

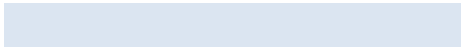
MRD 750

Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom based research is a major focus. Prerequisites: MRD 78047804, MRD 7805 AND 7921 OR 7815, MRD 7901 AND 7902 OR 7903.

NOTE: MRD CANDIDATES: NO course grade will be submitted without a passing score (560) from the Praxis II 5301 being on file with the College of Education, and without completion of the post KRT.

Candidates must complete the Human Subjects Review Training and supply copy of certificate as well as any documentation required when working outside of your own classroom.

[http:// www.wilmu.edu/academics/humansubjects/materials.aspx](http://www.wilmu.edu/academics/humansubjects/materials.aspx)



[MEDRD Standards](#)
[International Literacy Association Standards for Reading Professionals](#)

Graduate Graduation Competencies

Learning Activities/Performance Tasks:

5.1	Consult with families and colleagues in order to meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.
5.2	Collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
5.4	Facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions

Candidates realize the importance of, demonstrate, and facilitate professional learning and leadership as a caring effort and responsibility. (Standard 6)

Learning Activities/Performance Tasks:

Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (Standard 7)

Learning Activities/Performance Tasks:





MRD 7950 SEMINAR IN READING RESEARCH

MRD 7950 SEMINAR IN READING RESEARCH

As a result of the literature review, candidates will design and execute a qualitative or quantitative research project for a classroom or school. They will develop an implementation plan based on strategies that were identified in the literature review specific to their project. They will specify four research-based solutions and develop their plan around these solutions. Candidates will share their plans in small groups for discussion/clarification/feedback. The implementation plan will be developed based on a four-week time frame and include methods of assessment, instruction, and recommendations.

Findings of this action research project will be presented including methods of assessment, appropriateness of the various assessments, and appropriateness for planning instruction, usefulness of the information obtained through the specific assessment. Further, candidates will write a reflective journal, analyze results and make recommendations for future research/implementation. They will include the role of teacher disposition on student achievement and clear evidence of the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement.

In its final form, this field-based research project will include an abstract, a review of literature, statement of purpose, description of methods, results, discussion, references, and appendices. An oral summary of the study, including a 10-12 slide PowerPoint, will be presented in class. Digital photographs of the project will also be presented.

- 1.1: Demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- 1.2: Demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development; writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationship with other aspects of literacy.
- 2.1: Use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.
- 2.2: Design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak.
- 2.3: Select, adapt, teach and evaluate evidence-based supplemental and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individuals and small groups of students, especially those who experience difficulty with reading and writing.

Design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak.				
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<p>Data/Findings</p> <p>Collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.</p> <p>DPASI Teachers Component 1 & 5 DPASI Specialists Component 5</p>	<p>The process and procedures for data collection and data interpretation are poorly explained.</p>	<p>The process and procedures for data collection and data interpretation are mostly correctly explained.</p>	<p>The process and procedures for data collection and data interpretation are correctly explained.</p>	<p>The process and procedures for data collection and interpretation are explicitly explained and developed.</p>
<p>Data presentation</p>	<p>Tables and/or graphs are computer-generated but have one element missing.</p>	<p>Tables and/or graphs are computer-generated and summarize most needed aspects of the data.</p>	<p>Tables and/or graphs are computer-generated and accurately summarize all aspects of the data.</p>	<p>Tables and/or graphs are computer-generated, accurately summarize the data, enhance the presentation and enhance understanding of data.</p>
<p>Application</p> <p>Demonstrate knowledge of the major theoretical, conceptual, historical, and evidence based components of reading (e.g., concepts of print, phonological awareness, phonics, word comprehension) development throughout the grades and its relationship with other aspects of literacy.</p> <p>GC 5.1GC()7(e)-4(l)4xl</p>				

	There is a minimal controlling idea or the controlling idea minimally	Controlling idea is vague or has different logic than parts of the body of the	Controlling idea is somewhat vague or previews only part of the paper.	Controlling idea is well defined and previews most of the paper.	Controlling idea is well- and previews the entire paper.
	Minimal instances of specific evidence are offered and they minimally support the controlling idea.	Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.	Some instances of specific evidence are offered or they support the controlling idea	Many instances of specific evidence are offered or they support the controlling idea throughout the	Ample instances of specific evidence are offered and they support the controlling idea throughout.
	Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between	Writing moves smoothly from one idea to another some of the time. There are many awkward jumps	Writing moves from one idea to another smoothly. There are some awkward jumps between points	Writing moves from one idea to another smoothly. There are very few awkward jumps between	Writing moves from one idea to another smoothly consistently. There are no awkward jumps
	Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many	Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.	Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.	Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.	Precise and varied word choice. No slang and/or colloquialisms. Not wordy or awkward. Academic language use is strong.

This course aligns with specific DPASII Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPASII connections. Instead

Publication of the American Psychological Association [APA Manual], 2010⁶th edition, 7th printing.
[Purdue OWL: APA Formatting and Style Guide](#)