td>1</td>
<td>2.00-4.12</td>
<td>2.77</td>
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</tbody>
</table>

c. Advising undergraduates

Approximately 60 undergraduate elementary education students were assigned to me for supervision.

d. Advising independent studies/integrative projects

<table>
<thead>
<tr>
<th>Student</th>
<th>Project</th>
</tr>
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<tbody>
<tr>
<td>Jennifer Torretta</td>
<td>Independent Study in Reading, 432-798</td>
</tr>
<tr>
<td>Susan Showalter</td>
<td>Integrative Project</td>
</tr>
</tbody>
</table>

Description: The student interviewed teachers, parents, and students in order to prepare a video to be shown to prospective Reading Recovery parents on Back To School Night.

Date: Fall 1997
Completed: Spring 1998
e. Course development and revision
   i. Development of syllabus for Special Topics: Literacy Strategies for Secondary and College Classrooms, Summer 1998
   ii. Development of syllabus for Reading Practicum, Spring 1998
   iii. Development of syllabus for Developmental Reading in the Secondary School, Fall 1997
   iv. Revision of syllabus for Diagnosis and Treatment of Reading Disabilities, Summer 1998
   v. Inventory of diagnostic materials available for use in Diagnosis and Treatment of Reading Disabilities, Fall 1997

f. Development of instructional materials
   ii. Development of grading criteria for use in all courses, Fall 1997

2. Research
   a. Completion of dissertation study
      Title: Why Beginning English Teachers Do What They Do
      Degree Conferred: May 1998
   b. Wrote two proposals for Excellence Grants to be used to replace outdated diagnostic materials currently held in the Reading Center collection.
   c. Wrote proposal for University of Wisconsin-Whitewater Research Grant for continuation of my dissertation study.

3. Service
   a. Department committee activity
      i. Member of Goals and Assessment Committee, 1997-1998
      ii. Member of Merit Committee, 1997-1998

   b. College of Education committee activity
      i. Participated in Writing Group I
      ii. Participated in an on-going professional discussion among new COE faculty

   c. University committee activity
      i. At-large member of the Intercollegiate Athletics Committee

   d. Other service activities
      i. Participated in the Faculty College at UW-Marinette, Summer 1998
      ii. Participated in the Generac-Watertown High School-UWW school-to-work program. This involvement inspired practical applications for classroom learning in Diagnosis and Treatment of Reading Disabilities, Fall 1997 and Summer 1998
      iii. Participated in training session for and conducted interviews for admission to Professional Education, Fall 1997 and Spring 1998
      iv. Assisted in recruiting efforts for UW-Whitewater football program, Spring 1998
      v. Presented Tai Chi Chuan demonstration for Stress Management, 444-362, Fall 1997
      vi. Participated in Academic Football Coach program, Fall 1997

D. Effective date of present rank at the University of Wisconsin-Whitewater:
   August, 1998
**Part II: Achievements in Present Rank**

**A. Teaching**

1. **Instruction**

   a. Developmental Reading in the Middle/Secondary School, 437-466

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Whitewater</td>
<td>Fall 2000</td>
<td>36</td>
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<td>Whitewater</td>
<td>Fall 2000</td>
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<tr>
<td>Whitewater</td>
<td>Spring 2000</td>
<td>32</td>
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<tr>
<td>Whitewater</td>
<td>Fall 1999</td>
<td>36</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Spring 1999</td>
<td>31</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Fall 1998</td>
<td>48</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Fall 1998</td>
<td>31</td>
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   b. Developmental Reading in the Middle/Secondary School, 432-768

<table>
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<th>Location</th>
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<td>Summer 2000</td>
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</tr>
<tr>
<td>Whitewater</td>
<td>Summer 1999</td>
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   c. Observation and Participation, 439-200/489-200

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<th>Location</th>
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<tr>
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<td>Whitewater</td>
<td>Fall 1999</td>
<td>25</td>
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<tr>
<td>Whitewater</td>
<td>Spring 1999</td>
<td>26</td>
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<tr>
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<td>Fall 1998</td>
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   d. Education in a Pluralistic Society, 420-243

<table>
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<tr>
<th>Location</th>
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<tr>
<td>Whitewater</td>
<td>Spring 1999</td>
<td>26</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Fall 1998</td>
<td>25</td>
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   e. Diagnosis and Treatment of Reading Disabilities, 7-12,432-767

