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| **Assurance of Student Learning****2020-2021** |
| College of Education and Behavioral Sciences | School of Teacher Education |
| Literacy Education- 044 |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** |
| **Student Learning Outcome 1:** Students will be able to develop, select, and administer appropriate formative and summative literacy assessments to identify students’ strengths and areas for growth; determine effectiveness of instruction; and plan differentiated instructionto meet the needs of diverse students in the classroom. |
| **Instrument 1** | Diagnostic Report in LTCY 520: The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcome. | **100%** |  |
| **Instrument 2** |  |
| **Instrument 3** |   |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will complete a Strategic Plan to provide possible solutions, ideas, and considerations regarding a specific "problem" associated with literacy, incorporating all they know and all they have learned to make the case of just why this issue should be addressed and HOW their ideas would help address the problem. |
| **Instrument 1** | LTCY 527-Strategic Plan- The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcomes. | **100%** |  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Students will be able to demonstrate a deep knowledge of literacy research in order to appropriately connect educational theory and instructional practice. |
| **Instrument 1** | LTCY 624-Comprehensive Literacy Project: The outcome will be assessed by students’ ability to appropriately connect educational theory and instructional practice as demonstrated in either the thesis or comprehensive literacy project (non-thesis option). A minimum of three literacy faculty will review and evaluate the projects. | **100%** |  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| Actions following the 2019-2020 academic year include the full implementation of a cohort model for the Literacy MAE. In addition, courses are aligned with one another to allow students to take two courses at a time to better serve students’ timeframes and needs, as well as intentionally pairing courses that complement one another. Technological tools have been introduced to build community and add support for ongoing student progress, including Zoom, Flipgrid, and Google tools. Textbooks and articles have been updated to address current trends and research in the field of literacy. In response to district and school need, courses addressing coaching and literacy leadership will be added to the program to allow students to add literacy leadership capacity, as well as a course addressing the needs of linguistically diverse students. Implementation date for those courses is 2020-2021 and 2021-2022 academic year. Addition of these courses will also allow graduate students who successfully complete the program to take the Praxis test leading to Literacy Specialist Endorsement in Kentucky. Follow-up items have included purposeful actions. We continued alignment of coursework with ILA 2017 Standards and have resubmitted materials to EPSB to revise the program to address ILA Standards for Classroom Teachers and Advanced Literacy Professionals. Upon approval in summer 2021, the revised program added courses listed above to address teacher needs in working with English Language Learners, coaching of teachers, and addressing the needs of diverse learners. The Literacy MAE now addresses the needs of surrounding districts by the updating of program offerings to allow students to qualify to take the Praxis for the Literacy Specialist Endorsement. Our Literacy MAE now leads to two possible endorsement areas: Reading P-12 (first 15 hours) and Literacy Specialist (total 30 hours). In addition, teachers may now obtain the Reading P-12 endorsement by completing the Literacy P-12 Certificate (15 hours), which aligns with the first 15 hours of the MAE program but enables teachers to obtain a credential with only the 15-hour mark. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Students will be able to develop, select, and administer appropriate formative and summative literacy assessments to identify students’ strengths and areas for growth; determine effectiveness of instruction; and plan differentiated instruction to meet the needs of diverse students in the classroom. |
| **Measurement Instrument 1**  | Students complete a Diagnostic Report on their client from coursework in the WKU Literacy Clinic. This includes data analysis and interpretation on student assessment results and plans for instruction based upon those results and readings from class regarding best practices in literacy education and remediation.  |
| **Criteria for Student Success** | This strategic literacy assessment is a component of the student’s participation in the WKU Literacy Clinic course; all of our program participants are required to complete this experience. 100% of the participating students scored 3 or better on the rubric provided below. |
| **Program Success Target for this Measurement** | 80%  | **Percent of Program Achieving Target** | 100% |
| **Methods**  | Each student in the Literacy MAE completes this assignment at the end of the Literacy 520 course, which involves tutoring a struggling reader. Students submit diagnostic reports and instructor works closely with the student to have formative discussions regarding student work. No student in this course is able to continue if they do not successfully complete this report.  |
