

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 masters' 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 inservicing 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-phonetic, 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 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 he 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 and 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

<u>Name</u>	<u>Terminal Degree</u>	<u>Rank</u>
Dr. Andrea Maxworthy O'Brien	Ph.D.	Associate Professor
Dr. Patricia Shaw	Ed.D.	Associate Professor
Dr. Anne Stinson	Ed.D.	Assistant Professor
Dr. Susan Toms-Bronowski	Ph.D.	Associate Professor
Dr. Mary Ann Wham	Ed.D.	Associate Professor
Dr. John Zbikowski	Ph.D.	Associate Professor

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
1979-1981	Elem. Ed. Department	Univ. of No. CO	Teaching/Grad Assist.
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" (1997). *Proceedings of the Fourth International Conference on Teachers' Research*.

"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 reading" (1994). *Reading Horizons*, 34(3), 216-233. (Peer reviewed journal)

"The effects of text structure knowledge and instruction on the comprehension of expository text" (1993). *WSRA Journal*, 37 (2). (Peer reviewed journal)

"Integration of curriculum" (1993). *WSRA Journal*, 37 (1). (Peer reviewed journal)

"An alternative to ability grouping: A selected review of research on cooperative learning" (1992). *WSRA Journal*, 36 (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)

"Content-Field Synergy in an Undergraduate Reading Methods Course", International Reading Association, Orlando, May 7, 1998. (National).

"Teacher-Action Research", American Association of Colleges for Teacher Education, New Orleans, February 25-28,1998. (National).

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

"The Effects of Prior School Experience and Field Experience on Preservice Teachers' Beliefs About Teaching", Fourth International Conference on Teacher Research, Evanston, IL, March 21-24, 1997. (International)

(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
- | Location | <u>Dates</u> | <u>Enrollment</u> |
|------------|--------------|-------------------|
| Whitewater | Spring 1998 | 28 |
| Whitewater | Fall 1997 | 41 |
| Whitewater | Fall 1997 | 24 |

ii. Developmental Reading in the Secondary School, 432-768

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 1998	25

iii. Diagnosis and Treatment of Reading Disabilities, 7-12,432-767

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 1998	24
Whitewater	Fall 1997	23

iv. Special Topics: Literacy Strategies for Secondary and College Classrooms, 430-710

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 1998	6

v. Observation and Participation, 489-200

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater/Milwaukee	Spring 1998	20

vi. Reading Practicum, 439-793

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Spring 1998	14* *team-taught with Dr. Susan Toms-Bronowski

b. Student evaluations of teaching

<u>Semester</u>	<u>Section</u>	<u>Range</u>	<u>Mean</u>
430-710			
Summer 1998	3	4.50-5.0	4.90
437-466/432-768			
Summer 1998	1	4.40-4.68	4.60
Spring 1998	1	3.38-4.76	4.19
Fall 1997	1	3.30-4.81	4.02
Fall 1997	3	3.16-4.53	3.96
432-767			
Summer 1998	1	4.65-4.90	4.76
Fall 1997	1	2.00-4.12	2.77

c. Advising undergraduates

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

d. Advising independent studies/integrative projects

<u>Student</u>	<u>Project</u>
Jennifer Torretta	Independent Study in Reading, 432-798

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

Susan Showalter	Integrative Project
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Title: Software Evaluation: A Procedure for Determining Software Purchases in Education.

Date: Fall 1997

Completed: Fall 1997

- 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
 - i. Development of exams for use in Developmental Reading for Secondary School, Spring 1998
 - 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-Marquette, 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

I. Instruction

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

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Fall 2000	36
Whitewater	Fall 2000	27
Whitewater	Spring 2000	32
Whitewater	Fall 1999	36
Whitewater	Spring 1999	31
Whitewater	Fall 1998	48
Whitewater	Fall 1998	31

b. Developmental Reading in the Middle/Secondary School, 432-768

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 2000	26
Whitewater	Summer 1999	27

c. Observation and Participation, 439-200/489-200

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Spring 2000	26
Whitewater	Fall 1999	25
Whitewater	Spring 1999	26
Whitewater	Fall 1998	26

d. Education in a Pluralistic Society, 420-243

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Spring 2000	26
Whitewater	Fall 1999	25
Whitewater	Spring 1999	26
Whitewater	Fall 1998	25

e. Diagnosis and Treatment of Reading Disabilities, 7-12,432-767

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 2000	31
Whitewater	Fall 1999	21
Whitewater	Spring 1999	13

