

M.Ed. Reading Specialist Program, University of Alaska Southeast
2006-07 Annual Report on Assessment of Student Learning Outcomes

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Mission Statement

The M.Ed. Reading Specialist program at UAS provides students with knowledge, skills, and dispositions. Specifically, the M.Ed. Reading Specialist program at UAS is intended to prepare reading specialists for K-12 contexts. Candidates:

- Develop a strong knowledge base of reading research and apply that knowledge to practice;
- Learn and apply research-based methodologies for instruction and assessment of reading that positively impact student learning; and,
- Develop reading leadership skills to identify and address the professional development needs of teachers at a school site (e.g., coaching/mentoring individual or small groups of teachers and presenting information that addresses the identified needs of teachers and students at the site).

Program-Level Student Learning Outcomes and Assessment Methods

Learning Outcomes:	Assessment Method(s): Describe how student outcomes are assessed per plan
M.Ed.	
Admission	
<ul style="list-style-type: none"> • Application • transcript of undergraduate degree • statement of goals and objectives • two letters of recommendation • current certificate 	<ul style="list-style-type: none"> • Application fee paid. • 3.0 GPA • rubric (writing) • check list • submitted
Mid-Program	
<ul style="list-style-type: none"> • Successful completion of course work • Demonstrate ability to apply foundational and pedagogical knowledge to practice (IRA 1-3; SOE 1-5) • Demonstrate the ability to write well (ideas, organization, conventions including APA style). 	<ul style="list-style-type: none"> • 3.0 GPA • Design a classroom based reading program based on sound assessment and instructional strategies and practices that can serve as a model for a school-wide reading program. (ED676). Rubric • Develop and implement an individualized diagnostic reading plan for struggling reader (ED677). Rubric • Memoir of personal growth as a reading specialist. Rubric (writing)
<ul style="list-style-type: none"> • Demonstrate introductory knowledge, skills and understanding of technology. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. (ISTE 1, SOE 9) 	<ul style="list-style-type: none"> • Technology survey and reflection.
<ul style="list-style-type: none"> • Demonstrate growth in advanced dispositions as a reading specialist. 	<ul style="list-style-type: none"> • Disposition self-evaluation.
End of program.	
<ul style="list-style-type: none"> • Demonstrate ability to apply foundational and pedagogical knowledge to practice (IRA 1-5; SOE 1-9) • Demonstrate a high level of professionalism and leadership including coaching/mentoring and conducting professional development at 	<ul style="list-style-type: none"> • e-Portfolio (ED698) Rubric

<ul style="list-style-type: none"> the school site (IRA -5; SOE 8). 	
<ul style="list-style-type: none"> Demonstrate ability to plan and design effective learning environments and experiences supported by technology (ISTE 2; SOE9) Implement curriculum plans and includes methods and strategies for applying technology to maximize student learning. (ISTE 3 SOE 9) 	<ul style="list-style-type: none"> e-Portfolio
<ul style="list-style-type: none"> Demonstrate growth in advanced dispositions as a reading specialist. 	<ul style="list-style-type: none"> e-Portfolio (ED698) Dispositions Rubric
Certificate	
Admission	
<ul style="list-style-type: none"> Application transcript of undergraduate degree statement of goals and objectives two letters of recommendation current certificate 	<ul style="list-style-type: none"> Application fee paid. 3.0 GPA rubric (writing) check list submitted
Mid-program	
<ul style="list-style-type: none"> Successful completion of course work Demonstrate ability to apply foundational and pedagogical knowledge to practice (IRA 1-3; SOE 1-5) Demonstrate the ability to write well (ideas, organization, conventions including APA style). 	<ul style="list-style-type: none"> 3.0 GPA Design a classroom based reading program based on sound assessment and instructional strategies and practices that can serve as a model for a school-wide reading program. (ED676). Rubric Develop and implement an individualized diagnostic reading plan for struggling reader (ED677). Rubric Memoir of personal growth as a reading specialist. Rubric

Data Collection and Analysis

Progression through three gates of the program (SOE Data Base)

SOE Data Base

- Data collected and analyzed at the three gates (admission, mid-program, exit) for knowledge of content, dispositions, pedagogical content knowledge, professional and pedagogical knowledge and impact on student learning. Gates monitored that all candidates demonstrated met/optimal status at those points.