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitewater</td>
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<td>31</td>
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<tr>
<td>Whitewater</td>
<td>Fall 1999</td>
<td>21</td>
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<tr>
<td>Whitewater</td>
<td>Spring 1999</td>
<td>13</td>
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</table>

   f. Special Topics: Readings in Literacy Instruction, 430-710

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Whitewater</td>
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<td>12</td>
</tr>
<tr>
<td>Whitewater</td>
<td>Summer 1999</td>
<td>12</td>
</tr>
</tbody>
</table>
DR. SUSAN TOMS-BRONOWSKI
DEPARTMENT OF CURRICULUM AND INSTRUCTION
UNIVERSITY OF WISCONSIN-WHITEWATER

Part I: Professional History

Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Date</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>English/Secondary Education</td>
<td>Bridgewater State College Bridgewater, MA</td>
<td>1970</td>
</tr>
<tr>
<td>M.S.T.</td>
<td>Reading</td>
<td>University of Wisconsin -Eau Claire Eau Claire, WI</td>
<td>1975</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Curriculum and Instruction/Reading</td>
<td>University of Wisconsin -Madison Madison, WI</td>
<td>1983</td>
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Professional experience prior to attainment of present rank at University of Wisconsin-Whitewater:

Academic:

<table>
<thead>
<tr>
<th>Rank/Title</th>
<th>Institution</th>
<th>From/To</th>
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<tbody>
<tr>
<td>Reading/Composition Teacher</td>
<td>Transitional Year Program University of Wisconsin-Eau Claire Eau Claire, WI</td>
<td>1973-76</td>
</tr>
<tr>
<td>Reading Clinician</td>
<td>Eau Claire Psychological Center Eau Claire, WI</td>
<td>1973-75</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>Eau Claire Academy Eau Claire, WI</td>
<td>1976-79</td>
</tr>
<tr>
<td>Guest Lecturer</td>
<td>Department of Curriculum and Instruction University of Wisconsin-Madison Madison, WI</td>
<td>1980-85</td>
</tr>
<tr>
<td>Professor</td>
<td>College of Education Governors State University University Park, IL</td>
<td>1985-88</td>
</tr>
<tr>
<td>Chair, Reading Program</td>
<td>St. Francis DeSales High School Chicago, IL</td>
<td>1988-89</td>
</tr>
<tr>
<td>English/Reading</td>
<td>St. John's Military Academy Delafield, WI</td>
<td>1988-89</td>
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Non-Academic

<table>
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<th>Position</th>
<th>Institution</th>
<th>From/To</th>
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<tbody>
<tr>
<td>Insurance Specialist</td>
<td>Springdale Clinic Springdale, AK</td>
<td>1970-72</td>
</tr>
<tr>
<td>- Process all patient's insurance claims</td>
<td></td>
<td></td>
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<tr>
<td>Insurance Specialist</td>
<td>Ear, Nose, and Throat Clinic of Eau Claire Eau Claire, WI</td>
<td>1972-73</td>
</tr>
<tr>
<td>- Process all patient's insurance claims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Wisconsin Center for Education Research</td>
<td>1980-85</td>
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</table>


University of Wisconsin-Madison
Madison, WI
- Plan, design, implement, analyze, and report on N.I.E Grant for research on vocabulary acquisition and development, and impact of vocabulary knowledge on reading comprehension

Education Technician
Bureau for Testing and Assessment
Wisconsin Department of Public Instruction
Madison, WI
- Develop prototype for Wisconsin Third Grade Reading Test, field test prototype, revise test, pilot test, standardize test

Information Writer
Research and Information -Scott, Foresman, 1983-91
and Company
Glenview, IL
- Document and report correlations of basal series (K-8) per school district's reading goals and objectives and create vocabulary activities for forthcoming basal series

Effective date of attainment of present rank at University of Wisconsin-Whitewater: August 19, 1990.