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

<u>Location</u>	<u>Dates</u>	<u>Enrollment</u>
Whitewater	Summer 2000	12
Whitewater	Summer 1999	12

**DR. SUSAN TOMS-BRONOWSKI
DEPARTMENT OF CURRICULUM AND INSTRUCTION
UNIVERSITY OF WISCONSIN-WHITEWATER**

Part I: Professional History

Education:

<u>Degree</u>	<u>Field</u>	<u>Institution</u>	<u>Date</u>
B.A.	English/ Secondary Education	Bridgewater State College Bridgewater, MA	1970
M.S. T.	Reading	University of Wisconsin -Eau Claire Eau Claire, WI	1975
Ph.D.	Curriculum and Instruction/Reading	University of Wisconsin -Madison Madison, WI	1983

Professional experience prior to attainment of present rank at University of Wisconsin- Whitewater:

Academic:

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

Non-Academic

Insurance Specialist	Springdale Clinic Springdale, AK	1970-72
<ul style="list-style-type: none"> ▪ Process all patient's insurance claims 		
Insurance Specialist	Ear, Nose, and Throat Clinic of Eau Claire Eau Claire, WI	1972-73
<ul style="list-style-type: none"> ▪ Process all patient's insurance claims 		
Research Assistant	Wisconsin Center for Education Research	1980-85

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 1983-85
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 9, 1991. "Using Shared-Book Experiences to Expand Young Children's Language Development". University of Wisconsin-Whitewater Early Childhood Conference, Whitewater, WI.

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

October 19, 1991. "Developing Pre-Reading Language/ Concept Enhancement Activities". 19th Plains Regional IRA Conference, Minneapolis, MN.

April 3, 1993. "Follow Mother Goose Along the Paths to Literacy Behaviors." 15th Annual Early Childhood Conference, University of Wisconsin-Whitewater, Whitewater, WI.

April 22-24, 1993. "Alternative Assessments for the Development of Portfolios, Rubrics, and Student Presentation Criteria." Wisconsin Association for Middle Level Education Conference, Green Bay, WI.

September 23, 1993. "The state of writing-to-read". Tenth Great Lakes Regional Conference, Rosemont, IL.

February 25, 1994. "Alternative assessment for intermediate level grades". Wisconsin State Reading Association Annual Conference, Milwaukee, WI.

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

March 7, 1994. Greenfield School District, Greenfield, WI. Inservice on rubric assessment and portfolios for elementary/secondary teachers/ administrators.

May 7, 1994. Greenfield Elementary School, Oconomowoc, WI. Inservice on developmentally appropriate alternative assessment for early childhood and primary grade children.

October 7, 1994. "New horizons in authentic assessment". 1994 Wisconsin State Reading Association/UW-Oshkosh Fall Reading Conference.

October 8, 1994. Families and Reading Committee: Ideas for Home/School Reading Related Activities for November". 1994 Wisconsin State Reading Association/UW- Oshkosh Fall Reading Conference.

February 2, 1995. "WSRA's Families and Reading Committee Presents: Highlighting Family Literacy for the 21st Century". WSRA 1995 Convention. Two half-day workshops.

February 4, 1995. "Alternative assessments for reading and language arts". WSRA 1995 Convention.

February 4, 1995. "Portfolios and developmentally appropriate practices". WSRA 1995 Convention.

February 20, 1995. "An analysis of preservice education majors' beliefs about teaching" 75th Annual Meeting of the Association of Teacher Educators.

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

Johnson, D.D., Toms-Bronowski, S., & Buss, R. (1983). "Fundamental factors in reading comprehension revisited": In L. Gentile & M. Kamil (eds.) Beading Research Revisited. Columbus, OH: Charles Merrill.

