

2020-2021

Program -MEd Reading

College or Division: Education and Professional Studies & Rio Grande College

Department: Education (Alpine) & Education (RGC)

Assessment Coordinator: Dr. Jennifer Miller & Dr. Gina Stocks

Strategic Plan Goal(s) Supported: Strategic Goal 3 - Strengthen sustainable and diversified financial base while ensuring affordable access

Program Marketable Skills have been identified: Yes

Program Marketable Skills: Communication: Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.

Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.

Digital Technology: Students will understand and be able to apply and integrate technology in multiple professional settings.

Collaboration: Students will engage in various digital mediums to facilitate collaborative workflows.

Creativity: Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

Marketable Skills Dissemination Strategy: Marketable Skills will be placed in all course syllabi, and faculty will address them at the start of the semester. Assignments in speaking and writing will be given throughout the semester, and the instructor and students will both evaluate student performance and look for growth.

Statement of Purpose: The purpose of the Master of Education Reading Program is to prepare for positions as a leader in literacy, serving as a reading specialist, literacy coach, or literacy curriculum specialist. Graduates are equipped with a strong foundation in the theoretical and practical aspects of literacy and convert research-based theoretical knowledge into practical applications as they relate to the levels of early childhood through grade 12. The Master of Education Reading Program is a 30-hour comprehensive program that includes a 3-hour supervised practicum course. The capstone of the program includes both a case study and electronic portfolio, in which students collect and reflect on their work to demonstrate mastery in communication, creativity, collaboration, and critical thinking on how to best assist struggling readers. Upon completion of the Reading Specialist Program, the portfolio may serve as an interview tool to assist with professional advancement. The curriculum for the Reading Specialist Program reflects Student Learning Outcomes tightly aligned to the Texas Examination of Educational Standards for Reading Specialists (TExES 251), and affords students the opportunity to become a certified Reading Specialist. The M.Ed. Reading program prepares students to become literacy advocates and reflective practitioners committed to quality service, cultural awareness, innovation, continuous professional growth, and life-long learning. The M.Ed. Reading program offers a quality and affordable 30-hour online learning experience, which offers flexibility, small course sizes, and access to experienced professors working in the field of literacy.

Annual Updates

2020 - 2021

Evidence of Improvement from Previous Assessment Cycle: During the 2020-2021 reporting year, program coordinators revised curriculum based on the new Reading Specialist standards. Though the exam release date has been postponed due to COVID, this year has provided ample time to make necessary updates. Both targets for SLO 1 were met, but it has been decided to move the assessment of literacy subskills to a more advanced course to provide for greater depth of content. SLO 2 targets were both met and reflected mastery of student ability to apply and create developmentally appropriate reading curriculum via a major project as well as comprehensive exam. SLO 3 reflects that students were amply prepared for their certification exam and that practicum site supervisors view SRSU candidates as “prepared to work in the role of Reading Specialists”. The 2020-2021 reporting year boasts 7 candidates who became certified compared to 4 in the previous reporting year. The pass rate continues to stand at

100%.

Review History: Reviewer #1 Name, Date, and Comments: Diana Rodriguez; 29 June 2021

SLO1a Project and SLO 1b Departmental Comprehensive

Based on the review of SLO 1, the intent is to assess whether the entry-level reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

The Project (SLO1a) provided an opportunity for the students to authentically engage with the reading specialist curriculum and the stakeholders within their campus. In reviewing the students' comments, they all experienced transactional change. Transactional theory is embedded throughout the entire reading specialist curriculum because it is important to consider the reader's individuality so that the reader can build relationships with text. As stated by Louise Rosenblatt, "Text is simply ink on paper until a reader comes along." The copious amount of work it takes to prepare reading specialists has come to fruition through the perspectives of the students. Their schema has been changed, shaped, altered, and enhanced. Keep up the dedication and hard work.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>SLO 1: - Students in the Reading Specialist Program will apply knowledge of the theoretical foundations of literacy. Students will demonstrate this skill by effectively analyzing and interpreting current theories and trends in literacy and modifying this information as appropriate for the ability levels and diversity of children.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2018 - 2019</p> <p>Start Date: 08/27/2018</p>	<p>Project - 1a. Student work will be collected in an electronic portfolio or selected samples throughout the semester to assess mastery of the theoretical foundations of literacy. This will include reflective essays, peer responses, and projects designed to document learning and evaluate progress. A faculty-created Reading Specialist Artifacts Scoring Rubric using the ratings: exceeds expectations, meets expectations, or below expectations will be used by faculty members to review the student artifact aligned with SLO 1.</p> <p>Target: 85% of students will rate "meets" or "exceeds expectations" on the Reading Specialist Portfolio Scoring Rubric for the Professional Development Power Point artifact that addresses theories and trends</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Target Met</p> <p>The Reading Specialist Portfolio Professional Development artifact addresses theories and trends in literacy. The task provides candidates the opportunity to prepare for their professional role by collaborating and communicating with professionals in their current districts. The final product is presented as an in-service professional development event. All four of the students enrolled for Fall, 2020 met or exceeded the rubric evaluation. Candidates were asked to reflect on the personal growth noted in areas of literacy subskills.</p> <p>Student 1: I began the semester with limited knowledge regarding the theory and development of literacy skills in children. In effect, my primary goal has been to learn more about the foundations of literacy and the interrelated components of reading across all developmental stages of literacy from early childhood through grade 12, including understanding the extent to which phonological and phonemic awareness, decoding, fluency, and</p>	<p>Application of Results:</p> <p>Modification to this goal were made at the end of the 2019-2020 academic year based on the new TExES Reading Specialist 251 certification exam standards. The new review of content supported those standards well and the program has been strengthened as a result. Unfortunately, COVID protocol has delayed the release of the new exam. The emphasis on reading theory and association with current practices will continue to be a priority through this assessment period.</p> <p>(05/24/2021)</p>

