



PROGRAM REPORT SUMMARY

Department: Literacy, Elementary, and Early Childhood Education	Report Type: SUMMARY
Program Name and Level: Reading and Language Arts	Program Award Level: MS
Report Preparer: Helen R. Abadiano, Chair	Academic Year: 2019-20
Program Structure: Accredited	Date Report Completed: 9/27/2019
Accreditation Agency: International Literacy Association (ILA)/CAEP	Date Next Self Study Due to Agency:

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	https://www.ccsu.edu/literacy/MSdegree.html

2) Assessment Instruments: What data/evidence, other than GPA, are used to assess the stated Objective/Outcome? e.g., capstone course, portfolio review, licensure examination, etc.)

The **Foundational Paper** focuses on a literacy topic of candidates' choice in order to gain a deeper understanding for that aspect of literacy as well as to prepare for future research during their program of study. Candidates complete four stages in accomplishing the task. The Foundational Paper addresses Standard 1 of the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals (2017).

The **Disciplinary Literacy Project: Cross-Curricular Thematic Unit** addresses the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals (2017). It is a team project in collaboration with colleagues in interdisciplinary groups. The Project focuses on the development of a cross-curricular thematic unit and lesson plans. In the process, candidates are expected to apply their knowledge and understanding of major theoretical, conceptual, historical, and evidence-based components of reading; writing development, writing processes, and foundational skills and their relationships with other aspects of literacy; and the theoretical, conceptual, historical, and evidence-based components of language and its relationships with other aspects of literacy. In addition, candidates are expected to apply their knowledge and understanding of the concept that comprehension is a dynamic, interactive process of constructing meaning; and that proficient readers strategically engage in *before, during* and *after* reading strategic processes that support the comprehension of informational and narrative texts. They demonstrate their ability to integrate instructional frameworks and strategies to scaffold understanding of text and to encourage students to monitor their own understanding of a text, and to make use of these strategies independently; writing to learn activities, and inquiry within the content area to meet the needs of students; and disciplinary appropriate literacy strategies that support

content area learning and promote active engagement, collaboration, critical thinking and student ownership, including use of various digital and print materials. Finally, they demonstrate their ability to incorporate differentiated instruction across the wide range of diversities in a classroom, and in particular to English, as well as to integrate pre-assessment, formative assessment and post-assessment as a means to inform instruction; and to scaffold literacy instruction so as to support individual needs and foster a lifelong independence in literacy in the content area.

The **Leadership Portfolio** is a culminating and multifaceted project that is completed in two semesters. It is a supervised, integrated, extended school- and district-based practicum. The Leadership Portfolio demonstrates candidates' ability to meet the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals (2017), particularly at the *coaching* and *leadership* levels. Candidates engage in comprehensive and intensive collaboration, mentoring, coaching, and leadership in pre-K-12.

The **Diagnosis & Intervention Case Study** is a closely supervised 3-part project culminating in a Case Study. It focuses on the application of knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools; foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate individuals and groups of struggling readers and writers, English learners, students with exceptionalities, and/or gifted students; assessment and evaluation; application of research, relevant theories, pedagogies, and essential concepts of diversity and equity by creating learning opportunities that are inclusive and affirming; design and implementation of various learning opportunities that meet the developmental needs of all struggling readers and writers, English learners, students with exceptionalities, and/or gifted students; and complete a supervised, integrated, extended clinical experience that include intervention work with students and working with peers and experienced colleagues. Candidates' experiences emphasize their roles as *interventionist* and *novice coach*.

The **Assessment Project** is a 3-part project to demonstrate candidates' ability to meet the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals at the Reading Specialist/Literacy Coach levels particularly at the *interventionist* and *coaching* levels. It is a multifaceted and comprehensive project designed for candidates to apply their understanding of the purposes, attributes, formats,

	<p>strengths/limitations of various types of assessment tools; collaborate with colleagues in planning, implementing and evaluating diagnostic and corrective processes that place students on a learning continuum and in the process, foster colleagues' knowledge of assessment; support and collaborate with colleagues in the use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing to improve teaching practices and enhancing colleagues' knowledge and skills of evidence-based classroom, supplemental, and intervention practices; create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences as well as provide support for teachers and other school professionals in planning and using differentiated instruction and instructional materials, and curriculum that value diversity, especially for those struggling with reading and writing. The project includes research-based instructional and corrective practices in reading and writing instruction, strategy lessons, a case study, and a professional development workshop. In completing the Intervention Project, candidates are expected to apply their foundational knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist; foundational theories about diverse learners, equity, and culturally responsive instruction.</p>
<p>3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Faculty</p>

