

Program Level Learning Outcomes Assessment¹

Annual Program Assessment Report Template²

Annual Program Assessment Reports should be based on program assessment plans; be approximately three to five pages in length; and provide the following³:

1. Brief Program Overview (250 words max.)

The M.Ed. in Reading program is designed specifically to deepen K-12 teachers' pedagogical content knowledge with the aim of improved student (K-12) literacy achievement. This program is delivered in e-Learning formats so that it is possible to complete the degree while teaching in one's own district. Technological tools facilitate course delivery, communication, and research. Candidates in the reading program focus on developmental, cognitive, and sociocultural aspects of reading acquisition, instruction, and assessment. Professional and caring attitudes and beliefs about teaching lead to responsive and rigorous instruction in reading and literacy for all K-12 students, including those who are culturally and linguistically diverse. Accomplished teaching professionals promote collaboration with students, colleagues, parents, families, and the larger community to improve literacy learning and student achievement in their contexts. Students prepare an exit portfolio that is aligned to the program standards of the International Literacy Association (2017 Standards) to demonstrate levels of knowledge and pedagogy commensurate with the skills and dispositions of highly competent advanced teaching professionals.

2. Program Level Learning Outcomes (PLOs)

STANDARD 1. Foundational Knowledge Candidates demonstrate 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.

1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and

¹ PLOs describe what we want our students to know or have learned by the time they finish the program

² Approved by Faculty Senate September 2023

³ **Enrollment Data (SCH, retention rates, graduation rates, etc.) do not need to be included in the assessment report.**

foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.

1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

STANDARD 2. Curriculum and Instruction: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

2.1: Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

2.3: Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

STANDARD 3: Assessment and Evaluation: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.

3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

STANDARD 4: Diversity and Equity: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

4.4: Candidates advocate for equity at school, district, and community levels.

STANDARD 5: Learners and the Literacy Environment Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.

5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

STANDARD 6: Professional Learning and Leadership: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to

work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

6.2: Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.

6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

6.4: Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

3. How the data is collected on the PLOs (rubrics, portfolios, etc.)

Each assessment in each course is aligned to the above standards. These assessments each have a corresponding rubric to determine level of proficiency with meeting the corresponding standard. Additionally, student grades and qualitative responses to mid-semester reflections and end of course reflections are drawn on to continue to refine and improve practice.

4. The data collected on the PLOs during the previous academic year (assessment period)

Program data are collected at several junctures, according to CAEP and ILA. The assessments that will be used for reporting and analysis in this round of data reporting include:

1	Licensure assessment, or other content-based assessment	Foundations Essay	EDRE 674	Early program
2	Assessment of Content Knowledge	Portfolio	EDRE 698	End of program
3	Assessment of Candidate ability to plan instruction	Analysis of Instructional Practice	EDRE 675	Early program
4	Assessment of internship, practicum, or other clinical experience	Teaching Video & Reflection Project	EDRE 680	Mid-program
5	Assessment of candidate effect on student learning	Instructional Case Study	EDRE 681	Mid-Program
6	Assessment that addresses ILA standards	Colleague Coaching Analysis	EDRE 696	Capstone/ End of program

7	Assessment that addresses ILA standards	Community Language Practices Ethnographic Analysis	EDRE 671	Early Program
8	Assessment that addresses ILA standards	Engaging Striving Readers	EDRE 678	Mid-program

5. An evaluation/analysis of the data collected

Overall, data indicate that candidates are developing proficiencies to meet the standards (ILA, 2017). Because each of the candidates is a practicing teacher, opportunities to try out the ideas examined in the courses in real time, is a powerful learning tool. This field-based approach to the entire program, and the opportunity to continually apply theory and practice is essential. Each course has *at least* one or more field-based assessments. As we have moved forward, additional opportunities to engage in video practicum experiences (instructional, coaching, and leadership) continues to deepen their ability to reflect on practice and these experiences.

6. Conclusions and plans for program improvement

Based on candidates' understandings of purposes for assessment as well as the Alaska Reads Act, additional resources have been incorporated to focus on foundational skills and best practices so that candidates are able to understand the purpose for the different approaches they are being asked to engage and the benefits and limitations of a variety of assessment tools. Additionally, looking closely at the "culturally responsive" aspect of the legislation has been incorporated in multiple courses (as they analyze foundational theories, instructional design, and also in the Engaging Striving Readers project).