Part II: Achievements in Present Rank

Reading Program Coordinator 1995- present

Courses Taught
- READING 360 Reading in the Elementary/Middle School
- READING 361 Emergent literacy and Beginning Reading Instruction
- READING 460 Elementary/Middle School Reading Teaching Strategies
- READING 461 Remediation Strategies For Teaching Disabled Readers
- SECNDED 466 Developmental Reading in the Middle/Secondary School
- READING 766 Diagnosis and Treatment of Reading Disabilities (K-6)
- READING 767 Diagnosis and Treatment of Reading Disabilities (7-12)
- READING 768 Developmental Reading in the Secondary School
- READING 771 Planning and Implementing Reading Programs
- CIFLD 774 Field Experience in Reading Programs
- CIFLD 793 Practicum Elementary/Secondary: Reading

Other Instructional Activity Related to Instruction for Credit

Organizations related to Teaching:
International Reading Association (1975- present)
National Council for Teachers of English (1991- present)
Association for Supervision & Curriculum Development (1991- present)
Wisconsin State Reading Association (1972- present)
Board of Directors (1992-1995)
Chair, Families and Reading Committee (1992-1995)
Member, Conference Committee (1995- present)
Waukesha Area Reading Council (1993- present)

Professional Development related to Teaching:

Attended and Presented at the following Conference/ Workshops

February, 1990, "Pre-Reading techniques for the ESL student". Illinois Fall Foreign Language Conference, Chicago, IL.

October 25, 1990. "Pre-Reading techniques for the ESL student" Fall Conference of the Illinois Foreign Language Teachers Association, St. Charles, IL.

February 1991. "Don't Just Read to Them -Share a Book! Teach From a Book! Assess From a Book!". Workshop presented to Big Foot Area School's Association, Fontana, WI.


March 14, 1991. "Developing Pre-Reading Oral Language/ Concept Enhancement Activities". Wisconsin State Reading Association Spring Conference, Oconomowoc, WI.


February 26, 1994. "Teacher perceptions of writing-to-read". Wisconsin State Reading Association Annual Conference, Milwaukee, WI.


Course/Curricular Revisions:

Spring 1993-Fall 1995. Redesign graduate course on Diagnosis and Treatment of Reading Disabilities 432-766 and 432-767 to meet current trends in reading education.

Spring 1993-present. Redesigning assessment procedures for graduate students in M.S. T. Reading program to include portfolios and performance assessment.

Other Teaching Duties and Activities.

- Thesis Clair Committee
- 1-3 Independent study courses per semester
- Group advising/writing seminar for each semester for Comprehensive Exam Students

Research:

Publications prior to appointment:

Books


Articles Published in Refereed Journals

a. Research


b. Non-Research


Articles in Non-refereed Journals and Other Publications

a. Research


b. Non-Research


Publications since appointment

a. Research


b. Research Activities

Toms-Bronowski, S., & Bronowski, C. “Language Arts Assessments: Toward Cultural Interactive Classrooms.” Reading Horizons. (submitted) REFEREED NATIONAL JOURNAL

Toms-Bronowski, S., & Bronowski, C. "An Examination of Issues Surrounding Adult Literacy Education and Program Development". Adult Learning. (submitted) REFEREED NATIONAL JOURNAL

Toms-Bronowski, S. "Enhancing At-Risk Students Reading Comprehension Through Oral Pre-Reading Techniques". (article in progress to be submitted to a REFEREED NATIONAL JOURNAL)

Professional and Public Service

Organizations:
International Reading Association (1975-present)
National Council for Teachers of English (1991-present)
Association for Supervision & Curriculum Development (1991-present)
Wisconsin State Reading Association (1972-present)
    Board of Directors (1992-1995)
    Chair, Families and Reading Committee (1992-1995)
    Member, Convention Committee (1995-present)


Contribution to the University.

Departmental:

Policy Committee (1989-1992)
Personnel Committee (1994-present)
Admissions Committee (1993-1994)
Change Committee (1993-1995)
Goals & Assessment Committee (1995-present)

Reading Faculty Committees:
  Curriculum Development Committee (1993-present)
  Assessment Committee (1993-present)
  Graduate Portfolio Development Committee (1993-present)

College of Education Committees:
Cultural Diversity Committee (1990-1992)
Awards Committee (1992-1995) elected
Salary Committee (1993-1996) elected
  Co-Chair (1994-1995)
Grievance Committee (1996-1999)
Promotion Committee (1995-1998 & 1999-present) elected

University:

Honors Committee (1992-1995) elected
Academic Standards and Admissions Committee (1994-1997) elected
Faculty Senate (1994-1997) elected
Assessment Committee (1995-present)
Promotion Committee (1998-present)
VITA

