

Date: October 2019

Program Name: Reading Masters

CIP Code: 13.1315

Department: TEEL

Domain	Program-Level Student Learning Outcome (From ALP)	CIP Code: 13.1315					Department: TEEL
		Year 1	Year 2	Year 3	Year 4	Year 5	
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Content	1. Apply knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, communication and the integral role of the reading/literacy specialist in schools. (ILA 2017 Standard 1)			1. Data Collection Measure: RED 6060 and RED 6116 Key Assignments. Baseline.	2. Reflection on and Use of Findings: RED 6060 and 6116 Measure: Implement actions for improvement	3. Data Collection Measure: Key Assignment (RED 6060 and 6116) and FCTE follow up assessment (impact data)	Measured by Program Level Rubric: Indicator(s) 1.1, 1.2, 1.3, 4.1
Content	2. Design and implement evidence-based literacy instruction utilizing a variety of digital and print-based materials. (ILA 2017 Standard 2, 5, 7)			1. Data Collection Measure: RED 6546 Key Assignments. Baseline.	2. Reflection on and Use of Findings: RED 6546 Measure: Implement actions for improvement	3. Data Collection Measure: Key Assignment RED 6546 and FCTE follow up assessment (impact data)	Measured by Program Level Rubric: Indicator(s) 2.3, 5.1
Communication	5. Effectively use written and oral communication to advocate for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, parents/guardians, and students (ILA 2017 Standard 2, 6)		1. RED 6701 Data Collection - gather baseline.	2. Reflection on and Use of Findings: RED 6701 Measure: Implement actions for improvement	3. RED 6701 Measure: FCTE Results and Key Assignments (impact data)		Measured by Program Level Rubric: Indicator(s) 2.4, 6.4
Critical Thinking	3. Select, and use valid, reliable, fair and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. (ILA 2017 Standard 3)	1. RED 5515 Data Collection - gather baseline.	2. Reflection on and Use of Findings: RED 5515 Measure: Key Assignment; Implement actions for improvement	Data Collection Measure: 5515 Key Assignment and FCTE follow up assessment (impact data)			Measured by Program Level Rubric: Indicator(s) 3.1, 3.3
Critical Thinking	4. Engage colleagues in personal and systematic reflective practice; and support and collaborate with teachers in analyzing, transforming, and creating diverse learning experiences to positively impact student learning. (ILA 2017 Standard 4, 6)	1. RED 6866 Data Collection - gather baseline.	2. Reflection on and Use of Findings: RED 6866 Measure: Implement actions for improvement	3. Data Collection Measure: Key Assignment RED 6866 and FCTE follow up assessment (impact data)			Measured by Program Level Rubric: Indicator(s) 5.2, 7.2
Integrity / Values	6. Use foundational knowledge of the field and professional ethics to inform literacy practice, engage in lifelong learning, advance the profession, and provide leadership to promote the success of colleagues and students. (ILA 2017 Standard 1, 6)		EDG 6916 Data Collection - gather baseline.	Reflection on and Use of Findings: RED 6919 Measure: Implement actions for improvement	Reflection on and Use of Findings: RED 6916 Measure: Implement actions for improvement		Measured by Program Level Rubric: Indicator(s) 1.6,

Assessment Activity (Examples)

- Gather baseline data (Revise rubric; gather data)
- Implement actions for improvement
- Follow-up assessment (impact data)

Direct Measures:

- Exam questions
- Student paper (rubric)
- Presentation (rubric)

Methods of Assessment

Indirect Measures:

- Dispositions
- Exit interview
- Alumni survey

External Direct Measures:

- Supervisor/Employer feedback
- FCTE Exam Results

Revised 30 July 2019

Minimum steps for a full assessment cycle:

(1) Gather initial data (direct measures) (2) Reflect on findings (3) Implement actions (if any) (4) Gather follow-up data on impact (direct measures)