Articles Published in Refereed Journals

a. Research

Levin, J.R., Johnson, D.D., Pittelman, S.D., Hayes, B.L., Levin, K.M., Shriberg, L.K., & Toms-Bronowski, S. (1993): A comparison of semantic- and mnemonic-based vocabulary learning strategies." Journal of Reading Psychology. REFERRED NATIONAL JOURNAL

b. Non-Research

Johnson, D.D., Toms-Bronowski, S., & Pittelman, S.D. (1982) "Vocabulary development", Volta Review, 84, 5, 1-14. Invited article: REFEREED NATIONAL JOURNAL

Articles in Non-refereed Journals and Other Publications

a. Research

Johnson, D.D., Toms-Bronowski, & Pittelman, S.D. (1982) An investigation of the effectiveness of semantic mapping and semantic feature analysis with intermediate grade level children. (Program Report 83-3). Madison, WI: Wisconsin Center for Education Research.

Johnson, D.D., Pittelman, S.D., Toms-Bronowski, S., Chu-Chang, M., Tsui, G., Yin, M.C., Chien, C. Y., & Chin, P. (1982) Studies of vocabulary development techniques in the United States and the Republic of China. (Program Report 83-4). Madison, WI: Wisconsin Center for Education Research.

Johnson, D.D., Pittelman, S.D., Toms-Bronowski, S. Levin, K.A. (1984). An investigation of the effects of prior knowledge and vocabulary acquisition on passage comprehension. (Program Report 84-5). Madison, WI: Wisconsin Center for Education Research.

b. Non-Research

Johnson, D.D., Toms-Bronowski, S., & Pittelman, S.D. (1981) A review of the trends in vocabulary research and the effects of prior knowledge on instructional strategies for vocabulary acquisition (theoretical Paper No. 95). Madison, WI: Wisconsin Center for Education Research.

Publications since appointment

a. Research

Bronowski, C., Toms-Bronowski, S., & Bearden, K.J. (1993) Teacher observation forms: a new look at an old technique. National Association of Secondary School Principals NASSP Bulletin, March, 30-37. REFEREED NATIONAL JOURNAL

Toms-Bronowski, S. (1993) "Partnerships in Reading: An examination of national literacy issues, WSRA Journal, 37. 4,1-12. REFEREED STATE JOURNAL

b. Research Activities

Toms-Bronowski, S., & Bronowski, C., Caldwell, A., & Johnson, T. L. "Integrated student learning: Alternative assessments." The Social Studies. (submitted) REFEREED NATIONAL JOURNAL

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)

Exceptional Educational Needs Parents' Advisory Board, Oconomowoc School District, Oconomowoc, WI. (1989-1992)

Friends of Oconomowoc Public Library, Oconomowoc, WI. (1989-1993).

Contribution to the University.

Departmental:

Policy Committee (1989-1992)

Personnel & Policy Committee (1992-1994)

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
- Program Proposal Review Committee, 1991, 1992, 1993
- 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
- Session Chair, 1991, 1992, 1993, 1994

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

Midwest Educational Research Association.
"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.

Illinois Reading Council Annual Conference, Springfield, 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."

Workshop -Whitewater School District, Whitewater, Wisconsin.

"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.

Northern Illinois University Summer Conference, DeKalb, Illinois.

"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

Midwest Research Association, Chicago, Illinois.

"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.

Illinois Reading Council Annual Meeting, Springfield, Illinois. .

"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."

Illinois Reading Council Annual Meeting, Springfield, Illinois.

"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.

Midwest Research Association, Chicago, Illinois.

"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."

Inservice, Rockford, Illinois for National-Louis University Masters of Education Students.

1990

Inservice, Malta Elementary School, Malta, Illinois.

"Preparing for the Illinois writing assessment."

Inservice, Rochelle High School, Rochelle, Illinois.

"Reading in the content areas."

Presentation, Illinois Reading Council Annual Meeting, Springfield, Illinois.

Consultation, Rockford Area Vocational Center, Rockford, Illinois.

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

1989

Inservice, Harvard Central Grade School, Harvard, Illinois.

"Writing across the curriculum."

Inservice, DeKalb Area Teachers Meeting.

"Strategies to use with the basal reader." .

Inservice, McHenry School District, McHenry, Illinois.
"Vocabulary knowledge and concept development."

Presentation, Illinois Reading Council Annual Meeting, Springfield, Illinois.