Mary Ann Wham
1974 Wedgewood Way
Rockford, Illinois 61107

H: (815) 877-0528. W: (414) 472-5377

Education

Northern Illinois University, DeKalb, Illinois
Ed.D. in Reading

Northern Illinois University, DeKalb, Illinois
M.S. in Education, Reading

University of Illinois, Champaign, Illinois
B.S. in Elementary Education

Professional Experience

Associate Professor, Department of Curriculum and Instruction, Reading and Language Arts
University of Wisconsin- Whitewater
1992-Present

Member of Graduate Faculty, Department of Curriculum and Instruction University of Wisconsin-
Whitewater
1992-Present

Instructor, Curriculum and Instruction, Reading
Northern Illinois University, DeKalb, Illinois
8/85-8/92

Consultant, Educational Service Center #1
Rockford, Illinois
1/88-1/91

Director, Rockford College Reading Clinic (Learning Resources Center)
Rockford, Illinois
8/81-8/85

Member, Committee for Collaborative Clinical Schools Project
1990-91, Northern Illinois University

Supervisor of student teachers
Northern Illinois University, DeKalb, Illinois
1991 (interim session)
University of Wisconsin-Whitewater, Whitewater, Wisconsin
1992-present

Reading Clinician, Diagnostician and Tutor, Rockford College Reading Clinic Rockford, Illinois
8/77-8/81

Graduate Assistant Instructor in CHANCE Program
Northern Illinois University, DeKalb, Illinois
8/76-8/77

Research Assistant, to Dr. Rich Vacca
Northern Illinois University, DeKalb, Illinois
8/75-8/76

Classroom Teacher in Elementary Grades 1, 2, and 3, Rockford School District #205 Rockford, Illinois
8/71-8/74

Chapter 1 Reading Teacher, Rockford School District #205 Rockford, Illinois
8/68-6/71

Honors

1999 Invited to join Pi Kappa Phi, education honorary

1995 Nominated for College of Education Research Award. University of Wisconsin-Whitewater

1994 Selected for Blue Key Honor Fraternity as a faculty member who "has made a difference in a student's life." University of Wisconsin-Whitewater

1993 Recipient of Christa McAuliffe Outstanding Educator Award, presented by Kappa Delta Pi Northern Illinois University

1993 Selected as a McNair Mentor University of Wisconsin-Whitewater

1992 Invited member of the Reading Teacher editorial board

1991 Selected as one of Northern Illinois University's outstanding women graduates.

1991 Recognized by Pan Hellenic Council for teaching excellence at Northern Illinois University.

1990 Recognized by Pan Hellenic Council for teaching excellence at Northern Illinois University.

1988 Named outstanding student in Ed.D. Program in Reading, Northern Illinois University.

1988 Recipient for Award for Excellence in Language Arts Educational Service Center #1.

Professional Organizations

International Reading Association
  • Member of Subcommittee for Outstanding Teacher Educator in Reading Award, 1995

Illinois Reading Council
  • Member of ad hoc committee to select Illinois Reading Teacher of the Year, 1991-present
  • Member of Adult Literacy Committee, 1991-present

Wisconsin State Reading Council

Northern Illinois Reading Council
  • Chairman of Awards Committee, 1992-1994

Phi Delta Kappa
Kappa Delta Pi
- Treasurer, 1993-1995

Alpha Upsilon Alpha Honor Society
- Charter member, Northern Illinois University, 1990
- Secretary, 1990-91
- Vice-President, 1991-92
- President, 1992-93

Charter member and faculty advisor of University of Wisconsin- Whitewater chapter-1999-present

Midwest Educational Research Association
- Session chair, 1991
- Nominated for membership on Association Council, 1995

College Reading Association
- Member of Nominating Committee, 1994
- Member of Review Board of 1994,1995 Yearbooks
- Program Proposal Review Committee, 1993, 1995

National Reading Conference
- Program Proposal Review Committee, 1993

American Educational Research Association

Presentations

2001
Rockford Area Literacy Council
Seven habits of highly effective literacy tutors

2000
Reading intervention at the primary level
Four-day training workshop-Milton, Wisconsin

1999
Illinois Reading Council annual conference
Promoting reading engagement

1998
Midwest Educational Research Association
"Teachers whose literacy orientations reflect constructivism"
Evaluation of Brodhead school district reading program
Brodhead, Wisconsin

1995
International Reading Association, Anaheim, CA
"Using storybook reading as a vehicle for expanding children's multicultural awareness."
Co-presented with Dr. June Barnhart, Northern Illinois University.