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	<p>in literacy.</p>	<p>comprehension inform the development of reading skills. The required readings and assigned coursework have reshaped my understanding of the reading process and the ways in which people, especially children, learn to read.</p> <p>Student 2: Unexpectedly, my definitions of reading and text have been altered radically because of my introduction to Transactional Theory and Schema Theory. Both theories suggest that the reading process is characterized by meaning making. Reading is comprehending. Additionally, a text is anything a reader derives meaning from; texts are linguistic and nonlinguistic. As text is something a student creates meaning out of, it can be concluded that certain conditions must in place for a reader to truly engage in the reading process.</p> <p>Student 3: While I did accomplish my objective of reading all required readings and participating in class discussions, I think I could have had a more substantial objective that would have guided me in my learning. Reading over my assignments and most importantly my goals and objectives has made me realize that I could have been better prepared for this course if I had done some prework. I will take this into consideration when I start my new classes in the spring.</p> <p>Student 4: Through this audit of my semester in the Foundations of Literacy course, I have expanded my knowledge of foundational literacy which will help me tremendously in my career plans of becoming a reading specialist or literacy coach. Since I have never worked in the elementary setting, these foundational courses will really benefit me if I get a job in an elementary school. Even though my knowledge of phonics, whole language, phonemic and phonological awareness among others is slim, I feel as though this class has taught me quite a bit and with some more learning on my own, I will be a successful reading specialist.</p> <p>(05/20/2021)</p>	
	<p>Departmental Comprehensive Exam - 1 b. Students will take a mid-</p>	<p>Reporting Period: 2020 - 2021 Conclusion: Target Met</p>	<p>Application of Results: After reviewing the new standards that</p>

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	<p>semester comprehensive multiple-choice exam in ED 6313 to assess their ability to apply knowledge of Standard 1 as it relates to literacy subskills to include reading theory, orthographic knowledge, vocabulary, fluency, reading comprehension and composition. Items which specifically address SLO 1,.</p> <p>Target: 100% of students will achieve 80% or higher on mid-semester multiple-choice exam embedded questions.</p>	<p>The comprehensive objective exam course task resulted in 6 out of 6 Reading Specialist candidates meeting expectation of 80% or higher. As a results of the new standards and modification to curriculum, there is a need to consider modifying this unit of measurement regarding literacy subskills. (05/20/2021)</p>	<p>include greater rigor and depth of knowledge regarding literacy subskills, it has been decided that this knowledge is more appropriately assessed in the course that covers diagnosis and assessment of reading problems (ED/EDUC 6314). The literacy subskills will be measured using the course case study task which involves a review current literature, administration of assessments, data analysis and intervention recommendations. (05/24/2021)</p>
<p>SLO 2: - Students in the Reading Specialist Program will apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12. Students will demonstrate this skill by effectively choosing and modifying research-based reading strategies as appropriate for the ability levels and diversity of children in their school districts.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2018 - 2019</p> <p>Start Date: 08/27/2018</p>	<p>Project - 2a. Student work will be collected in an electronic portfolio or selected samples throughout the semester to assess mastery of the application of developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12. This will include reflective essays, peer responses, and projects selected to document learning and evaluate progress. A faculty-created Reading Specialist Artifact Scoring Rubric using the ratings: exceeds expectations, meets expectations, or below expectations will be used by faculty members to review the student artifact aligned with SLO2.</p> <p>Target: 80% of students will rate "meets" or "exceeds expectations" on the Reading Specialist Portfolio Scoring Rubric for the artifact, Reading Comprehension Project, aligned with SLO2.</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Target Met</p> <p>All 7 out of 7 M.Ed. Reading students rated meet or exceed expectations on the Reading Comprehension Project, aligned with SLO2, with 6 students rating exceeds expectations and 1 rating meets expectations. This assignment was a culminating assignment centering on research best practices in vocabulary intervention to improve English Learners' reading comprehension. Candidates incorporate best research practices by selecting resources/text to engage diverse learners, use formative assessment to include questioning, and incorporate 6 comprehension strategies with 1 highlighted in a lesson plan in a content area. Students provided a reflection in their portfolio audit of this assignment. Student reflections from these experiences shared in the audit are included below.</p> <p>Student 1: I didn't fully understand the importance of providing culturally connected readings for my students, but after reading "Be That Teacher!", I now know how I want to try to be better for my ELL students this coming year. I will incorporate more culturally</p>	<p>Application of Results: Resources and textbooks used in ED 6313 were updated in the Spring of 2020 and seemed to be effective in teaching this competency. This course is taught in an 8 week fall semester or 5-week summer course. It is hard to fit a teaching demonstration into this class but it would be beneficial for students to "try" the lesson out and reflect on ways to improve. It would be beneficial to share the 6 comprehension strategies with other peers in a media presentation. This could also be a portfolio artifact to include in the e-portfolio. and could be shared with other teachers. We will evaluate this assignment to possibly include a media element. (05/21/2021)</p>