Publications

- Wham, M.A., Cook, G., & Lenski, S. (2001) A comparison of teachers whose literacy orientations reflect constructivist or traditional principles. Journal of Reading Education 23 (2), 1-8.
- Lenski, S., Wham, M.A., & Johns, J. (1999). Reading and learning strategies for middle and high school students. Dubuque, Ia.: Kendall Hunt.
- Lenski, S., Wham, M.A., & Griffey, D. (1998). Literacy orientation survey: A survey to clarify teachers' beliefs and practices. Reading Research and Instruction 37 (3), 217-236.
- Wham, M.A. (1996). Sharing the journey: Seven strategies for responding to literature. WSRA Journal 40(3), 29-33.
- Wham, M. A., Barnhart, J., & Cook, G.. (1996). Enhancing Multicultural awareness through the storybook reading experience. Journal of Research and Development in Education 20(1), 1-9.
- Lenski, S., & Wham, M. A. (1996). Instructional change through self- reflection: Coming to terms with classroom practices and beliefs about instruction. Illinois Reading Council Journal.
- Lenski, S., Wham, M. A., Layne, D., & Layne, S.1996). Authentic assessment at the middle school level. Middle School Journal.
- Wham, M. A. (1995). Review of The case for constructivist classrooms by Brooks, J. & Brooks, M. In Illinois Research and Development Journal.
- Barnhart, J., & Wham, M. A. (1994). Read to me! A program designed to enhance children's attitudes toward reading through teacher and parent read alouds. In B. Sturtevant and W. Linek (Eds.), Pathways for literacy: Learners teach and teachers teach (pp. 251-257). 1994 Yearbook of the College Reading Association.
- Davis, S., & Wham, M. A. (1994). The research process of eight-grade students: Composing from self-selected sources. In B. Sturtevant & W. Linek (Eds.), Pathways for literacy: Learners teach and teachers teach. 1994 Yearbook of the College Reading Association.
- Wham, M. A. (1994). Johns' Basic reading inventory (Training tapes). Kendall-.Hunt Publishers.
- 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.
- Smith, M. C., & Wham, M. A. (1993). The dialectics of whole language versus traditional instruction debate. Reading Psychology, 27(1), 205-227.
- Wham, M. A. (1993). The relationship between undergraduate course work and beliefs about reading instruction. Journal of Research and Development in Education, 27 (1), 9-17.
- Wham, M. A. (1993). New ideas for reading group placement: No more buzzards. In J. L. Johns (Ed.), Literacy: Celebrations and challenge (pp. 83-92). Normal, IL: Illinois Reading Council.

Aufmann, A., & Wham, M. A. (August, 1991). An annotated bibliography of whole language resources. Literacy Research and Reports.

Wham, M. A. (Spring, 1988). Emergent literacy: From home to classroom. Illinois Reading Council Journal.

Wham, M. A. (Spring, 1988). Three strategies for content area teachers. Illinois Reading Council Journal.

Wham, M.A. (November, 1987). Learning to read the Danish way; Is there a lesson for U.S. educators? The Reading Teacher.

Wham, M. A. (Winter, 1986). Metacognition and classroom instruction. Reading Horizons.

Dissertation

Wham, M. A. (1991). The relationship between undergraduate training and theoretical orientation to the reading process. Unpublished doctoral dissertation, Northern Illinois University, DeKalb, IL.

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

P O Box 379
Whitewater, WI 53190
920-568-1579

<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.

New Berlin Central School, New Berlin, NY. English teacher, grades 7 and 8. 1984-86.

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

Methods of teaching English and Language Arts. Curriculum and Instruction 437-426/626. Each fall
semester starting in 1989.

Issues in American Education. Curriculum & Instruction 430-423. Summer, 1994; fall, 1999; Summer,
2001.

Workshop: New Technologies for Writing Instruction. Curriculum & Instruction 436-690.
Summers, 1994 and 1995. With Alex Pan, Nancy Becker, and Charlie Barr.

Teaching Literature. Curriculum and Instruction 437-730/English 680-730, Spring, 1992. With
Jerre Collins.

Symposium in Reading Education. Curriculum and Instruction 432-755, Summers 1992, 1998, 1999.

Teaching Writing. Curriculum and Instruction 437-720/English 680/720, Fall, 1992. With Jerre Collins.

Telecommunications for Educators. Spring, 1997 with Alex Pan; Summer, 1998 with David Griffey;
Spring, 1999.

Advanced Techniques in the Teaching of Language Arts and English. Curriculum and Instruction 430-720.
Summers 1990, 1991, 1992.

Developmental Reading in the Secondary School (Undergraduate). Curriculum and Instruction 437-466.
Each semester fall, 1989-Spring, 1995; fall, 1999.