1994
"Instructional change through self-reflection: Coming to terms with Classroom practice."
Co-presented with Dr. Susan Davis, Illinois State University.
College Reading Association, New Orleans, LA

"Dialogue journals as a vehicle for preservice teachers' writing growth; 'I like him; should I tell him at recess'?"

International Reading Association, Toronto, Canada.
Middle School Reading Colloquium, "Read to your buddy: Promoting positive reading attitudes in the middle schools."
Co-presented with Steve Layne, Oakbrook, Illinois.

"Identifying and educating low level parents."
Co-presented with Dr. Susan Davis, Illinois State Normal University.

Institute Day - DuPage-Kane County Educational Service Center, Roselle, IL. "Portfolio assessment: The concept, the value, and the practical application."

"Creating a whole language classroom."

1993

International Reading Association, San Antonio, Texas.
Middle School Reading Colloquium, "Response Journals."
Co-presented with Dr. Tom Wheat, Northern Illinois University.

"The use of dialogue journals in a collaborative project."

Midwest Educational Research Association Annual Conference, Chicago, IL
"Dick and Jane revisited: Personal reflections of ability grouping."

College Reading Association, Richmond, Virginia.
"Read to me! A program designed to enhance children's multicultural awareness and improve their attitudes toward reading."
Co-presented with Dr. June Barnhart, Northern Illinois University.

1992

"The relationship between undergraduate training and beliefs about reading instruction: A follow-up study after the first year of teaching."
College Reading Association, St. Louis, Missouri.
"The long-term effects of ability grouping."

National Reading Conference, San Antonio, Texas.
"Use of storybook reading to enhance children's attitudes toward reading and expand multicultural awareness."
Co-presented with Dr. June Barnhart, Northern Illinois University.

International Reading Association Annual Convention, Orlando, Florida.
"The relationship between undergraduate training and theoretical orientation to the reading process" - Research Roundtable.

"What are your beliefs about reading?"

Seminar, DeKalb Elementary Student teachers.
"Research to practice: Direct instruction vs. whole language."

Institute Day, Carol Stream School District 93.
"Moving wholistic strategies into the reading program."

1991

Inservice, Lace Elementary School, Darien, Illinois.
"Journal writing."

International Reading Association Annual Convention, Las Vegas, Nevada. "Reading, writing, thinking, and learning."

"Routines and retellings."

College Reading Association, Arlington, Virginia.
"The dialectics of the whole language versus traditional instruction debate."
Co-presented with Dr. Cecil Smith, Educational Psychology.

"The relationship between undergraduate training and theoretical orientation to the reading process."

Northern Illinois Reading Council, Fall Meeting, DeKalb, Illinois.
"Journal writing in the classroom."

Inservice, Lace Elementary School, Darien, Illinois.
"Writing across the curriculum."

Inservice, Oak Lawn School District, Oak Lawn, Illinois.
"Moving wholistic strategies into the reading program."


1990

Inservice, Malta Elementary School, Malta, Illinois.
"Preparing for the Illinois writing assessment."

Inservice, Rochelle High School, Rochelle, Illinois.
"Reading in the content areas."


Consultation, Rockford Area Vocational Center, Rockford, Illinois.

Member of NIU Evaluation Team at McHenry Grade School, McHenry, Illinois.

1989

"Writing across the curriculum."

Inservice, DeKalb Area Teachers Meeting.
"Strategies to use with the basal reader."


Publications


Wham, M. A. (1994). Dialogue journals as a vehicle for preservice teachers to experience the writing process (I like him; Should I tell him at recess?). *Reading Horizons*.


Dissertation


Grants

Member of Ameritech grant team at the University of Wisconsin-Whitewater, developing curriculum using technology for communications across disciplines and between schools.

Recipient, Rockford Public Schools Foundation Stipend Grant. Award, "Read To Me" project at Maud Johnson Elementary School.

