Graduation Reading Program Student Learning Outcomes Assessment Report

Department: Professional Studies
School: College of Education

Academic Year: 2011-2012

Overview

The revision of Student Learning Outcomes Assessments was a major focus for the Graduate Reading Program in the 2011-2012 Academic Year. Graduate Reading Faculty carefully reviewed all major course assignments so as to align them with new SPA standards and ensure that they reflect current beliefs and practices in the discipline. The learning objectives and assessments identified in this report reflect these recent program revisions. Beginning in the 2012-2013 Academic Year, data collected from these new assessments will be analyzed by faculty for the purpose of making recommendations for continued program improvement.

Learning Objectives

Objective 1:

IRA Standard 1: Foundational Knowledge. (Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.)

Course READ 706: Foundations of Literacy, Theory and Instruction

Objective 2:

IRA Standard 2: Curriculum and Instruction. (Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.)

Course READ 707: Literacy Instruction for the Content Area Professional

Objective 3:

IRA Standard 3: Assessment and Evaluation. (Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.)

Course READ 709: Literacy Difficulties, Assessment and Intervention
Objective 4:

IRA Standard 4: Diversity. (Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and evaluating the differences in our society.)

Course       READ 702: Literacy Interventions for Striving Readers

Objective 5:

IRA Standard 5: Literate Environment. (Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.)

Course       READ 712: Reading Clinic

Objective 6:

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

Course       READ 710: Organization, Administration, and Supervision of Reading Programs
## Summary of Assessments

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Assessment Method (ie Portfolios, Pre/Post Test, Focus Groups, Surveys, etc.)</th>
<th>Where Assessed? (ie Course, Sequence of Courses, other)</th>
<th>Criteria used to measure level of performance. (ie scoring scales, rubrics)</th>
<th>When is data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annotated Bibliography and Review of the Literature Assignment</td>
<td>READ 706</td>
<td>Scoring rubric</td>
<td>Beginning of program</td>
</tr>
<tr>
<td>2.</td>
<td>Supplemental Literacy Strategies for Content Area Lessons Assignment</td>
<td>READ 707</td>
<td>Scoring rubric</td>
<td>Middle to end of program</td>
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<tr>
<td>3.</td>
<td>Case Study Assignment</td>
<td>READ 709</td>
<td>Scoring rubric</td>
<td>Middle to end of program</td>
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<tr>
<td>4.</td>
<td>Inclusive Classroom Project</td>
<td>READ 702</td>
<td>Scoring rubric</td>
<td>Beginning to middle of program</td>
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<tr>
<td>5.</td>
<td>Clinic Performance Portfolio</td>
<td>READ 712</td>
<td>Scoring rubric</td>
<td>Middle to end of program</td>
</tr>
<tr>
<td>6.</td>
<td>Professional Development Presentation</td>
<td>READ 710</td>
<td>Scoring rubric</td>
<td>End of program</td>
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