Developmental Reading in the Secondary School (Graduate) Curriculum and Instruction 432-768.

Directed Teaching: English. Curriculum and Instruction 439-412 and 439-414. Supervised student
teachers grades 6-12 each semester since fall, 1989.

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., & Stinson, Anne D. (2000). Preparing new teachers to use technology in content-area literacy instruction. Paper presented at the annual convention of the International Reading Association, Indianapolis, IN, April 30-May 5.

Ganser, T.; Rogers, H.; Zbikowski, J.; Sherlock, W.; Freiberg, M.. (2000) Critical Issues in the Induction, of Secondary School Teachers in business education, English language arts, foreign language, and mathematics. Paper presented at the annual convention of the Midwestern Educational Research Association, Chicago, IL, October 25-28. ERIC Document Reproduction Service no. ED 448147.

Zbikowski, J. (2000). The ultimate graphic organizer: Using hypermedia and the World-Wide Web to promote critical literacy. Workshop presented at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI, February 3-5.

Stinson, A., McClain, M., Freiberg, M., Zbikowski, J., Epps, V., & Ganser, T. (1999). Critical issues in the design and supervision of field experiences. Presentation at the annual convention of the Midwest Educational Research Association, Chicago, IL, October 13-16.

Epps, M. V., Freiberg, M. R., Ganser, T., Stinson, A. D., & Zbikowski, J. M. (1999, October). Critical issues in the design and supervision of field experiences. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago.

Freiberg, M., Zbikowski, J., Chandler, W., & Nelson, M. (1999, February). Steps and stumbles toward performance assessment of pre service teachers. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago.

Pan, A. C., & Zbikowski, J. M. (1997, January). Developing literacy with hypermedia and the World Wide Web. Workshop presented at the annual meeting of the Wisconsin State Reading Association, Milwaukee.

Freiberg, M., Zbikowski, J., & Ganser, T. (1996, April.) Where do we go from here? Decisions and dilemmas of teacher mentors. Paper presented at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED395930).

Zbikowski, J., & McKinstra-Auge, M. (1996, February). Teacher to teacher: Grassroots initiatives for improving reading in the high school. Workshop presented at the annual meeting of the Wisconsin State Reading Association, Milwaukee.

Zbikowski, J. M., & Collins, J. C. (1994, November). Literature as the laboratory of the moral life; Building moral communities through literary study. Paper presented at the 20th annual meeting of the Association for Moral Education, Banff, Alberta. (ERIC Document Reproduction Service No. ED396323).

Freiberg, M., Zbikowski, J., & Ganser, T. (1994, October). The anatomy of a mentoring program for beginning urban teachers. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago. (ERIC Document Reproduction Service no. ED 376168)

Zbikowski, J., & Toms-Bronowski, S. (1994, February). Teachers' perceptions of Writing to Read. Paper presented at the spring convention of the Wisconsin State Reading Association, Milwaukee.

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,

Atlanta.

Freiberg, M., Zbikowski, J., & Ganser, T. (1994, February). Perceptions of beginning teachers in an urban setting: Does mentoring make a difference? Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta. (ERIC Document Reproduction Service no. ED 367 637)

Zbikowski, J. (1992, March). Assessment in Literature: Teachers' Techniques that Identify Good Readers. Paper presented at the Spring Conference of the National Council of Teachers of English, Washington, D.C.

Toms-Bronowski, S., & Zbikowski, J. (1993, September). The state of Writing to Read: Wisconsin. Paper presented at the Great Lakes Regional International Reading Association Conference, Chicago.

Ganser, T., Freiberg, M., & Zbikowski, J. (1993, April). The perceptions of school principals about a mentoring program. Paper presented at the meeting of the International Mentoring Association, Atlanta. (ERIC Document Reproduction Service no. ED 357 015)

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.

Zbikowski, J. (1990, March). Teachers' use of small group response in writing instruction. Paper presented at the eleventh annual Ethnography in Education Research Forum, Philadelphia.

Zbikowski, J. (1989, November). Peer response groups in writing instruction: Teachers' interpretation of the process. Paper presented at the National Council of Teachers of English Assembly for Research postconvention workshop, Baltimore.