Spread Sheet of e-Portfolio Scores Stored on Shared Drive

- Data on for all IRA/SOE outcomes collected for final e-Portfolio. Mean scores for each standard determined. Comparison with previous year.

End of Program Survey.

- Looked at mean scores of five point Likert Scale for 13 areas (advising, distance delivery, content, technology, diversity, assessment, practicum, internship, mentor teacher, college supervisor, portfolio process, quality of faculty, quality of program).

Qualitative analysis of mid-program statement of growth

- Analysis involved development of categories candidates addressed. Candidates comments were robust in three areas related to their impact on student learning: growth in applying theory to practice, intervening to meet student needs, improving in using assessment and instruction.

Key Findings (2006-07):

- All candidates (2006-2007 N=14 and 2007-2008 N=18) were at the met or optimal range at mid-program and exit in all areas (i.e., knowledge of content, dispositions, pedagogical content knowledge, professional and pedagogical knowledge and impact on student learning).

- Since I had targeted impact on student learning as an area to watch beginning summer 2007, I found that in summer 2007 data that many candidates had optimal ratings at mid-program and exit (10/18), a small number went from optimum to met (4/18) and the rest stayed at met for both gates (3/18). One candidate began the program in 2000 so we do not have a mid-program score for her. The data may suggest that our efforts to further emphasis and development of the diagnostic case study and the diagnostic video as artifacts for the e-Portfolio may have been effective. Candidate mean scores for IRA Standards 2-3 that address instruction/assessment and the impact of those practices on student learning show improvement over three years.
 - This may indicate that improvements we made over two years in having candidates show continued progress over time with the case study and their ability to analyze their impact in the video assignment featuring a diagnostic teaching lesson may be effective assessments to demonstrate improved impact.
 - IRA Standard 2 is also the management standard. Higher score over three years may indicate that the PowerPoint presentation implemented over the last two years is an effective artifact for assessing their progress. We have students create a PowerPoint showing digital images of their classroom.
- End of program survey results showed that candidates rated the program at a 4 out of 5 range for all areas except the e-Portfolio process (3.81). Continued improvement in ways to support the portfolio process and writing task are warranted. Limited student comments point to the need to continue to develop the format of the summer teaching experience.
- End of program survey also showed quite a spread of responses to the summer practicum with the school district. Candidate comments also indicated the need to continue to refine this experience.
- Student assessed faculty using the UAS course evaluation form (knowledge, organization, evaluation criteria, environment, overall) rated on a 4 point Likert scale. I looked at standard deviation to see the amount of variation on a response. The data points to some need for faculty to continue to stress overall course organization and be clear about the assessment of course objectives in each course. This data source provides some indication that the majority of candidates worked well with the instructors in the program.

Program Changes Based on Assessment Results

- Continue to work to improve the summer practicum. This means continued work with school district so that candidates have optimal amount of time to work with a range of students to plan instruction and conduct formative assessments during the summer course ED676. Meet with the school district early to improve the way we run this practicum with regard to the amount of time that candidates have to work with a range of students.
- Review and update as needed support materials for ED698 e-Portfolio for summer 2008.

Assessment Plan Changes Based on Assessment Results

- Implement an online survey (instead of a paper one) for the dispositions self assessment at mid-program.
- Increase reliability of e-Portfolio assessment by having an outside reader. In the past we have worked with the students to develop the portfolio and then assessed it at completion. Look to see if next year we continue to show improvement in each area over three years with the addition of an outside reader.

Candidate Information

Academic Year	# of Candiidates Enrolled in the Program	# Program Completers
2006-2007	36	14
2007-2008	44	18
2008-2009		

Faculty Information

Tenure-track Faculty

- Mary Claire Tarlow, (Ed675)
- Katy Spangler (Ed678)
- Marsha Gladhart (Ed698, Ed696)
- Shirley Kaltenbach (Ed671, Ed674, Ed677, Ed698)

Adjunct

- Terri Austin (Ed676)
- Laurie Schoenberger/Barbara Campbell (Ed679)