Wilmington University
College of Education

Seminar in Reading Research

Course Number: **MRD 7950**

Course Title: Seminar in Reading Research

 Faculty Contact:

Course Description: 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 7804 7804, 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.

Minimum Time Requirements (in clock hours):
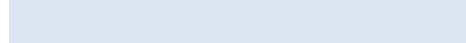
Program Competencies: [MEDRD](#)Standards
Professional Standards: [International Literacy Association Standards for Reading Professionals](#)

Wilmington University Graduate Graduation Competencies: Graduate Graduation Competencies

Learning Outcome 2 –

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 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

Learning Outcome 6 – Professional Learning and Leadership: Candidates realize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (Standard 6)

Learning Activities/Performance Tasks:

Learning Outcome 7 – Practicum/Clinical Experiences- 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:

Structured External Assignment: **MRD 7950 Seminar in Reading Research**

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WILMINGTON UNIVERSITY

COLLEGE OF EDUCATION/ MRD PROGRAM

TEACHER AS RESEARCHER

SEA & SCORING RUBRIC A: RESEARCH BASED CONTENT
KNOWLEDGE

CAEP ASSESSMENT (ILA ASSESSMENT 2)

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Performance Level	Novice	Emerging	Proficient (TARGET)	

Performance Level	Novice	Emerging	

STRUCTURED EXTERNAL ASSIGNMENT B: RESEARCH BASED FIELD PROJECT
CAEP ASSESSMENT 2

COURSE: MRD 7950 TITLE: SEMINAR IN READING RESEARCH

STRUCTURED EXTERNAL ASSIGNMENT B: 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 ¯°±Ÿ¡ª°¯ 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 ho experience difficulty with reading and writing.

Performance Level	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 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.				

Performance Level	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Data/Findings ILA 3.2 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.(Reading/Literacy Specialist) GC 3.1 DPASII Teachers Component1 & 5 DPASII Specialists Component5	The process and procedures for data collection and data interpretation are poorly explained.	The process and procedures for data collection and data interpretation are mostly correctly explained.	The process and procedures for data collection and data interpretation are correctly explained.	The process and procedures for data collection and interpretation are explicitly explained and developed.
Data presentation GC 2.1,2.2, 2.3	Tables and/or graphs are computer-generated but have one element missing.	Tables and/or graphs are computer-generated and summarize most needed aspects of the data.	Tables and/or graphs are computer-generated and accurately summarize all aspects of the data.	Tables and/or graphs are computer-generated, accurately summarize the data, enhance the presentation and enhance understanding of data.
Application ILA 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 comprehension) development throughout the grades and its relationship with other aspects of literacy. (Reading/Literacy Specialist) ILA 1.1 GC 5.1GC( )7(e)-4(l)4xl				

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TEACHER AS

WRITING RUBRIC: LITERACY PROGRAMS

	UNSATISFACTORY	DEVELOPING	ACC EPTABLE	TARGET	EXEMPLARY
1. Writing has a clear direction/ controlling idea/ thesis statement.	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.
2. Writing has ample evidence to prove the controlling idea.	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.
3. Writing has transitions to assist with coherence and unity.	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
4. Writing is concise, well- written, and vocabulary incorporates academic language.	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.

5. Mechanics, usage, grammar39.144 reW* nBT

This course aligns with specific DPAS II 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 DPAS II connections. Instead

Publication of the American Psychological Association [APA Manual], 2010 6th edition, 7th printing.
Purdue OWL: APA Formatting and Style Guide