Courses Taught

Undergraduate

- CIRE 340 Elementary School Developmental Reading Programs
- CIRE 350 Organizing for Effective Reading Instruction
- 430-422 Language Arts Methods
- 439-422 Observation and Participation (field experience)
- 432-461 Remediation Strategies for Teaching Disabled Readers
- 432-460 Elementary/Middle School Reading & Teaching Strategies

Graduate

- CIRE 500 Improving Reading in the Elementary School
- CIRE 520 Diagnosis and Treatment of Reading Disabilities
- 432-764 Developmental Reading in the Elementary Schools
- 432-767 Diagnosis and Treatment of Reading Disabilities Grades 7-12
- 432-773 Research Related to the Teaching of Reading
- 432-774 Field Experience Related to the Teaching of Reading
John M. Zbikowski

Department of Curriculum & Instruction
Winther 3033
Voice: 262-472-4860
Fax: 262-472-1988
http://facstaff.uww.edu/zbikowsj
zbikowsj@uwwvax.uww.edu

Education
Ph. D., University of Florida, Curriculum and Instruction, December, 1991
M. S., Syracuse University, English Education, August, 1984
A. B., Syracuse University, English Literature, May, 1979

Employment
University of Wisconsin- Whitewater, associate professor of Curriculum and Instruction, 1995-present; assistant professor, August 20, 1989-1995.

University of Florida, Gainesville, FL, Department of Instruction and Curriculum, research assistant, Becoming Teachers project, 1986-1989.

Syracuse University, Syracuse, NY, Division of Summer Sessions, reading clinic team leader. 1986.


Syracuse University; Syracuse, NY, Reading and Language Arts Department, research assistant. 1983-84.

De La Salle Collegiate High School, Detroit, MI, English teacher, grades 9, 10, 12. 1980-82.

Courses Taught
Telecommunications for Educators. Spring, 1997 with Alex Pan; Summer, 1998 with David Griffey; Spring, 1999.
Developmental Reading in the Secondary School (Graduate) Curriculum and Instruction 432-768.

Previous Work on Funded Projects
a. University of Wisconsin System Undergraduate Teaching Improvement Council project, Summer, 1994: Collaborated with Jerre Collins of Modern Languages and Literature and Roger Yin of Instructional Technology Services to coordinate the development and use of multimedia course materials by UW-Whitewater. Included follow-up in academic year.
b. Prentice-Hall project, Summers, 1994 and 1995: Developed summer on-campus workshop for small groups of teachers incorporating multimedia writing program from the publisher.

c. Ameritech project, 1992: Worked with a group of teachers K-12 developing interdisciplinary activities incorporating telecommunications technologies.

Presentations at Conferences


Zbikowski, J., Freiberg, M., & Ganser, T. (1994, February). The mentor role and the shaping of professional identity. Paper presented at the annual meeting of the Association of Teacher Educators,


Danish, B., and others (1992, March). Developing a theory of change. Part of nontraditional session on "Common and uncommon sense perspectives on good teaching and learning." Presentation at the spring conference of the National Council of Teachers of English, Washington, D.C.


Published articles


Selected Professional and Public Service


University of Wisconsin- Whitewater
General Education Review Committee 1998-present
Academic Development Committee 1996-97; acting chair spring 1997
College of Education Curriculum Committee 1991-present
Department Curriculum Committee, 1990-present; chair 1992-95
Assistant Dean Search & Screen 1999
Literacy Education Search & Screen, 1997 (chair)

Awards

Student Wisconsin Education Association Outstanding Chapter Advisor, 1999
I. Highlights/Initiatives

One of the most important charges to our reading faculty this year was the preparation of the NCATE report which included several activities including the cross-referencing of UW -W MSE- Reading Goals and Objectives with the Standards for Reading Professionals developed by the Profession Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation (IRA). We found that in all competency areas our program met or exceeded the IRA standards. During this process we also updated and/or refined course syllabi to match our identified goals and objectives and to align them to the INTASC Principles.

We are continuing to develop our portfolio assessment requirement for all graduate students. At present, students are introduced to the portfolio requirement in both READING 764 (Dev. Reading Elem.) and READING 768 (Dev. Reading-Secondary). These two courses are usually the first courses that students take in the program. The purpose and management of the portfolio is presented and students are provided with the INTASC Principles and the Working Matrix for Reading Professionals (IRA). These two tools provide the framework for categorizing materials in the portfolio. At this time, our students rely heavily on the matrix as it follows developmentally the learning that occurs with our course sequences. Students tend to use the INTASC Principles as a cover sheet or Table of Contents, if you will, to organize and cross-reference the materials in their binders. The Reading Faculty is currently pursuing two areas to further refine portfolio content and organization. One area of investigation is the use of electronic portfolios. Several faculty are attending in-services and workshops to learn more about their applicability in our program. Some of our students choose to use electronic portfolios since they already use them in their districts. The second area of interest we wish to pursue further is how we can best facilitate our students' use of their graduate studies portfolio as part of their district professional development portfolio. It makes sense that our use of the Working Matrix for Reading Professionals also helps our students define professional development goals as well as provide a content framework from which to pursue further learning.

