



## PROGRAM REPORT SUMMARY

Department: Literacy, Elementary, and Early Childhood Education	Report Type: SUMMARY
Program Name and Level: Reading and Language Arts	Program Level: Sixth Year Certificate/OCP
Report Preparer: Helen R. Abadiano, Chair	Academic Year: 2018-19
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
<b>1) URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.	<a href="https://www.ccsu.edu/literacy/sixthyeardegree.html">https://www.ccsu.edu/literacy/sixthyeardegree.html</a>

**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 **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 **Evaluation of Reading & Language Arts Curriculum** is a 2-part project. *First*, in collaboration with colleagues, select a core or school-wide reading and language arts curriculum to be evaluated using your rubric. Write an evaluation report to include detailed recommendations addressing areas of curriculum and instruction, assessment and evaluation, diversity and equity, and learners and literacy environment. *Second*, using your rubric and completed evaluation of a core or school-wide reading and language arts curriculum as examples, coach classroom teachers and other professionals in your school in designing, analyzing, and evaluating a core or school-wide reading and language arts curriculum. In this exercise, you will be applying your understanding of the role of a literacy coach and its instructional and leadership responsibilities. Make sure to obtain feedback from participants.

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 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

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, 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.

**3) Interpretation:** Who interprets the evidence?  
(e.g., faculty, Admin. assistant, etc.).

Faculty

<p><b>4) Results:</b> Since the most recent full report, list:</p> <ul style="list-style-type: none"> <li>a. The conclusion(s) drawn, noting strengths and weaknesses.</li> <li>b. The changes that were or will be made as a result of those conclusion(s).</li> </ul>	<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 2.9/3.0. 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) (2.9/3.0); use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2) (2.9/3.0); use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction (ILA Standard 3) (2.8/3.0); 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); 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) (2.7/3.0); and reflect upon practice, apply their knowledge of adult learning to work collaboratively with colleagues, and advocate on behalf of teachers, students, families, and communities (ILA Standard 6) (2.8/3.0).</p> <p>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><b>5) Strengths:</b> 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><b>6) <u>Improvements:</u></b> 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 Sixth-Year Certificate Program, which embeds the Official Certificate Program, 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	
<b>LO #1:</b> <i>Candidates articulate their understandings of the theoretical and evidence-based foundations of reading and writing processes and instruction.</i>	Leadership Portfolio	0	0	3	2.7/3.0	3	2.7/3.0	<b>2.9/3.0</b>
	Evaluation of Reading & Language Arts Curriculum	0	0	5	3.0/3.0	5	3.0/3.0	
<b>LO #2:</b> <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>	Evaluation of Reading & Language Arts Curriculum	0	0	5	3.0/3.0	5	3.0/3.0	<b>2.9/3.0</b>
	Diagnosis & Intervention Case Study	3	2.7/3.0	0	0	3	3.0/3.0	
	Leadership Portfolio	0	0	3	2.7/3.0	3	2.7/3.0	
<b>LO #3:</b> <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</i>	Diagnosis & Intervention Case Study	3	2.7/3.0	0	0	3	3.0/3.0	<b>2.8/3.0</b>
	Assessment Project	4	2.6/3.0	9	2.6/3.0	13	2.6/3.0	
	Leadership Portfolio	0	0	3	2.7/3.0	3	2.7/3.0	
<b>LO #4:</b> <i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>	Leadership Portfolio	0	0	2	2.5/3.0	2	2.5/3.0	<b>2.8/3.0</b>
	Diagnosis & Intervention Case Study	3	2.7/3.0	0	0	3	3.0/3.0	
	Evaluation of Reading & Language Arts Curriculum	0	0	5	3.0/3.0	5	3.0/3.0	
<b>LO #5:</b> <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>	Leadership Portfolio	0	0	2	2.5/3.0	2	2.5/3.0	<b>2.7/3.0</b>
	Diagnosis & Intervention Case Study	3	2.7/3.0	0	0	3	2.7/3.0	
	Evaluation of Reading & Language Arts Curriculum	0	0	5	3.0/3.0	5	3.0/3.0	
<b>LO #6:</b> <i>Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</i>	Leadership Portfolio	0	0	2	2.5/3.0	2	2.5/3.0	<b>2.8/3.0</b>
	Evaluation of Reading & Language Arts Curriculum	0	0	5	3.0/3.0	5	3.0/3.0	

