

INTERIM ASSESSMENT REPORT AY 2013-2014

OVERVIEW

Department: Reading and Language Arts

Report Preparer: Helen R. Abadiano, Professor & Chair

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

PROGRAM ASSESSMENT QUESTIONS

Program Assessment Question	Response
1. URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://www.reading.ccsu.edu/Academic_Programs.htm
2. LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings).	None
3. Strengths: What about your assessment process is working well?	Program assessments and rubrics are cohesive and aligned with the IRA 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 are 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.
4. Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	The department needs to examine the validity and utility of data produced through assessments and ensure fairness, accuracy, and consistency of its assessment procedures. <u>About the University Assessment Process:</u> The university assessment process and increasing expectations in terms of the annual assessment report imposed upon us without appropriate support/resources are not helpful. The UAC can better assist departments in their assessment efforts when they have the knowledge and understanding of the department program goals, assessments and rubrics. If the intent of the UAC is truly "to assist departments in their assessment efforts" UAC should confirm/validate what they think they know and understand about these programs through their assessment reports by meeting with departments. This is one of the reasons why accrediting bodies do offsite/onsite visits. Otherwise, all this will be an exercise in futility.
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>	
5. Assessment Instruments: For each LO, 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 The Research Study Project demonstrates candidates' critical stance toward the scholarship of the discipline. Candidates review major and influential literature and research and provide in-depth discussion of their understanding of historically shared knowledge of the research topic and the changes that have occurred over time that influenced the current frameworks and approaches for teaching reading and writing, and how they applied this knowledge and understanding to guide their research study. The Blogs capture the depth and breadth of candidates' understanding of the literature and research that have strongly influenced the changes in the discipline over time and how these have influenced the

	<p>ways in which we address the needs of all readers. The Reflective Narratives demonstrate candidates' solid understanding of the connection between major and influential literature and research that contribute to their understanding of historically shared knowledge of the research topic <u>and</u> how these influence the changes that have occurred over time as well as the current frameworks and approaches for teaching reading and writing, especially for English learners and those who struggle with reading and writing.</p> <p>Professional Conversation Series 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> <p>Evaluation Paper on Critical Elements in Exemplary Reading Programs 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>6. Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Based on assessment data, 100 percent of candidates meet LO #1. The department will begin to examine the validity and utility of data produced through the assessments.</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>5. Assessment Instruments: For each LO, 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 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. In addition, candidates' Professional Development Series 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)</p>

	<p>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 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 curriculum and instruction.</p>
<p>6. Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Based on assessment data, 100 percent of candidates meet LO #1. The department will begin to examine the validity and utility of data produced through the assessments.</p>
<p>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></p>	
<p>5. Assessment Instruments: For each LO, 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 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. In addition, candidates' Professional Development Series 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 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 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>
<p>6. Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>

<p>7. Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Based on assessment data, 100 percent of candidates meet LO #1. The department will begin to examine the validity and utility of data produced through the assessments.</p>
<p>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></p>	
<p>5. Assessment Instruments: For each LO, 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 Demonstration and Coaching in Classroom 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. In addition, candidates' Professional Development Series 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.</p> <p>Coaching and Professional Development Tasks 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>6. Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Based on assessment data, 100 percent of candidates meet LO #1. The department will begin to examine the validity and utility of data produced through the assessments.</p>
<p>LO #5: <i>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</i></p>	
<p>5. Assessment Instruments: For each LO, 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 Practicum Candidates (1) plan, lead, implement, and evaluate Professional Development Series and Professional Conversation Series; (2) join and participate in a professional literacy organization, conferences, and workshops; (3) 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) lead and facilitate departmental or team meetings on themes and/or current issues related to literacy.</p> <p>Leadership and Professional Development Tasks expect candidates to plan and implement a professional development for administrators, teachers, and other education professionals focusing on the</p>

	<p>implementation of a core or school-wide reading program.</p> <p>As part of the Specialized Case Study 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>6. Interpretation: Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Based on assessment data, 100 percent of candidates meet LO #1. The department will begin to examine the validity and utility of data produced through the assessments.</p>

DATA TABLE by LEARNING OBJECTIVES
Fall 2013-Spring 2014

T = TARGET (3)

A = ACCEPTABLE (2)

U = UNACCEPTABLE (0-1)

MS = MEAN SCORE

N = PARTICIPANTS

LEARNING OBJECTIVES	T	A	U	MS	N
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>	75%	25%	0%	2.75	12
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>	100%	0%	0%	3.00	24
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>	54.55%	45.45%	0%	2.55	33
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>	41.67%	58.33%	0%	2.42	24
LO #5: <i>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</i>	69.70%	30.30%	0%	2.70	33