Part 1: Please rate your educational experience at Viterbo University on the following items using the scale below:

5 – Strongly Agree     4 – Agree     3 – Undecided     2 – Disagree     1 – Strongly Disagree

1. The graduate program experience at Viterbo University promoted leadership and learning for today and tomorrow. (Vision)

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Comments:

2. The graduate program experience at Viterbo University helps prepare educators who are grounded in Franciscan values and for the 21st century. (Mission)

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Comments:

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Part 2: Based on Viterbo's Reading 5-12 endorsement program, how would you describe your level of preparedness in regard to meeting the following standards:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.

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2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

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3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

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4. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

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5. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

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6. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner’s knowledge, dispositions, and performance of the teaching of reading and writing.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

7. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children’s reading and writing development.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

8. The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

9. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

10. The practitioner uses effective strategies for facilitating the learning of Standard English by all learners.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

11. The practitioner uses knowledge of reading-writing-speaking connections; the writing process; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

12. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students’ reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

13. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

14. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and non-print materials.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

15. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and matching text complexities to the proficiencies and needs of readers.

Extremely High  High  Undecided  Somewhat Low  Extremely Low

16. The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

Extremely High  High  Undecided  Somewhat Low  Extremely Low
Part 3:  Based on Viterbo’s Reading endorsement #149 program, how would you describe your level of preparedness in regard to meeting the following Iowa Teaching Standards:

18. Demonstrating the ability to enhance academic performance and support for implementation of the school district’s student achievement goals. (ITS 1)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

19. Demonstrating competence in content knowledge appropriate to the teaching position. (ITS 2)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

20. Demonstrates competence in planning and preparing for instruction. (ITS 3)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

21. Using strategies to deliver instruction that meets the multiple learning needs of students. (ITS 4)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

22. Using a variety of methods to monitor student learning. (ITS 5)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

23. Demonstrating competence in classroom management. (ITS 6)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

24. Engaging in professional growth. (ITS 7)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

25. Fulfilling professional responsibilities established by the school district. (ITS 8)

   Extremely High  High  Undecided  Somewhat Low  Extremely Low

26. Comments on Part 3 (Use the back of this sheet as well, if needed):

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

Signature (optional): ____________________________ Date: __________