

**INTERIM ASSESSMENT REPORT
AY 2016-2017**

OVERVIEW

Department: Reading and Language Arts

Report Preparer: Lynda M. Valerie, Associate Professor

Program Name and Level: Sixth Year Certificate in Reading and Language Arts

PROGRAM ASSESSMENT QUESTIONS

| Program Assessment Question | Response |
|---|---|
| URL: Provide the URL where the learning outcomes (LO) can be viewed. | http://www.ccsu.edu/literacy/sixthyeardegree.html |
| LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). | None |
| Strengths: What about your assessment process is working well? | Program assessments and rubrics are cohesive and aligned with the International Literacy Association (ILA) professional standards at the <u>literacy coach</u> level. Decisions about candidate performance are based on multiple assessments at multiple points before program completion. Faculty are involved in the design and implementation of assessments and rubrics. Data is used for improvement of program and courses. Effects of any changes in program and courses based on data are also assessed to assure that these changes have positive impact on program. |
| Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here) | The program continuously examines the indicators for each element of the criteria to ensure that the element is directly addressed and that the categories (target, acceptable, unacceptable) reflect the degree of difficulty or level of effort described in the standards. The program continues to examine the validity and utility of data produced through assessments to ensure fairness, accuracy, and consistency of its assessment procedures. |
| For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs) | |
| LO #1: <i>Candidates interpret and summarize historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</i> | |
| 1.1 Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | Assessments and Rubrics Professional Conversation Series (RDG 696/697) with administrators, teachers, and other education professionals in school or district focus on (1) Expanding knowledge and understanding of major theories of reading and writing processes, components, and development with supporting research evidence, to understand the needs of all readers and writers in diverse contexts; (2) Sharing historically shared knowledge base in reading and writing and its impact on current instructional literacy practices; and (3) Communicating the importance of professional judgment and practical knowledge for improving all students' reading and writing development and achievement. |

| | |
|---|--|
| | <p>Evaluation Paper on Critical Elements in Exemplary Reading Programs (RDG 694) requires candidates to research on qualities and characteristics of exemplary core and school-wide reading programs—what qualities and characteristics contribute to their success, what research, theories and/or principles support these critical elements in successful reading programs, and how do these critical elements reconcile with their knowledge and understanding of effective reading instruction. They write an evaluation paper that discusses insights gained from research on critical elements in exemplary reading programs and establish connections to their knowledge and understanding of theories and principles of effective reading instruction drawn from research and practice.</p> |
| <p>1.2 Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.)</p> | <p>Faculty</p> |
| <p>1.3 Results: Since the most recent full report, list: a. the conclusion(s) drawn b. the changes that were or will be made as a result of those conclusion(s)</p> | <p>Conclusion: Based on assessment data, 100% of candidates meet LO #1.</p> <p>Changes: The program continues to examine ways by which candidates benefit from their learning experiences in response to the changing needs, roles and responsibilities of a <u>literacy coach</u>. The program also recognizes that the criterion for assessing candidate ability to communicate the importance of professional judgment and practical knowledge for improving all students’ reading and writing development and achievement is not clearly measurable. The faculty will revise the assessment to ensure that this criterion is measurable.</p> |
| <p>LO #2: <i>Candidates support classroom teachers and other education professionals in using instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i></p> | |
| <p>1.1 Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p> | <p>Assessments and Rubrics</p> <p>The Demonstration and Coaching in Classroom (RDG 696/697) practicum requirements provide opportunity for candidates to work with classroom teachers and other support professionals in (1) Aligning curriculum with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects; (2) Adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle with reading and writing; and (3) Building and using a quality, accessible classroom library and materials collection that meets needs of all students.</p> <p>The Professional Development Series (RDG 696/697) with administrators, teachers, and other education professionals in school or district includes topics on (1) Research and literature that undergirds the reading and writing curriculum instruction for PK-12 students; (2) Standard 10: Range, Quality, and Complexity of Student Reading; and (3) Developing, implementing, and assessing an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</p> <p>Coaching and Professional Development Tasks (RDG 696/697) expect candidates to collaborate with administrators, teachers, and other education professionals in planning and implementing a core or school-wide reading program. They model and coach teachers and other</p> |