| **Measurement Instrument 2****\*should be learning objective** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** | \ |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Actions following the 2019-2020 academic year include the full implementation of a cohort model for the Literacy MAE. In addition, courses are aligned with one another to allow students to take two courses at a time to better serve students’ timeframes and needs, as well as intentionally pairing courses that complement one another. Technological tools have been introduced to build community and add support for ongoing student progress, including Zoom, Flipgrid, and Google tools. Textbooks and articles have been updated to address current trends and research in the field of literacy. In response to district and school need, courses addressing coaching and literacy leadership will be added to the program to allow students to add literacy leadership capacity, as well as a course addressing the needs of linguistically diverse students. Implementation date for those courses is 2020-2021 and 2021-2022 academic year. Addition of these courses will also allow graduate students who successfully complete the program to take the Praxis test leading to Literacy Specialist Endorsement in Kentucky. Follow-up items have included purposeful actions. We continued alignment of coursework with ILA 2017 Standards and have resubmitted materials to EPSB to revise the program to address ILA Standards for Classroom Teachers and Advanced Literacy Professionals. Upon approval in summer 2021, the revised program added courses listed above to address teacher needs in working with English Language Learners, coaching of teachers, and addressing the needs of diverse learners. The Literacy MAE now addresses the needs of surrounding districts by the updating of program offerings to allow students to qualify to take the Praxis for the Literacy Specialist Endorsement. Our Literacy MAE now leads to two possible endorsement areas: Reading P-12 (first 15 hours) and Literacy Specialist (total 30 hours). In addition, teachers may now obtain the Reading P-12 endorsement by completing the Literacy P-12 Certificate (15 hours), which aligns with the first 15 hours of the MAE program but enables teachers to obtain a credential with only the 15-hour mark.Finally, a Professional Literacy Portfolio was added in the 2020-2021 academic year to require the collection of artifacts addressing the ILA Standards for Classroom Teachers and the ILA Standards for Advanced Literacy Professionals. This portfolio will ultimately be a collection for students in the program to share their learning throughout and at the end of the program and will be evaluated by Literacy faculty. Due to Covid-19 and as a response to the needs of our students who are all working educators, the continuous feedback on this portfolio has been delayed because students have not had the time to respond substantially to this portfolio. The housing of the portfolio is also moving from the Google platform to Anthology to make the product more accessible to educators and to professionalize the process of collecting and sharing information. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Follow-up items have included purposeful actions. We continued alignment of coursework with ILA 2017 Standards. In addition, in response to district partner schools, coursework in working with English Language Learners, coaching of teachers, and addressing the needs of diverse learners has been added to the program. The Literacy MAE now addresses the needs of surrounding districts by the updating of program offerings to allow students to qualify to take the Praxis for the Literacy Specialist Endorsement. Our Literacy MAE now leads to two possible endorsement areas: Reading P-12 and Literacy Specialist. The implementation of the Professional Literacy Portfolio will also serve as a source of data to inform our instruction and implementation of the Literacy Education MAE. |

Rubric for Measurement Instrument 1:

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| **Concept** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Identification & description of assessment instruments** | No or very inappropriate assessment identified and utilized. Student does not provide a description of the purpose and use of assessment instruments. | Questionable or incomplete identification and utilization of assessment. Student provides a general description of the purpose and components of assessment instruments that may include errors. The student does not demonstrate an understanding of the use of identified assessments. | Appropriately identifies and describes the assessment instruments to be utilized for diagnosis of student strengths and needs. Student provides a general overview of the purpose, components, and use of assessment instruments. The student does not establish the need for the use of multiple measures of assessment. | Appropriately identifies and describes specific components of the assessment to be utilized for diagnosis of student strengths and needs. Student provides in-depth description of the purpose and use of assessment instruments while also describing specific components of each assessment instrument. The student establishes the need for the use of multiple measures of assessment. |
| **Discussion of purpose and rationale for use of assessment instruments** | Does not provide or provides incorrect rationale or support for use of selected assessment instruments used in diagnosis of student strengths and needs as a reader. | Questionable, incomplete, or errors included in the rationale to support the use of selected assessment instruments used in diagnosis of student strengths and needs as a reader. | Provides an appropriate rationale to support the use of selected assessments used in diagnosis of client strengths and needs. The student fails to completely or appropriately modify the use of assessment instruments to alleviate test biases. | Provides descriptive rationale citing specific research to support the use of selected assessments utilized in diagnosis of client strengths & needs. The student appropriately modifies use of each assessment instrument to attempt to alleviate test biases and other factors that unfairly impact student achievement results. |
