**Content Expert Report**

 **Reading Specialists (Advanced) Education**

**(05-17)**

Education Standards and Practices Board

**Program report status** (check one)**:**

 **[ ]  Initial review [ ]  Continuing Review [ ]  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |       |
| **Content Expert Telephone:** |       |
| **Content Expert Email:** |       |
| **Date Submitted:** |       |
| **Institution Being Evaluated:** |       |
| **Program Being Evaluated:** |       |
| **Degree:** |       |
| **Grade Level(s):** |       |

**Is this program offered at more than one site?** **[ ]  Yes** **[ ]  No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **05007.1** |  |  |  |
| **05007.2** |  |  |  |
| **05007.3** |  |  |  |
| **05007.4** |  |  |  |
| **05007.5** |  |  |  |
| **05007.6** |  |  |  |
| **05007.7** |  |  |  |
| **05007.8** |  |  |  |
| **05007.9** |  |  |  |
| **05007.10** |  |  |  |
| **05007.11** |  |  |  |
| **05007.12** |  |  |  |

**Reading Specialists (Advanced) Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided.
2. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**05007.1 The program requires the study of language as a symbolic system, of the linguistic and cognitive bases of literacy, and of major theories of language and cognitive development.**

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**05007.2 The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

 ii. **Rationale:**

**05007.3 The program requires study of and experiences with teaching a variety of strategies which enable word recognition for comprehension and/or which develop and extend vocabulary.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**05007.4 The program requires study of and experiences with teaching appreciation of literature in various literacy genre, personal‐social growth through reading, and the use of fiction and content area reading to encourage lifelong learning.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.5 The program requires study of and experiences in the use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs.**

 A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.6 The program requires study of the self‐contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development**.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.7 The program requires study of curriculum development to integrate reading, writing, speaking, and listening.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.8 The program requires study of knowledge and use of effective teaching strategies must include direct instruction and self‐monitoring techniques**.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.9 The program requires study of the means of teaching students with special reading needs with attention paid to appropriate involvement of parents, knowledge of high interest materials and techniques, and attention to the influence of culture, gender, and native language on student response.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

 ii. **Rationale:**

**05007.10 The program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.11 The program requires study of and experiences in experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**05007.12 The program requires study of current, appropriate instructional technologies.**

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**