

Program Assessment

Univ. of Alaska Southeast School of Education

Master of Education in Reading – Reading Specialist

NCATE	UAS Core Themes & Objectives	UAS Graduate Competency	School of Education Goals	IRA Standard	Name of Assessment	Description of Assessment	When the Assessment Is Administered
<i>Diane Meador</i>	<p><i>Theme: Student Success Objective: Access Success</i></p> <p><i>Theme: Teaching and Learning Objective: Breadth of Programs and Services Objective: Academic Excellence</i></p>				Student Profile	Institution data	Data supplied by Institutional Research annually
<i>Diane Meador</i>	<p><i>Theme: Teaching and Learning Objective: Quality of Faculty and Staff</i></p>				Faculty Profile	Institution data	Data supplied by Institutional Research annually
<i>Diane Meador</i>	<p><i>Theme: Teaching and Learning Objective: Effectiveness & Efficiency</i></p>				Student Credit Hours (SCH)	Institution data	Data supplied by Institutional Research annually
NCATE Knowledge of Content	<p><i>Theme: Student Success Objective: Success</i></p> <p><i>Theme: Teaching & Learning Objective: Academic Excellence</i></p>	<p>1.1 Candidates possess effective professional writing skills appropriate in their fields.</p> <p>1.3 Candidates use substantial comprehension skills in reading and listening.</p>	<p>Goal 1 Candidates articulate, maintain, and develop a philosophy of educ. that they also demonstrate in practice.</p> <p>Goal 4 Candidates possess current academic content knowledge.</p>	<p>1.1 Understand Theories/Research Foundations,</p> <p>1.2 Understand historically shared knowledge</p> <p>1.3: Understand role of professional judgment and practical knowledge for</p>	Foundations Statement; Grades	<p>Foundations Statement: Paper</p> <p>Grades in eight Reading Spec. content courses</p>	<p>Foundations Statement: mid-program</p> <p>Grades: Upon completion of Reading Spec coursework</p>

				achievement			
NCATE Knowledge of Content	<p><i>Theme: Student Success</i> <i>Objective: Success</i></p> <p><i>Theme: Teaching & Learning</i> <i>Objective: Academic Excellence</i></p>	<p>1.1 Candidates possess effective professional writing skills appropriate in their fields.</p> <p>1.3 Candidates use substantial comprehension skills in reading and listening.</p> <p>1.4 Candidates understand the role of technology and effectively use it for professional communication.</p> <p>3.4 Candidates understand the role of technology in analysis and decision-making</p>	All Goals 1-9	All standards 1-6	Portfolio	Six knowledge statements that address the six IRA standards and the nine goals of the SOE Conceptual Framework..	End of program
NCATE Candidate ability to plan instruction	<p><i>Theme: Teaching & Learning</i> <i>Objective: Academic Excellence</i></p> <p><i>Theme: Community Engagement</i> <i>Objective: Individual Engagement</i></p>	<p>1.1:Candidates possess effective professional writing skills appropriate in their fields.</p> <p>3.5:Candidates exercise judgment in decision-making.</p>	<p>Goal 2: Understand how human development affects learning & apply that understanding to practice.</p> <p>Goal 3: Differentiate instruction with respect for</p>	<p>2.1 Design & Implement balanced literacy curriculum</p> <p>2.2 Use range of inst. practices</p> <p>2.3 Use range of texts</p> <p>3.1 Knowledge of assessments</p> <p>3.2 Select, use & interpret assessments</p> <p>3.3 Use assess.</p>	Instructional Plan: Design for classroom-based reading program	Paper that describes a classroom literacy instructional program.	Administered at conclusion of ED 676: Reading instruction & Assessment I

			<p>individual & cultural characteristics.</p> <p>Goal 5: Facilitate learning by using assessment to guide planning, instruction and modification of teaching practice.</p> <p>Goal 7: Work as partners with parents, families & community</p>	<p>Info to plan, evaluate & revise inst.</p> <p>3.4 Communicate assess. results</p> <p>4.2 Positively impact std's knowledge, beliefs & engagement</p> <p>4.3 Use strategies that advocate for equity</p> <p>5.1 Use physical environment to optimize resources</p> <p>5.2 Use social environment to optimize resources</p> <p>5.3 Uses routines to optimize learning</p> <p>5.4 Uses grouping to optimize learning</p>			
<p>NCATE Clinical Experience</p>	<p><i>Theme: Community Engagement</i> <i>Objective: Individual Engagement</i> <i>Objective: Institutional Engagement</i></p>	<p>2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals</p> <p>3.1 Candidates identify, analyze and conceptualize problems in their field.</p> <p>3.3 Candidates understand the holistic and systemic nature</p>	<p>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</p> <p>Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and</p>	<p>2.1 Design & Implement balanced literacy curriculum</p> <p>2.2 Use range of inst. practices</p> <p>2.3 Use range of texts</p> <p>3.1 Knowledge of assessments</p> <p>3.2 Select, use & interpret assessments</p> <p>3.3 Use assess. Info to plan, evaluate & revise inst.</p> <p>4.2 Positively impact std's knowledge, beliefs & engagement</p> <p>4.3 Use strategies</p>	<p>Assessment of Clinical Practice: Video/coaching & reflection</p>	<p>Two videos of reading lessons: one skills lesson and one literature discussion lesson are done at the beginning of semester. Reflection of peer coaching experience and instructor coaching experience submitted along with goals for improvement by second video submission. Candidates participate again in coaching and submit a reflection.</p>	<p>Administered at end of ED 677: Reading Instruction and Assessment II</p>