The graduate Reading faculty is also considering the use of in service orientation meetings for new graduate students to acquaint them with their required portfolio development. We are considering a cap-stone session/ seminar for students to reflect on and present their portfolios to demonstrate what they have learned in terms of the INTASC Principles. This requirement could resemble the sharing of Integrative projects that graduate students in the M.S.-C.&I. Program participate in. The cap-stone seminar could be in lieu of the comprehensive exam or in conjunction with preparing for the exam.

Educational Objectives

A. The Master of Science-Reading program was designed to prepare teachers to provide special services in reading at the elementary and secondary levels, and to license students as reading teachers (316) and/or as reading specialists (317). The recently revised general program goals and objectives which provide direction for course planning and program development are included in the addendum of this report.

B. The selected objectives stated below relate to our assessment plan and include objectives in the areas of Subject Matter, Cognitive and Skill Development.

Assessment Objectives

Educational Objectives

1. Subject Matter
a. The students will be able to describe and form analytical judgments of models, theories and philosophies of literacy development.
b. The students will be able to describe how to implement a variety of approaches to teaching literacy to Pre-K-12 students.

2. Cognitive development

a. The students will be able to relate knowledge of literacy development and characteristics of learners to the development of appropriate instructional programs.
b. The students will be able to use the results of educational assessment to modify specific student programs and general instructional plans.
c. The students will be able to describe and implement a variety of techniques for assessing the reading progress of PreK-12 literacy.
d. The students will be able to appraise the quality of a PreK-12 literacy program and make suggestions for improvement.

3. Skill

a. The students will be able to select and apply instructional techniques as appropriate for individual students, for small groups, and for entire classes of students.
b. The students will be able to appropriately select and administer a variety of authentic assessment instruments to evaluate students' literacy abilities.
c. The students will be able to plan and implement an inservice education program focused on literacy development for other teachers.

II. Assessment Techniques

1. Subject Matter

a. The students will be able to describe and form analytical judgments of models, theories and philosophies of literacy development.

Assessment: Comprehensive Exam, Course Examination, Course Paper/Project

b. The students will be able to describe how to implement a variety of approaches to teaching literacy to PreK-12 students.

Assessment: Comprehensive Exam, Course Examinations, Course Paper/Project

Cognitive development

a. The students will be able to relate knowledge of literacy development and characteristics of learners to the development of appropriate instructional programs.

Assessment: Paper/Project, Examination, Class Presentation (video/audio tape)

b. The students will be able to use the results of educational assessment to modify specific student programs and general instructional plans.

Assessment: Case study, Examination, Project/Paper
c. The students will be able to describe and implement a variety of techniques for assessing the reading progress of PreK-12 students.

**Assessment:** Master's Examination, Case studies (sampling), Papers/Projects.

d. The students will be able to appraise the quality of a PreK-12 literacy program and make suggestions for improvement.

**Assessment:** Master's Examination, Projects/Papers, Class Presentations

3. **Skill**

a. The students will be able to select and apply instructional techniques as appropriate for individual students, for small groups, and for entire classes of students.

**Assessment:** Case Study, Class Presentations (video/audio tapes, observations)

b. The students will be able to appropriately select and administer a variety of authentic assessment instruments to evaluate students' literacy abilities.

**Assessment:** Case Study, Observation by faculty

c. The students will be able to plan and implement an inservice education program focused on literacy development for other teachers.

**Assessment:** Project/Paper, Classroom Presentations

III. Assessment Techniques

The comprehensive exam is one of the major forms of assessment used by the reading faculty to determine program effectiveness. The following chart depicts the results for the 1995-96 academic school year including summer 1995. The reading faculty determined that Subject Matter Objectives 1a and 1b and Cognitive Objectives 2a, 2c and 2d were assessed by the comprehensive exams administered during this time period. Table 1 provides detailed information regarding student achievement on these examinations.

Students are also carefully assessed as they work in a reading practicum setting. Each student develops a comprehensive case study for both an elementary and a secondary child/adolescent. Skill Development Objectives 3a and 3b are assessed through the case study process as well as when students are engaged in their daily practicum settings. A daily event/reflection journal is kept by each student which provides additional opportunities for faculty to assess case study/program development as per Skill Development Objectives 3a and 3b as well as Cognitive Development 2b and 2c.

