



**1F. Understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	1	12.5%
3	0	0.0%
4	1	12.5%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.50	Variance 1.1429
Median 5.00	Std. Dev. 1.0691	

**1G. Understands the differences between reading skills and strategies and the role each plays in reading development.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**1H. Knows a wide range of quality literature for students.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**1I. Adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	2	25.0%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.50	Variance 0.5714
Median 5.00	Std. Dev. 0.7559	

**1J. Locates, evaluates, and uses literature for readers of all abilities and ages.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**1K. Uses various tools to estimate the readability of texts.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**1L. Uses technology to support reading and writing instruction.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**General Comments on Standard 1: In particular, please address the question of how we can improve our program in regard to STANDARD 1 - The competent reading teacher has a deep understanding of reading and reading instruction.**

- The diagnosis/treatment of reading difficulties class requirements have been especially helpful, and I return to my notes and handouts often. I value the information and knowledge gained from these classes most because I can apply it to what I do everyday in the classroom. Practical knowledge best assists the practicing teacher who strives daily to meet the needs of each student. Additional instruction supporting these efforts is always valued and appreciated. While meeting the needs of the average and struggling readers tends to be our focus, I would like to learn more about working with the young gifted readers. Text content appropriateness is always a concern when encouraging to read higher level books.
- none at this time
- More emphasis should be focused on the separate 90 minute reading block using the school basal and the 60 minutes of guided reading group instruction and how they are vastly different. The basic components are the same, but there are huge differences when planning a lesson between the two. Whole class instruction is different than small group instruction in many ways, and new teachers need to be well prepared in both. Sometimes teachers are good at one, but not the other.
- I believe that overall the program did a very good job addressing that standard. I do feel simulating more authentic situations that a reading teacher might be in would be a good way to help the students learn. By going through examples of what a student might be doing and then discussing the best practice to address that student's needs would be helpful not only for in preparation for the Reading Teacher Test, but also for the individual to assess how prepared the student is to be the reading teacher. The only time this is authentically addressed is during the practicum course when the student works one on one. This is a fantastic way to learn, and more situations like this would be helpful.

**Standard 2 - The competent reading teacher . . .**

**2A. Understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**2B. Understands models of reading disabilities used in special education.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	5	62.5%
4	2	25.0%
5	1	12.5%
No Response	0	0.0%
Mode 3	Mean 3.50	Variance 0.5714
Median 3.00	Std. Dev. 0.7559	

**2C. Knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**2D. Understands the uses and limitations of informal and formal assessments.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**2E. Is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	4	50.0%
5	3	37.5%
No Response	0	0.0%
Mode 4	Mean 4.25	Variance 0.5000
Median 4.00	Std. Dev. 0.7071	

**2F. Knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	4	50.0%
5	4	50.0%
No Response	0	0.0%
Mode 4 (b)	Mean 4.50	Variance 0.2857
Median 4.50	Std. Dev. 0.5345	

**2G. Screens classes to identify students in need of more thorough reading diagnosis.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**2H. Determines strengths and needs of individual students in the areas of reading, writing, and spelling.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**2I. Determines students' reading levels (independent, instructional, frustrational).**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**2J. Gathers and interprets information for diagnosis of the reading problems of individual students.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**2K. Develops individual educational plans for students with severe learning problems related to literacy.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	2	25.0%
3	2	25.0%
4	1	12.5%
5	3	37.5%
No Response	0	0.0%
Mode 5	Mean 3.63	Variance 1.6964
Median 3.50	Std. Dev. 1.3025	

**2L. Interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**2M. Develops case study reports of students with reading problems.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**2N. Designs, implements, and evaluates appropriate reading programs for small groups and individuals.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	2	25.0%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.50	Variance 0.5714
Median 5.00	Std. Dev. 0.7559	

**General Comments on Standard 2: In particular, please address the question of how we can improve our program in regard to STANDARD 2 - The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.**

- While I feel I could accurately describe needs and suggest goals for a student with severe learning problems related to literacy, I do not have the knowledge to write an IEP on my own.
- none
- I feel that the writing portion of my upper level classes was lacking. I don't feel like any one class specifically addressed writing problems and how to remediate them. I don't feel like I have as many writing techniques or ideas on how to improve students writing as I should. Writing is so key that as much as it is inter-related to reading and spelling, there should be a huge emphasis on it. I can often tell you that a students writing isn't where it should be, but I also don't know how to fix it, or make it drastically improved. I often get frustrated with the 'continuous' and 'on-going' process of improving writing, and sometimes I think that kids do too; once they feel like they have finished it, they want to move on to something else, rather than constantly revising and improving it. Writing is a lot to manage when you have an entire class. I also don't feel that just from my classes I had a good idea of how to write up an IEP. I have been a teacher in the past and worked with the special education teacher, going through each and every step of keeping track of the progress, writing the goals for the student to reach and how we will attain them, but to do that on my own would be a challenge; half of the challenge is writing them in appropriate words. I need lots of examples when I write, that way I can see what words and phrases I should use, and what might be offensive or negative (and I should stay away from). The RTI class that I took, gave several examples of interventions for students in universal, small group, and individual levels, but we didn't have an opportunity to try out these programs or processes unless we were already using them in our teaching profession at our job. I think that the university needs to make more of an effort to have RTI resources that we are able to use in our practicum one-on-one with our students and see if they make improvements. I feel like if we are true tutors, why aren't we using these research-based interventions? It is mandated by the state, why not mandate it in the practicum class, implimenting it in the same procedure that we would a lesson plan. Even the best lesson plan in the world may not improve a students reading ability, just like the best RTI intervention system may not. Trial and error, but if we don't have the resources, we can't even make an attempt.
- Again, more preparation in interpreting student information and assisting in planning instructional programs would be beneficial. Also, more instruction in the area of special education would be helpful as well. A lot of instruction is given in reference to RTI, however that does not mean special education.