| | |
|---|---|
| | education professionals in implementing recommendations based on their assessment of the school's or district's reading program specific to curriculum and instruction. |
| 1.2 Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) | Faculty |
| 1.3 Results: Since the most recent full report, list: a. the conclusion(s) drawn b. the changes that were or will be made as a result of those conclusion(s) | Conclusion: Based on assessment data, 100% of candidates meet LO #2. |
| | Changes: None. The program continues to examine ways by which candidates benefit from their learning experiences in response to the changing needs, roles and responsibilities of a <u>literacy coach</u> . |
| LO #3: <i>Candidates lead classroom teachers and other education support personnel in analyzing and using assessment data to plan and evaluate effective reading and writing instruction.</i> | |
| 1.1 Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | <p>Assessments and Rubrics</p> <p>The Demonstration and Coaching in Classroom (RDG 696/697) practicum requirements provide opportunity for candidates to work with classroom teachers and other education professionals in (1) assisting in selection, administration and interpretation of appropriate assessments for students, especially English learners and those who struggle with reading and writing; (2) leading in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions; and (3) modeling and assisting in planning effective reporting of assessment results to children's parents.</p> <p>Analyses and Interpretation of School-wide and/or District-wide Aggregate and Disaggregate Performance Literacy Data to Monitor Student Progress (RDG 694). Candidates participate in the school's data team to identify, analyze, and interpret student performance data in literacy to monitor student progress.</p> <p>The Professional Development Series (RDG 696/697) with administrators, teachers, and other education professionals in school or district includes topics on (1) types of assessments and their purposes, strengths, and limitations; (2) state and district assessment frameworks, proficiency standards, and student benchmarks; and (3) literature and research related to assessments and their uses and misuses.</p> <p>Coaching and Professional Development Tasks (RDG 696/697) expect candidates to collaborate with administrators, teachers, and other education professionals in planning and implementing a core or school-wide reading program. They model and coach teachers and other education professionals in implementing recommendations based on their assessment of the school's or district's reading program specific to assessment and evaluation.</p> <p>Specialized Case Study (RDG 692) involves candidates in working with a diagnostic team to identify and diagnose students, specifically English learners and/or students with exceptionalities who struggle with reading and writing. They lead the diagnostic team in the discussion and interpretation of diagnostic data and to recommend appropriate remediation.</p> |
| 1.2 Interpretation: Who interprets the evidence? | Faculty |

| | |
|---|---|
| (e.g., faculty, administrative assistant, etc.) | |
| 1.3 Results: Since the most recent full report, list: a. the conclusion(s) drawn b. the changes that were or will be made as a result of those conclusion(s) | Conclusion: Based on assessment data, 100% of candidates meet LO #3. |
| | Changes: Revised the Analyses and Interpretation of School-wide and/or District-wide Aggregate and Disaggregate Performance Literacy Data to Monitor Student Progress task with stronger emphasis on standardized data from tests required by the state of CT, and to include how data will be utilized to improve student learning. Revised the Specialized Case Study to emphasize working with the school’s data team in identifying students with dyslexia. |
| LO #4: <i>Candidates provide support and leadership to educators, parents, students and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</i> | |
| 1.1 Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | <u>Assessments and Rubrics</u> The Demonstration and Coaching in Classroom (RDG 696/697) practicum requirements provide opportunity for candidates to work with classroom teachers and other education professionals in (1) providing differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity, to English learners and those who struggle with reading and writing; (2) providing students with linguistic, academic, and cultural experiences that link their communities with the school; (3) developing reading and writing instruction that is responsive to diversity; and (4) building effective home-school partnership. The Professional Development Series (RDG 696/697) with administrators, teachers, and other education professionals in school or district includes topics on (1) literature and research on diversity and how diversity impacts reading and writing development; (2) relationship between first- and second-language acquisition and literacy development; and (3) what needs to be changed in societal practices and school structures that are inherently biased or prejudiced against certain groups. Coaching and Professional Development Tasks (RDG 696/697) expect candidates to collaborate with administrators, teachers, and other education professionals in planning and implementing a core or school-wide reading program. They model and coach teachers and other education professionals in implementing recommendations based on their assessment of the school’s or district’s reading program specific to literacy environment that put emphasis on features of diversity. |
| 1.2 Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) | Faculty |
| 1.3 Results: Since the most recent full report, list: a. the conclusion(s) drawn b. the changes that were or will be made as a result of those conclusion(s) | Conclusion: Based on assessment data, 100% of candidates meet LO #4. |
| | Changes: Candidates are now required to work with families and community in planning and implementing family literacy initiatives. |
| LO #5: <i>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</i> | |

