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LITC 7345: Analysis, Interpretation & Dissemination of Literacy Assessment
SPRING 2018

READ 7345 is a required course for the Doctorate of Education in Literacy

College of Education, Department of Language, Literacy and Special Populations

Instructor: CHASE YOUNG, PH.D.
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Office hours: Main Campus: W 10-1 or by appointment
                    Woodlands Campus: R 2-5 (class days only)
                    Online: T 10-1 or by appointment

Class Format: The format of this course will be a combination of face-to-face seminars and practicum type performance.
Class day and time: Thursdays from 5:30-8:00
Class location: Woodlands Center 241

Course Description: This course provides an opportunity to learn and train others in the use and interpretation of literacy assessment instruments. Additionally, candidates may assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data.

 Textbooks: None.

Course Objectives: The following objectives will be met during this course:
1. Research and understand valid and reliable assessments
2. Administer assessments with fidelity
3. Evaluate literacy programs on the basis of assessment data
4. Adjust curriculum or pedagogical approaches based on the analysis of assessments

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

 Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

 Important: Gaining factual knowledge (terminology, classifications, methods, trends)

Course/Instructor Requirements: Candidates will have to be available to or have access to a school site. They will be expected to work cooperatively to complete the program evaluation project, which includes adjusting curricula and/or pedagogy, evaluating the results, and sharing the information in a

professional development presentation.

Course Outline

Assignments

Program Evaluation Assignment and Paper (50 points)
This assignment requires students to conduct a curricular audit in a classroom, school, or district. From the analysis, students review the literature to propose curricular changes. Candidates then implement the change, establish a method to evaluate the effectiveness, and share the process during a professional development session. The culmination of the project will be a program evaluation manuscript (minimum 2000 words).

Program Evaluation Video Recording (10 points)
Film at least one aspect of the implementation process at the school site. You will share the video with the class.

Professional Development Evaluations (20 points)
Professional development participants will complete evaluations that will be turned into the professor (see Appendix A for evaluation form).

Program Evaluation Presentation (20 points)
At the end of the course, you will present your project to the class.

Grades
Letter grades: A= 90-100%   B= 80-89%   C= below 80%   D = Below 70%   F = Below 60%

Schedule

Date	Class Topic	Assignment
January 18	Introduction and Curriculum Audit	Review of Literature
January 25	Program and Assessment Methods	Write Lit Review and Method
February 1	A Focus on Professional Development	Implementation Begins (pretest)
February 8	**In the Field**: Implementation	Post Draft
February 15	History of Assessment	POINT OF NO RETURN
February 22	**In the Field**: Implementation	Draft Peer-Feedback
March 1	Future of Assessment	Draft Peer-Feedback
March 8	**In the Field**: Implementation	Midterm Data Collection (optional)
March 15	SPRING "RECESS"	
March 22	Midway Program Evaluation	Continue or Adjust/Share Videos
March 29	**In the Field**: Implementation	
April 5	**In the Field**: Implementation	Posttest Data Collection

April 12	Data Analysis	Write Results
April 19	Wrting Day/**No Class**	Write Discussion, Post Draft
April 26	Presentations	Draft Peer&Prof Feedback

PAPER DUE MAY 3 AT 11:59 PM

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Students with Disabilities #811006](#)
    - [Student Absences on Religious Holy Days #861001](#)
    - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
    - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
    - Technology during instruction: When necessary.
    - Technology during exams: N/A
    - Technology in emergencies: See above.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance
You may be unable complete the major project in this course unless you attend all sessions.

Course Expectations
You will secure a school site in the first week of class.

Bibliography

Baker, L & S. Smith (2001). Linking school assessments to research-based practices in beginning reading: Improving program and outcomes for students with and without disabilities. *Teacher Education and Special Education, 24,* 315-332.

Campbell, M.B. (2002). Constructing powerful voices: Starting points for policy driven literacy assessment reform. *Journal of Reading Education, 27,* 17-23.

DeVries, Beverly. (2015). *Literacy assessment & intervention for classroom teachers.* Scottsdale, AZ: Holcomb Hathaway, Publishers.

Falk, B. (1998). Testing the way children learn: Principles for valid literacy assessment. *Language Arts, 76*, 57-66.

Fehring, H. (2002). Authentic literacy assessment in multicultural societies. *English Teacher: An International Journal, 5*, 212-229.

Meisels, S.J., & Piker, R.A. (2001). *An analysis of early literacy assessments used for instruction.* Ann Arbor, MN:
Center For the Improvement of Early Reading Achievement.
(ERIC Document Reproduction Service No. ED 452514)

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

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Appendix A

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Name of Presenter:

Date:

1. To what extent do you feel the goals/objectives for this professional develoment were accomplished?
    ☐ 1 – Not at all
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 - Completely
    Comments:

2. How would you rate the overall effectiveness of the instructor(s)—preparation, style, methods, rapport—for this courses/workshop?
    ☐ 1 – Not at all
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 - Completely
    Comments:

3. To what extent did this professional development provide you with useful ideas which you expect to apply to your own professional/personal situation?
    ☐ 1 – Not at all
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 - Completely
    Comments:

4. What was most helpful about this professional development?

5. What suggestions do you have for improving this professional development?

6. What additional training or support do you need?