

Reading/Language Arts MED -
Assessment Plan Summary

Reading/Language Arts MED

International Literacy Association Standards Proficiency

Goal Description:

We use the knowledge and skills standards developed by the International Literacy 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 Literacy 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:

All candidates in the Reading/Language Arts Master's program successfully completed their capstone portfolio project. Portfolios were graded by at least two professors in the program.

RELATED ITEM LEVEL 3

Response to Findings

Action Description:

The 2016-2017 academic year was a good one for the Reading/Language Arts master's program. All graduating candidates successfully completed their portfolios, which were assessed by Dr. Cox and Dr. Durham. Beginning in the 2017-2018 academic year, master's candidates will no longer be completing a portfolio as their capstone project. The new capstone project will be both case studies in READ 5307 and READ 5308 and a report from an action research project completed near the end of their program in READ6320, Research and Literacy Leadership.

In 2017-2017, all candidates seeking the Reading Specialist Certification who took the state exam, passed. In 2017-2018, there is a need to better distinguish which candidates will be solely master's candidates, which will be master's candidates who will be sitting for the Texas Reading Specialist exam and those who already have a master's degree, but only want to take the 24 hours required to sit for the exam. We've been working on these details throughout the 2016-2017 year and will continue to refine the program.

We will continue to refine the program to make sure candidates fully meet the ILA (International Literacy Association) standards and the Texas Education Agency (TEA) standards. In the 2016-2017 year, TEA added and amended standards so that we need to revise some program criteria. Currently, confirming that all courses and syllabi meet the ILA and TEA standards is underway.

We are also revising and editing the Sam websites that pertain to our program so that candidates will have a better understanding of the requirements for inclusion in the program.

Finally, faculty is engaged in recruiting more candidates in our program through more outreach than in previous years.

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:

During the 2016-2017 academic school year, all candidates completing the Texas Reading Specialist Certification Exam successfully passed and passed with a score that exceeded the state mean and achieved a score of at least 80% on each of the four domains.

RELATED ITEM LEVEL 3

Response to Findings

Action Description:

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Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Strategic Plan

Closing Summary:

The College of Education will finalize and implement a new Strategic Plan in the 2017-2018 AY. Likewise, the M.Ed. in Reading/Language Arts is developing a unit Strategic Plan that will support the 9 Goals established by the College Strategic Planning Team. This new plan will be tracked within the Campus Labs system, allowing the M.Ed. in Reading/Language Arts program to monitor progress on the plan. To that end, the Goals and Objectives in the Campus Labs system will be modified to reflect the new M.Ed. in Reading/Language Arts Goals and Objectives. The new Strategic Plan will be the catalyst for continuous improvement.