<p>4) Results: Since the most recent full report, list:</p> <p>a. The conclusion(s) drawn, noting strengths and weaknesses.</p> <p>b. The changes that were or will be made as a result of those conclusion(s).</p>	<p>Data from multiple assessments have consistently shown candidates' strengths in all areas related to the ILA Standards for Reading Professionals (2010) with an overall average score ranging from 2.7/3.0 to 3.0/3.0. Assessment results suggest that candidates are able to articulate their understandings of the theoretical and evidence-based foundations of reading and writing processes and instruction (ILA Standard 1) (2.7/3.0); use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2) (2.8/3.0); use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction (ILA Standard 3) (2.7/3.0); create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society (ILA Standard 4) (2.8/3.0); and 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 (ILA Standard 5) (3.0/3.0). Regardless, there is room for improvement. Thus, the program will continue to provide candidates with professional learning and leadership opportunities especially through the practicum and clinical experiences to ensure that they become experts in their primary roles as reading/literacy specialist and literacy coach.</p>
<p>5) Strengths: What about your assessment process is working well?</p>	<p>Program assessments and rubrics are cohesive and strongly aligned with the International Literacy Association (ILA) professional standards at the <u>reading specialist</u> and <u>literacy coach</u> levels and meet the CSDE <u>Reading Specialist</u> certification requirements. Decisions about candidate performance are based on multiple assessments before program completion. Faculty are involved in the design and implementation of assessments and rubrics. Data is regularly examined and used for improvement of program and courses. Effects of any changes in program and courses based on data are also assessed to assure that changes have positive impact on program and candidate learning.</p>
<p>6) Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>The Master of Science in Reading and Language Arts has just recently (2019) received full national recognition from the International Literacy Association (ILA)/CAEP. Revised assessments with rubrics that align to the 2017 ILA Standards for the Preparation of Literacy Professionals has just been implemented this fall 2019. Revised assessments with rubrics are posted on Taskstream. We will continue to collect and analyze data from the revised key assessments.</p>

DATA TABLE by LEARNING OBJECTIVES
Fall 2018/Spring 2019

LEARNING OUTCOMES	ASSESSMENTS	N = PARTICIPANTS		MS = MEAN SCORE				MEAN AVERAGE
		Fa18 N	MS	Sp19 N	MS	Fa18/Sp19 N	MS	
LO #1: <i>Candidates articulate their understandings of the theoretical and evidence-based foundations of reading and writing processes and instruction.</i>	Foundational Paper	8	2.6/3.0	0	0	8	2.6/3.0	2.7/3.0
	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	19	2.9/3.0	0	0	19	2.9/3.0	
	Leadership Portfolio	2	2.5/3.0	0	0	2	2.5/3.0	
LO #2: <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	19	3.0/3.0	0	0	19	3.0/3.0	2.8/3.0
	Diagnosis & Intervention Case Study	3	3.0/3.0	0	0	3	3.0/3.0	
	Leadership Portfolio	2	2.5/3.0	0	0	2	2.5/3.0	
LO #3: <i>Candidates use a variety of assessment tools and practices to plan</i>	Diagnosis & Intervention Case Study	3	3.0/3.0	0	0	3	3.0/3.0	2.7/3.0
	Assessment Project	12	2.6/3.0	10	2.6/3.0	22	2.6/3.0	

<i>and evaluate effective reading and writing instruction.</i>	Leadership Portfolio	2	2.5/3.0	0	0	2	2.5/3.0	
LO #4: <i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	19	2.5/3.0	0	0	19	2.5/3.0	2.8/3.0
	Diagnosis & Intervention Case Study	3	3.0/3.0	0	0	3	3.0/3.0	
LO #5: <i>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.</i>	Disciplinary Literacy Project: Cross-Curricular Thematic Unit	19	3.0/3.0	0	0	19	3.0/3.0	3.0/3.0
	Diagnosis & Intervention Case Study	3	3.0/3.0	0	0	3	3.0/3.0	

End of Report