The Assessment Objectives section of this report serves to describe the manner in which portfolio data is collected.

IV. Assessment Results Linked to Program Improvement

We have continued to gather and analyze data which has assisted us in making program changes and in planning for the future of this degree program. We have closely cross-referenced our goals and objectives with those recommended by the International Reading Association. This process prompted us to look closely at course content to detect voids, overlaps and emphasis within the curriculum and to make adjustments where necessary. This activity, in itself, was extremely valuable and we believe served to strengthen our program. (See Addendum.)
APPENDIX D
TREND DATA

ENROLLMENT AND GRANTED DEGREE STATISTICS OF GRADUATE STUDENTS
CURRENT PROGRAMS
1990-91 TO 1999-00: FALL ENROLLMENT (FISCAL YEAR FOR DEGREE DATA)
UPDATED APRIL 3, 2001

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GRADUATE FTE (10TH DAY REPORT) BY PROGRAM & COLLEGE
FALL TERMS: 1996-2001

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APPENDIX E

LITERACY CENTER MATERIALS

Note: The self-study contained an 8-age listing of Literacy Center Materials (290 items), broken down by: Title; ISBN Number; Copyright; Author; Edition/Grade/Volume/Course; and number of copies.

This table has not been reproduced for this document. Persons interested in the table should contact the Office of the Associate Vice Chancellor for Academic Affairs for a copy of the list.
READING PROGRAM GRADUATE SURVEY
SPRING 1999
(based on the responses of 25 students who have graduated from this program)

This information is not required:

Name________________________________              Daytime Phone _______________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

When did you begin studying at UW-Whitewater?______________________________________

Date of graduation?_______________ Are you currently employed?______________________

Employer_____________________________________________________________________

Job Title _____________________________________________________________________

How valuable have you found you UW-Whitewater preparation to be in terms of preparing you
for the position named above?____________________________________________________

Are you currently enrolled in school?_______________ If yes, where?___________________

What is your current program of study?_____________________________________________

What teaching certifications do you hold?___________________________________________

Please rate the following on a ten point scale (one is the lowest rating, ten is the highest):
Quality of academic advising     1 2 3 4 5 6 7 8 9 10
Quality of instruction      1 2 3 4 5 6 7 8 9 10
Appropriateness of class size     1 2 3 4 5 6 7 8 9 10
Quality of interaction with faculty    1 2 3 4 5 6 7 8 9 10
Quality of interaction with other students   1 2 3 4 5 6 7 8 9 10
Quality of interaction with thesis advisor   1 2 3 4 5 6 7 8 9 10

What made you decide to attend UW-Whitewater? (Check one)

_____Reputation of program
_____A friend's/colleague's recommendation
_____Convenience of location
_____Convenience of times and course offerings
_____Flyer or brochure
_____Attended a conference featuring COE faculty
_____Other___________________________________________

Comments______________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Responses to UW-Whitewater Reading Program Student Survey

N=25

Began Studying at UW-Whitewater:  

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Date of Graduation:  

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<td>1998</td>
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Currently Employed:  No response data provided

Currently Enrolled in School:  Yes: 3  No: 23

For the following 6 questions, the number scale was 1-10, with 1 being lowest and 10 being highest.

Quality of Academic Advising:  

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Quality of Instruction:  

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Quality of Interaction with Faculty:  

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<td>Quality of Interaction with Other Students</td>
<td>Quality of Interaction with Thesis Advisor</td>
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What made you Decide to Attend UW-Whitewater?

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<tr>
<td>Undergraduate/other credits at UWW</td>
<td>5</td>
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APPENDIX F
Statistics for reading teachers/reading specialists who returned
Reading Program Graduate Survey 1999

N=11

### Began Studying at UW-Whitewater:

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### Date of Graduation

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### Currently Employed: No response data provided

### Currently Enrolled in School:

Yes: 1  No: 11

For the following 6 questions, the number scale was 1-10, with 1 being lowest and 10 being highest.

#### Quality of Academic Advising:

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<th>Number</th>
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#### Quality of Instruction:

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#### Appropriateness of Class Size:

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#### Quality of Interaction with Faculty:

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**What made you Decide to Attend UW-Whitewater?**

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<td>Attended a Conference Featuring COE Faculty</td>
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<td>Cost</td>
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<td>Undergraduate/other credits at UWW</td>
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