| **Analysis and interpretation of assessment results** | Does not provide a descriptive interpretation or provides an incorrect interpretation of the assessment results. Fails to appropriately link assessment results to future client instructional intervention plan. | Provides an incomplete description or partially incorrect interpretation of the assessment results. Fails to thoroughly and appropriately link assessment results to future client instructional intervention plan. | Provides descriptive and correct interpretation of the assessment results. Appropriate but incomplete links to future client intervention instructional plan. | Provides descriptive and correct interpretation of the assessment results. Complete and appropriate links to future client intervention for instructional plan. |
| **Connecting educational theory with implications for future intervention** | Fails to provide a correct overview of the description and rationale for future instruction. Does not justify the need for the implementation of selected reading/writing instructional practices during future intervention. | Provides an incomplete or partially incorrect overview of the description and rationale for future instruction. Does not fully justify the need for the implementation of selected reading/writing instructional practices used during future intervention. | Provides an overview of the description and rationale for future instruction and justifies the implementation of selected reading/writing instructional practices during future intervention. | Provides specific description, explanation, and rationale for future instruction and justifies the implementation of selected reading/writing instructional practices during future intervention. |
| **Utilization of assessment instruments for diverse student populations** | Does not provide an explanation or rationale for assessment and recommended instructional practices used to meet the needs of diverse learners (e.g., race, class, gender). The student fails to identify and heed considerations and cautions to be used when administering tests and interpreting test results. Diverse student backgrounds are not considered during the administration of assessment and data analysis. | Provides an incomplete or partially incorrect explanation and rationale for assessment and recommended instructional practices used to meet the needs of diverse learners (e.g., race, class, gender). The student fails to identify and heed considerations and cautions to be used when administering tests and interpreting test results. Diverse student backgrounds are not thoroughly nor appropriately considered during the administration of assessment and during data analysis. | Provides an explanation and research-based justification/rationale for assessment and recommended instructional practices used to meet the needs of diverse learners (e.g., race, class, gender). The student partially identifies and heeds considerations and cautions to be exercised when administering tests and interpreting test results. Diverse student backgrounds are partially and correctly considered during the administration of assessment and during data analysis. | Provides an explanation and research-based justification/rationale for assessment and recommended instructional practices used to meet the needs of diverse learners (e.g., race, class, gender). The student completely identifies and heeds all considerations and cautions to be exercised when administering tests and interpreting test results. Diverse student backgrounds are correctly considered during the administration of assessment and during data analysis. |
| **Prescribed format, grammar, and neatness** | Unacceptable | Somewhat acceptable | Acceptable | Acceptable on the first attempt and without extra assistance. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Strategic Plan: Students will complete a Strategic Plan to provide possible solutions, ideas, and considerations regarding a specific "problem" associated with literacy, incorporating all they know and all they have learned to make the case of just why this issue should be addressed and HOW their ideas would help address the problem. Paper produced must include the following: 1. A justification statement must be written for why the problem needs to be addressed
2. The population must be identified and described
3. A review of the literature that informs regarding this issue must be written
4. Considerations for addressing the issue must be identified
5. Suggestions for addressing the issue must be enumerated and discussed
6. Resources to aid in addressing this issue must be included
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| **Measurement Instrument 1** | LTCY 527-Strategic Plan- The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcomes. |
| **Criteria for Student Success** | **Rubric attached after this table.** |
| **Program Success Target for this Measurement** | 80%  | **Percent of Program Achieving Target** | The course addressing this SLO was not offered during the 2019-2020 academic year. |
| **Methods**  | This strategic plan is a component of the LTCY 527 course; all of our program participants are required to complete this course. 100% of the participating students scored 3 or better on the rubric provided below. |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Actions following the 2019-2020 academic year include the full implementation of a cohort model for the Literacy MAE. In addition, courses are aligned with one another to allow students to take two courses at a time to better serve students’ timeframes and needs, as well as intentionally pairing courses that complement one another. Technological tools have been introduced to build community and add support for ongoing student progress, including Zoom and Flipgrid. Textbooks and articles have been updated to address current trends and research in the field of literacy. N/A- instrument not collected |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Follow-up items have included purposeful actions. We continued alignment of coursework with ILA 2017 Standards. In addition, in response to district partner schools, coursework in working with English Language Learners, coaching of teachers, and addressing the needs of diverse learners has been added to the program. The Literacy MAE now addresses the needs of surrounding districts by the updating of program offerings to allow students to qualify to take the Praxis for the Literacy Specialist Endorsement. Our Literacy MAE now leads to two possible endorsement areas: Reading P-12 and Literacy Specialist. N/A- instrument not collected |