**Standard 3 - The competent reading teacher . . .**

**3A. Knows State and national educational standards that are relevant to reading education.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**3B. Knows exemplary programs and practices in reading education.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**3C. Is aware of guidelines for the evaluation of curriculum material and instructional technology.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**3D. Participates in development and implementation of school improvement plans.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	1	12.5%
3	1	12.5%
4	3	37.5%
5	3	37.5%
No Response	0	0.0%
Mode 4 (b)	Mean 4.00	Variance 1.1429
Median 4.00	Std. Dev. 1.0691	

**3E. Participates in and facilitates reading curriculum design, revision, and implementation efforts.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**3F. Participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**3G. Guides and trains paraprofessionals, tutors, and volunteers.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	1	12.5%
4	3	37.5%
5	4	50.0%
No Response	0	0.0%
Mode 5	Mean 4.38	Variance 0.5536
Median 4.50	Std. Dev. 0.7440	

**General Comments on Standard 3: In particular, please address the question of how we can improve our program in regard to STANDARD 3 - The competent reading teacher participates in curriculum design and implementation.**

- While the EIU program assists in many of these areas, a great deal of my knowledge in this area comes from real-job experiences.
- none
- I know the state standards; but national standards?? I was once on a school improvement plan team; nobody liked my ideas; which class was this taught in?
- Not much information was taught on how to include paraprofessionals, tutors, and or volunteers in the every day classroom.

**Standard 4 - The competent reading teacher . . .****4A. Understands the value of community support for school reading programs.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**4B. Communicates effectively about reading to the general public.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	37.5%
5	5	62.5%
No Response	0	0.0%
Mode 5	Mean 4.63	Variance 0.2679
Median 5.00	Std. Dev. 0.5176	

**4C. Facilitates home-school connections and parental participation in school reading programs.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**General Comments on Standard 4: In particular, please address the question of how we can improve our program in regard to STANDARD 4 - The competent reading teacher communicates and works with the public and other professionals.**

- none
- Well prepared in this standard, very good instruction on how to address parents and other professionals.

**Standard 5 - The competent reading teacher . . .****5A. Is aware of and adheres to ethical standards of professional conduct in reading education.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	1	12.5%
5	7	87.5%
No Response	0	0.0%
Mode 5	Mean 4.88	Variance 0.1250
Median 5.00	Std. Dev. 0.3536	

**5B. Reflects on teaching practices and conducts self-evaluation.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	1	12.5%
5	7	87.5%
No Response	0	0.0%
Mode 5	Mean 4.88	Variance 0.1250
Median 5.00	Std. Dev. 0.3536	

**5C. Stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	25.0%
5	6	75.0%
No Response	0	0.0%
Mode 5	Mean 4.75	Variance 0.2143
Median 5.00	Std. Dev. 0.4629	

**5D. Participates in local, State, or national professional organizations in reading education.**

Response (n = 8)	Frequency	Percent
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	4	50.0%
5	4	50.0%
No Response	0	0.0%
Mode 4 (b)	Mean 4.50	Variance 0.2857
Median 4.50	Std. Dev. 0.5345	

**General Comments on Standard 5: In particular, please address the question of how we can improve our program in regard to STANDARD 5 - The competent reading teacher has high professional standards.**

- EIU does a great job teaching this!
- none
- I think more time was spent addressing professional journals than any other area of the curriculum. I believe too much time was spent having the student do journal article reviews. I had approximately seven - ten journal articles for each course I took. I believe that is something a teacher can do on their own, and that this time in class could have been better spent on the instructor teaching the course, rather than students presenting their journal article findings.

**Demographic Information:**

**Which of the following reading classes did you complete at Eastern Illinois University? (Please check all that apply.)**

Response	Frequency	Percent	0	20	40	60	80	100
ELE 3280 Developmental Reading in the Elementary School	5	62.5%						
ELE 3281 Developmental Reading in Early Childhood	3	37.5%						
ELE 4880 Diagnostic/Prescriptive Reading	5	62.5%						
MLE 4280 Teaching Reading in the Middle/Secondary School	2	25.0%						
ELE 5260 Advanced Developmental Reading	8	100.0%						
ELE 5600 Diagnosis of Reading Problems	8	100.0%						
ELE 5610 Remediation of Reading Problems	8	100.0%						
ELE 5620 Remedial Reading Practicum	8	100.0%						
MLE 5270 Content Area Literacy Instruction	7	87.5%						
ELE 5400 Special Issues in Children's Literature	2	25.0%						
No Response	0	0.0%						

**How many years have you served as a classroom teacher?**

Response	Frequency	Percent	0	20	40	60	80	100
Pre-service	1	12.5%						
1 - 2 years	1	12.5%						
3 - 4 years	3	37.5%						
5 - 6 years	1	12.5%						
7 - 9 years	0	0.0%						
10+ years	2	25.0%						
No Response	0	0.0%						