Zbikowski, J. (1987, November). Relating Theory to Practice in the Field: Experiences of the Novice Teacher NCTE Annual Convention, Los Angeles.

Published articles

Pan, A. C., & Zbikowski, J. M. (1999-2000). Software for reading and writing instruction in the intermediate and advanced grades. *WSRA Journal* 43 (1), 61-70.

Pan, A. C., & Zbikowski, J. M. (1999, Summer). Software for reading and writing instruction in PreK and primary grades. *Wisconsin State Reading Association Journal*. 42 (3), 37-41.

Pan, A. C. & Zbikowski, J. M. (1998). Creating multimedia for the classroom. *Hyper Nexus* 8 (3), 14-16.

Pan, A. C., & Zbikowski, J. M. (1998, Spring). Managing computer-enhanced reading and writing: Do's and Don'ts. *Wisconsin State Reading Association Journal*, 42 (1), 21-24.

Pan, A. C., & Zbikowski, J. M. (1997-98, Winter). Making meaning interactively with hypermedia: From bells and whistles to music: Using multimedia for literacy development. *Wisconsin State Reading Association Journal*, 41 (3), 46-50.

Freiberg, M., Zbikowski, J., & Ganser, T. (1997). Promoting mid-career growth through mentoring. *Journal of Staff Development* 18 (2), 52-54.

Pan, A. C., & Zbikowski, J. M. (1997, Spring/Summer). Electronic resources for reading and writing teachers. *Wisconsin State Reading Association Journal*. 41 (2), 39-43.

Pan, A. C., & Zbikowski, J. M. (1997, Winter). Literacy development on the Internet. *Wisconsin State Reading Association Journal*. 41 (1), 35-37.

Pan, A. C. & Zbikowski, J. M. (1997). Emerging technology for writing instruction: New directions for teachers. *Computers in the Schools*, 13 (3/4), 103-118.

Pan, A. A., & Zbikowski, J. M. (1997). Teachers' perceptions about computer-enhanced writing: A reality check. *National Educational Computing Conference Proceedings*, 325-331.

Zbikowski, J. M., & Pan, A. C. (1997). Potential reading and writing activities on the Internet. In Willis, J., Price, J. D., Robin, B., McNeil, S., & Willis, D. A. J. (Eds.), *Technology and Teacher Education Annual 1997*. Charlottesville, VA: Association for the Advancement of Computing in Education. [Available http://www.coe.uh.edu/insite/elec-pub/HTML1997/rl_zbik.htm]

Pan, A. C., & Zbikowski, J. M. (1997 Spring/Summer). Electronic resources for reading and writing teachers. *Wisconsin State Reading Association Journal* 41 (2), 39-43.

Pan, C.A., & Zbikowski, J. M. (1997, Winter). Literacy development on the Internet. *Wisconsin State Reading Association Journal*, 41 (1), 35-37.

Pan, A. C., & Zbikowski, J. M. (1996). Factors that affect teaching writing with computers in schools. In Robin, B., Price, J. D., Willis, J., & Willis, D. A. (Eds.), *Technology and Teacher Education Annual 1996*. Charlottesville, VA: Association for the Advancement of Computing in Education (pp. 147-149).

Pan, A. C. & Zbikowski, J. M. (Summer/Fall, 1996). Connecting reading and writing with emerging computer technology. *Wisconsin State Reading Association Journal* 40 (3) 49-53.

Zbikowski, J., & Pan, A. C. (1995). A model for learning to teach writing with computers. In Willis, D. A., Robin, B., & Willis, J. (Eds.), *Technology and Teacher Education Annual 1995*. Charlottesville, VA: Association for the Advancement of Computing in Education (pp. 118-121).

Ganser, T., Freiberg, M., & Zbikowski, J. (1994). The perceptions of school principals about a mentoring program for newly hired urban school teachers. *The Teacher Educator* 30 (2), 13-23.

Zbikowski, J. (1994, Spring). Review of *Stories lives tell: Narrative and dialogue in education* by Carol Witherell and Nel Noddings. In *Language and Social Processes SIG Newsletter*, p. 4.

Zbikowski, J. (1991) Writing and Response in a Writing Project Summer Institute and in the Classes of Selected Project Participants. *Dissertation Abstracts International*, 53, 0472A. (University Microfilms No. 92-19,264)

Ross, D. D., Kilgore, K., & Zbikowski, J. (1990). Understanding the teaching perspectives of first year teachers. *Journal of Teacher Education*, 41 (1), 28-38.