| | |
|--|--|
| <p>1.1 Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p> | <p>Assessments and Rubrics The Professional Development Series and Professional Conversation Series (RDG 696/697) with administrators, teachers, and other education professionals in school or district expect candidates (1) to plan, lead, implement, and evaluate professional development presentations, and professional conversations; (2) to join and participate in a professional literacy organization, conferences, and workshops; (3) to write and/or assist administrators and/or teachers in writing a proposal that will enable the school to obtain additional funding to support literacy efforts; and (4) to lead and facilitate departmental or team meetings on themes and/or current issues related to literacy.</p> <p>Coaching and Professional Development Tasks (RDG 696/697) expect candidates to collaborate with administrators, teachers, and other education professionals in planning and implementing a core or school-wide reading program. They model and coach teachers and other education professionals in implementing recommendations based on their assessment of the school’s or district’s reading program specific to literacy environment that put emphasis on features of diversity.</p> <p>Leadership and Professional Development Tasks (RDG 696/697) expect candidates to plan and implement a professional development for administrators, teachers, and other education professionals focusing on the implementation of a core or school-wide reading program.</p> <p>As part of the Specialized Case Study (RDG 692) candidates provide professional development to support their diagnostic team members’ understanding of types of assessments and their purposes, strengths and limitations, including how to select, develop and administer these assessments as well as interpret assessment data.</p> |
| <p>1.2 Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.)</p> | <p>Faculty</p> |
| <p>1.3 Results: Since the most recent full report, list: a. the conclusion(s) drawn b. the changes that were or will be made as a result of those conclusion(s)</p> | <p>Conclusion: Based on assessment data, 100% of candidates meet LO #5.</p> <p>Changes: Assessment of candidate professional development presentation and communication skills is more focused now by requiring candidates to submit only selected videotaped professional development presentations as evidence of their professional presentation and communication skills. Previously candidates were required to submit videotapes of all their professional development presentations.</p> |

SUMMARY DATA TABLE by LEARNING OBJECTIVES
Fall 2016-Spring 2017

T = TARGET (3)

A = ACCEPTABLE (2)

U = UNACCEPTABLE (0-1)

MS = MEAN SCORE

N = PARTICIPANTS

| LEARNING OBJECTIVES | ASSESSMENTS | N | T = 3 | A = 2 | U = 0 | MS | Mean Average |
|--|---|----------|--------------|--------------|--------------|-------------|---------------------|
| LO #1: <i>Candidates interpret and summarize historically shared knowledge of the profession and changes over time in the perceptions</i> | Professional Conversation Series | 15 | 6.66% | 93.33% | 0% | 2.06 | 2.27 |
| | Evaluation Paper on Critical Elements in Exemplary Reading Programs | 15 | 46.66% | 53.33% | 0% | 2.47 | |
| LO #2: <i>Candidates support classroom teachers and other education professionals in using instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i> | Demonstration and Coaching in Classroom | 15 | 13.33% | 86.66% | 0% | 2.13 | 2.13 |
| | Professional Development Series | 15 | 13.33% | 86.66% | 0% | 2.13 | |
| | Coaching and Professional Development Tasks | 15 | 13.33% | 86.66% | 0% | 2.13 | |
| LO #3: <i>Candidates lead classroom teachers and other education support personnel in analyzing and using assessment data to plan and evaluate effective reading and writing instruction.</i> | Demonstration and Coaching in Classroom | 9 | 33.33% | 66.66% | 0% | 2.33 | 2.34 |
| | Analyses and Interpretation of School-wide and/or District-wide Aggregate Performance Literacy Data to Monitor Student Progress | 15 | 13.33% | 86.66% | 0% | 2.13 | |
| | Professional Development Series | 9 | 33.33% | 66.66% | 0% | 2.33 | |
| | Coaching and Professional Development Tasks | 9 | 33.33% | 66.66% | 0% | 2.33 | |
| | Specialized Case Study | 16 | 56.25% | 43.75% | 0% | 2.56 | |
| LO #4: <i>Candidates provide support and leadership to educators, parents, students and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</i> | Demonstration and Coaching in Classroom | 7 | 0% | 100% | 0% | 2 | 2.0 |
| | Professional Development Series | 7 | 0% | 100% | 0% | 2 | |
| | Coaching and Professional Development Tasks | 7 | 0% | 100% | 0% | 2 | |
| LO #5: <i>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</i> | Professional Development Series and Professional Conversations | 15 | 13.33% | 86.66% | 0% | 2.5 | 2.52 |
| | Coaching and Professional Development Tasks | 15 | 13.33% | 86.66% | 0% | 2.5 | |
| | Leadership and Professional Development Tasks | 15 | 13.33% | 86.66% | 0% | 2.5 | |
| | Specialized Case Study | 16 | 56.25% | 43.75% | 0% | 2.56 | |