Wilmington University
College of Education

Diagnosis and Correction of Reading Difficulties

Course Number:

Program Theory and Foundation _____

Program Competencies: _____
Professional Standards: _____

Wilmington University Graduate Graduation Competencies: _____

_____

Technology Standards: _____

Delaware Performance Appraisal System II: _____

Text(s):

_____

Additional Course Information and Schedule of Class Activities will be posted on the course Canvas site

Assignments and Grading –

	Instructional Approaches Exploration Conference with instructor to reflect on the assessment process and interpretation of data that will be used to target each student's areas of need.	

College of Education Attendance Policy:

Reading/ Literacy Specialist

Learning Outcome 1 – Foundational Knowledge

Learning Outcome 3 – Assessment and Evaluation:

Learning Outcome 6- Professional Learning and Leadership-

.

Learning Outcome 7- Practicum/Clinical Experiences-

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION/ MRD PROGRAM
STRUCTURED EXTERNAL ASSESSMENT A: I

STRUCTURED EXTERNAL ASSESSMENT SEA B- Improving Student Achievement-

ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity; Standard 4: Promote and Model Digital Citizenship and Responsibility Teachers; Standard 5: Engage in Professional Growth and Leadership

Elements	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 2.3 Reading/ Literacy Specialist) InTasc 5, 7, 8				
ILA 2.1 Reading/ Literacy Specialist) InTasc 5, 7, 8				

ILA 1.1

Q

ILA 2.3 Reading/ Literacy Specialist) InTasc 8 DPAS II Specialist: 5		A wide range of	. A wide range of	. A wide range of

ILA 6.1

Submission of Lesson Plans
ILA 7.4

(Reading/ Literacy Specialist)

COURSE: TITLE:

MEASURED PROGRAM COMPS/ILA STANDARDS:

READING/LITERACY SPECIALIST

Specialist DPAS II: Component 2: C: Professional Practice and Delivery of Service: Communicating Clearly and Accurately

Specialist DPAS II: Component 4: A, D : Professional Responsibilities: Communicating with Families/Clients, Reflecting on Professional Practice

Performance Elements	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 3.4				
ILA 3.4				
Reading/ Literacy Specialist) ILA 3.4				

Reading/ Literacy Specialist)				

DISCUSSION BOARD RUBRIC MRD

EVALUATION CRITERIA	0 Unsatisfactory	0.25 Emerging	0.50 Satisfactory	0.75 Proficient	1.0 point Distinguished	SCORE

WRITING RUBRIC: LITERACY PROGRAMS

	UNSATISFACTORY	DEVELOPING	ACC EPTABLE	TARGET	EXEMPLARY
1. Writing has a clear direction/ controlling idea/ thesis statement.					
2. Writing has ample evidence to prove the controlling idea.					
3. Writing has transitions to assist with coherence and unity.		$o .r0 1 3 Q T /F1 9 Tf 1 0 0ut Q So r0 1 3			

APPROPRIATE TO GRADUATE LEVEL:

MRD VIDEO RUBRIC

Performance Level/Elements	Unsatisfactory	Developing	Acceptable	Proficient (Target)	