Zbikowski, J. (1985). "I tried peer conferencing, but it didn't work." *Connecticut English Journal*, 16, 111-114.

Zbikowski, J. (1984). Literature for adolescents. In Early, M. A., & Lindauer (Eds. *The Coming of Age of Children's Literature: Fifty Years in Perspective*. Syracuse, NY: Syracuse University School of Education.

Selected Professional and Public Service

National Council of Teachers of English. Member, Commission on Reading, 1994-1999.

Wisconsin Council of Teachers of English. President, 1999-2000; Program Chair 1998-99.

Wisconsin State Reading Association. Member, High School Reading Committee, 1993-1995.

Mid-Western Educational Research Association. Program reviewer, 1995, 1999.

International Journal of Qualitative Studies in Education. Reviewer, 1989. .

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

APPENDIX C READING PROGRAM ASSESSMENT 1996-2001

READING PROGRAM ASSESSMENT 1995-96

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 make 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

MSE-Reading

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-
Enrollment	34	48	48	53	46	48	54	48	
Degrees Granted	14	12	10	13	17	18	11	26	

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

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Reading MSE:	15.9	12.2	18.1	17.16	14.33

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:

Year	Number of responses
1988	1
1989	0
1990	2
1991	2
1992	2
1993	4
1994	2
1995	4
1996	3
1997	1

Date of Graduation

Year	Number of responses
1994	2
1995	1
1996	3
1997	6
1998	12

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:

Number	Number of responses
1	1
2	0
3	1
4	0
5	3
6	3
7	6
8	5
9	1
10	5

Quality of Instruction:

Number	Number of responses
1	0
2	0
3	0
4	1
5	1
6	2
7	4
8	12
9	1
10	4

Appropriateness of Class Size:

1	0
2	0
3	0
4	1
5	1
6	1

Quality of Interaction with Faculty:

1	1
2	0
3	0
4	0
5	1
6	1

7	0	7	4
8	5	8	5
9	7	9	5
10	10	10	8

Quality of Interaction with Other Students		Quality of Interaction with Thesis Advisor	
1	0	1	1
2	0	2	0
3	0	3	0
4	0	4	0
5	0	5	0
6	2	6	0
7	3	7	1
8	6	8	0
9	3	9	0
10	11	10	3

What made you Decide to Attend UW-Whitewater?

Factor	Number of respondents
Program Reputation	7
Friend/colleagues' Recommendation	2
Convenience of Location	0
Convenience of times & Course Offerings	8
Flyer or Brochure	0
Attended a Conference Featuring COE Faculty	0
Cost	1
Undergraduate/other credits at UWW	5

APPENDIX F
Statistics for reading teachers/reading specialists who returned
Reading Program Graduate Survey 1999

N=11

Began Studying at UW-Whitewater:

Year	Number of responses
1988	1
1989	0
1990	2
1991	2
1992	2
1993	4
1994	2
1995	4
1996	3
1997	1

Date of Graduation

Year	Number of responses
1994	2
1995	0
1996	2
1997	2
1998	4

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:

Number	Number of responses
1	1
2	0
3	0
4	0
5	1
6	1
7	5
8	2
9	1
10	2

Quality of Instruction:

Number	Number of responses
1	0
2	0
3	0
4	0
5	0
6	2
7	1
8	6
9	1
10	1

Appropriateness of Class Size:

1	0
2	0
3	0
4	1
5	0

Quality of Interaction with Faculty:

1	1
2	0
3	0
4	0
5	0

6	1	6	0
7	0	7	3
8	3	8	4
9	2	9	2
10	4	10	2

Quality of Interaction with Other Students Quality of Interaction with Thesis Advisor

1	0	1	1
2	0	2	0
3	0	3	0
4	0	4	0
5	0	5	0
6	1	6	0
7	0	7	0
8	3	8	0
9	1	9	0
10	6	10	1

What made you Decide to Attend UW-Whitewater?

Factor	Number of respondents
Program Reputation	3
Friend/colleagues' Recommendation	0
Convenience of Location	0
Convenience of times & Course Offerings	2
Flyer or Brochure	0
Attended a Conference Featuring COE Faculty	0
Cost	0
Undergraduate/other credits at UWW	4