		of issues in relation to various environments. 3.5 Candidates exercise judgment in decision-making.	collaboratively.	that advocate for equity 5.1 Use physical environment to optimize resources 5.2 Use social environment to optimize resources 5.3 Uses routines to optimize learning 5.4 Uses grouping to optimize learning			
NCATE Effect on Student Learning	<i>Theme: Research & Creative Expression</i> <i>Objective: Learning Impact</i>	1.1: Candidates possess effective professional writing skills appropriate in their fields. 3.1 Candidates identify, analyze and conceptualize problems in their field. 3.5 Candidates exercise judgment in decision-making.	Goal 2: Understand how human development affects learning & apply that understanding to practice. Goal 3: Differentiate instruction with respect for individual & cultural characteristics. Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.	2.1 Design & Implement balanced literacy curriculum 2.2 Use range of inst. practices 2.3 Use range of texts 3.1 Knowledge of assessments 3.2 Select, use & interpret assessments 3.3 Use assess. Info to plan, evaluate & revise inst. 3.4 Communicate assess. Results 4.2 Positively impact std's knowledge, beliefs & engagement	Diagnostic Case Study	Semester-long work with a struggling reader, applying knowledge of assessment and instruction, and considering all aspects of student as learner and reading process capabilities.	Administered at during ED677: Reading & Instruction II
<i>Optional</i>	<i>Theme: Teaching & Learning</i> <i>Objective: Academic Excellence</i>	1.2 Candidates are effective in presentations and professional	Goal 8: Teachers develop and maintain professional,	1.1 Understand Theories/Research Foundations 1.3 Understand	Mentor Project Unit	Candidate mentors colleague in reading and writing instruction,	Administered during ED696: Reading Teacher as Leader

		<p>discourse.</p> <p>1.4 Candidates understand the role of technology and effectively use it for professional communication.</p> <p>2.1 Candidates recognize ethical and professional responsibilities</p> <p>2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals</p> <p>3.2 Candidates evaluate and synthesize data, considering multiple perspectives</p> <p>3.5 Candidates exercise judgment in decision-making.</p>	<p>moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p>	<p>role of professional judgment and practical knowledge for achievement</p> <p>2.1 Design & Implement balanced literacy curriculum</p> <p>2.2 Use range of inst. practices</p> <p>2.3 Use range of texts</p> <p>3.2 Select, use & interpret assessments</p> <p>3.3 Use assess. Info to plan, evaluate & revise inst.</p> <p>5.2 Use social environment to optimize resources</p> <p>6.1 Knowledge of adult learning theories, organizational change, professional dev. and school culture.</p>		<p>assessment, and literate environment, according to colleague's needs and interests.</p>	
<p><i>Optional</i></p>	<p><i>Theme: Teaching & Learning</i> <i>Objective: Academic</i></p>	<p>2.1 Candidates recognize</p>	<p>Goal 8: Teachers develop and</p>	<p>6.2 Positive dispositions to own reading & writing</p>	<p>Dispositions</p>	<p>Instructor and/or Coordinator</p>	<p>Admissions, Mid-program, and End of Program</p>

	<i>Excellence</i>	<p>ethical and professional responsibilities</p> <p>3.5 Candidates exercise judgment in decision-making.</p>	<p>maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p>	<p>and teaching of reading & writing</p>		<p>completes form.</p>	
<i>Optional</i>	<p><i>Theme: Teaching & Learning</i> <i>Objective: Academic Excellence</i></p>	<p>1.2 Candidates are effective in presentations and professional discourse.</p> <p>1.4 Candidates understand the role of technology and effectively use it for professional communication.</p> <p>2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals</p> <p>2.3 Candidates can assume a leadership role, when necessary.</p> <p>3.2 Candidates evaluate and</p>	<p>Goal 8: Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p>	<p>6.3 Participate, lead, evaluate professional development programs</p>	<p>Content Areas Workshop Analysis</p>	<p>Candidate submits description of workshop presented to colleagues related to content reading and writing.</p>	<p>Administered during ED 679: Content Reading</p>

		synthesize data, considering multiple perspectives					
--	--	-------------------------------------------------------------	--	--	--	--	--