Rubric for Measurement Instrument 2:

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| Criteria | Level 1 | Level 2 | Level 3  | Level 4 |
| A justification statement must be written for why the problem needs to be addressed | Little or no justification statement is written for why the problem needs to be addressed | Somewhat appropriate justification statement is written for why the problem needs to be addressed | Appropriate justification statement is written for why the problem needs to be addressed | Appropriate justification statement is written for why the problem needs to be addressed on the first attempt and without extra assistance.  |
| The population must be identified and described | Little or no identification and description of targeted population  | Somewhat appropriate identification and description of targeted population | Appropriate identification and description of targeted population | Appropriate identification and description of targeted population on the first attempt and without extra assistance.  |
| A review of the literature that informs regarding this issue must be written | Little or no review of the literature that informs regarding this issue is written | Somewhat appropriate review of the literature that informs regarding this issue is written | Appropriate review of the literature that informs regarding this issue is written | Appropriate review of the literature that informs regarding this issue is written on the first attempt and without extra assistance.  |
| Considerations for addressing the issue must be identified | Little or no inclusion of considerations for addressing the issue | Somewhat appropriate inclusion of considerations for addressing the issue  | Appropriate inclusion of considerations for addressing the issue  | Appropriate inclusion of considerations for addressing the issue on the first attempt and without extra assistance.  |
| Suggestions for addressing the issue must be enumerated and discussed | Little or no suggestions for addressing the issue are enumerated and discussed | Somewhat appropriate suggestions for addressing the issue are enumerated and discussed | Appropriate suggestions for addressing the issue are enumerated and discussed | Appropriate suggestions for addressing the issue are enumerated and discussed on the first attempt and without extra assistance.  |
| Resources to aid in addressing this issue must be included | Little or no resources to aid in addressing this issue are included | Somewhat appropriate resources to aid in addressing this issue are included | Appropriate resources to aid in addressing this issue are included | Appropriate resources to aid in addressing this issue are included on the first attempt and without extra assistance.  |
| Prescribed format, grammar, and neatness | Unacceptable | Somewhat acceptable | Acceptable | Acceptable on the first attempt and without extra assistance.  |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will be able to demonstrate a deep knowledge of literacy research in order to appropriately connect educational theory and instructional practice. |
| **Measurement Instrument 1** | Students conduct a research project and write a paper with introduction, literature review, methods, results, and conclusions, and submit to the literacy faculty. In addition, students present their findings to literacy faculty and face questioning from the faculty regarding their methods, results, implications, etc. |
| **Criteria for Student Success** | Through the completion of a Comprehensive Literacy Project, students will be able to demonstrate a deep knowledge of literacy research in order to appropriately connect educational theory and instructional practice.  |
| **Program Success Target for this Measurement** | 80%  | **Percent of Program Achieving Target** | 90%  |
| **Methods**  | Early in students’ research process, literacy faculty meet to discuss student intentions for their Comprehensive Literacy Projects and offer suggestions for improvements or adaptations. Students write each chapter under the guidance of the professor of the course and meet with faculty monthly or weekly on Zoom meetings. Upon completion, literacy faculty review the students’ papers and offer feedback before students present to the faculty for the final presentation and questions. |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| While the Comprehensive Literacy Project has been very effective over time, in order to establish leadership and coaching skills in our program candidates, the CLP will not be used in the future. Rather, program completers will perform actions within their schools that address the needs of the educators and literacy community at large in the school.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| In addition to all of the follow-up plans addressed above, the revised final project of Literacy MAE students will involve collection of data to inform planning and implementation of Literacy Program Improvement plans. This will require collaboration between program students, their district and school personnel, and students and their families (in some cases). Program faculty will work with students to evaluate needs in their own skill sets regarding coaching and leadership and will help them to plan for improving their own knowledge and skills while adding value to the school community. |