

Reading MED (Reading Specialist) -  
Assessment Plan Summary

Reading MED (Reading Specialist)

International Reading Association Standards Proficiency

Goal Description:

We use the knowledge and skills standards developed by the International Reading Association, the premier professional organization in the field, as the foundation to our program.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Reading Specialist Standards

Learning Objective Description:

Graduates of the Master's of Education in Reading/Language Arts will become proficient in the standards of the International Reading Association, These standards include

- Standard 1: Foundational Knowledge
- Standard 2: Curriculum and Instruction
- Standard 3; Assessment and Evaluation
- Standard 4: Diversity
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

RELATED ITEM LEVEL 2

Portfolio Rubric

Indicator Description:

Candidates create a portfolio that demonstrates their proficiency in each standard through work samples and reflection. See attached rubric.

Criterion Description:

The reading faculty divide the standards among them (two faculty members per standard) to score the portfolios. Candidates must achieve at least a score of 1 (acceptable) on each standard.

Findings Description:

Findings attached in Excel workbook.

Attached Files

 [master portfolio](#)

RELATED ITEM LEVEL 3

Syllabus review and standards alignment

Action Description:

Syllabi will be updated to include International Literacy Association standards and Texas Reading Specialist Standards

Quality And Effectiveness

Goal Description:

Enhance the quality and effectiveness of the academic programs

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Standards Of Proficiency

Learning Objective Description:

Graduate Reading Specialist candidates will meet or exceed the established standards of proficiency in the knowledge and skills required for Texas Reading Specialist Certification.

RELATED ITEM LEVEL 2

Candidates’ Reading Specialist TExES Scores

Indicator Description:

Candidates will successfully pass all domains of the Texas Reading Specialist certification examination, a standardized test developed by Educational Testing Service.

**Criterion Description:**

It is expected by the department that 100% of students taking the Reading Specialist exam will pass with a score that exceeds the state mean and achieves a score of at least 80% on each of the four domains.

**Findings Description:**

Teacher Education Certification officer, Jean Hubbartt, reported that both students who took the TExES Reading Specialist exam successfully pass all domains of the Texas Reading Specialist certification examination during the 2015-2016 school year for a 100% pass rate.

Attached Files

 [Reading Specialists TExES Scores](#)

RELATED ITEM LEVEL 3

**Realigned courses so that practicum is not offered in Summer**

**Action Description:**

TEA expects that students complete practicum in a Texas public school setting, so the program realigned courses to require practicum to be completed in the Fall and Spring semesters.

RELATED ITEM LEVEL 3

**Syllabus review and standards alignment**

**Action Description:**

Syllabi will be updated to include International Literacy Association standards and Texas Reading Specialist Standards

## Update to Previous Cycle's Plan for Continuous Improvement

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

The reading faculty is in the process of evaluating our program and has begun to revise the masters in reading course content as well as all scoring rubrics. We have created a new culminating activity--the Capstone Assignment that will take the place of the portfolio. For the 2015-2016 academic year, the faculty will continue to review all course content, including textbooks and syllabi, to ensure our courses are relevant to today's candidates and meet the new standards of our program.

**Update of Progress to the Previous Cycle's PCI:**

The Reading/Language Arts master's program is in the process of phasing out the portfolio as the Capstone Project and is organizing to begin the new Capstone Project, which will involve faculty mentoring of candidates with an emphasis on publication and presentation. The faculty mentorship will be a constant throughout the course of each candidate's program.

Additionally, faculty in the master's program have been and will continue to meet on a monthly basis to realign course offerings in order better reflect TEA standards. Realigning courses was necessary in order to move the practicum out of the summer and into the fall and spring semesters. The practicum will now be paired with specific courses and this new configuration will more closely reflect expectations of TEA for reading specialists, specifically in reference to the number of hours in the field and the expectation that candidates will work with diverse students in multiple grade levels.

Finally, the faculty of our master's program will revise our current mission, goals, and objectives for our program since the current ones have been in place since 2001.

## Plan for Continuous Improvement

**Closing Summary:**

1. Increase recruitment by: (a) creating ISD based cohorts; (b) investigate methods for recruiting nationally and internationally; (c) attend literacy conferences as an exhibitor
2. Revise and update all coursework to align with ILA and Reading Specialist Standards
3. Streamline admissions processes (including interviewing applicants) to allow for more efficient processing of applicants