appropriate articles that involve computer programming. I will also make time to talk to my students more about their cultural backgrounds and see what I can do to help them understand my class better.

Student 2: English Language Learners (ELL) students who don't speak English or understand English are at a very big disadvantage. They struggle with reading and with comprehension. This travels with them to other content areas. I feel vocabulary is one of their major struggles and more emphasis should be put on it. Even though I don't teach the upper grades, I will invest more time on vocabulary even in kindergarten. So many times, we speak to young children about deserts or the ocean and they just look puzzled. I don't stop to think that some of these students have never seen the desert or the ocean much less understand what it is when they hear someone speak of it. I'm going to make myself more aware of this kind of situation. I will stop taking for granted the fact that I think they know what a word means and begin to show visuals, use it more in class and encourage them to use it in class. We need to find ways to make these words a part of their daily lives.

Student 3: This course has provided me the opportunity for new ideas that I will further explore as a leader for English learners. There is no doubt that I am better prepared today as I was at the beginning of this course. As I reflect upon the last quick, eight weeks, I have learned to focus fully on central concepts in comprehension instruction. I plan to introduce meaningful, engaging discussions about central text ideas to help students who may have comprehension difficulties.

Student 4: As the semester comes to a close, I wanted to take an opportunity to reflect on my goals. As a Special Education teacher, I often work with students on Reading and Math skills in the Inclusion and Resource setting. This course has shown me how I can better support my students reading needs beyond the English Language Arts setting. With each lesson plan that we created-I was able to apply reading skills to other content areas. The readings each week from "Developing Readers and Writers in the Content Area" showcased elements of effective lesson plans that included: "student-friendly objectives, framing the lessons, the lesson launch" (Moore, D.W, 2011 p 39-46). As we begin the new school year, I can implement these strategies with my lessons and share them with my colleagues. The framing of the lesson helps set students up for success with planning activities that will help students understand the learning concepts. Reflecting on my goals, I feel that this course was able to help me support my students' diverse reading needs from comprehension to vocabulary skills for all subjects. As I continue my program with Sul Ross for Reading Specialty, I look forward to learning more skills related to interpreting assessment data, as I feel the goal related to assessment, I did not master through this course.

Student 5: In the end, I have come to develop a firmer grasp on the importance of literary skills needed in the concept of comprehension as well as understanding the strategic utilization of various strategies that are implemented within the classroom. Based upon student identification, utilizing a multimodal, hands-on, STEM approach in education provides vast amounts of benefits that create a gap between the student and their prior knowledge of certain skills. The ability to incorporate a menagerie of activities will allow for basic social and skills to surface within a lesson that provides certain synopsis in the brain to function creating a new file to store information. In the long run, the student is able to use the information and

apply it later on when interacting with texts. ED 6313 fell nothing short of research-based information that provides for simplistic skills and strategies that can be utilized in all grades K-12. I will be using the information to guide my lessons this upcoming year in the classroom as well as sharing newly acquired strategies with peers.

Student 6: One strategy I have been successfully integrating into the classroom is developing my students' concepts and vocabulary. When we are in the classroom, I try to make connections to their background knowledge for the students to understand what the vocabulary words mean. I also try to use the words in meaningful ways and in real-world situations for the students to make connections. Experiences are rich and meaningful when they relate to students' worlds when they tap individuals' interests and concerns. Students in these experiences want to acquire new words for genuine reasons; they intend to apply what they learn. They develop vocabulary while engaging their minds fully in worthwhile ideas (Moore & Moore, 2011) Another strategy I have somewhat been successful in integrating into the classroom is preparing for comprehension instruction. I try to assess my student's prior knowledge by using bell ringers at the beginning of the class to get a grasp of what they already know. I also try to activate prior knowledge when we are discussing the material. At all levels, instruction needs to support students in ways that they can read and comprehend the text. Learning new information involves making connections between previously learned information and the new concepts understudy and applying this new knowledge as tools for in-depth learning, acquiring new literacy skills and strategies, problem-solving, and using disciplinary knowledge in real-world application reminds us that comprehension is affected by everything the reader brings to the "text" and that comprehension is a dynamic process (Risko & Walker-Dalhouse, 2012).

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p>Departmental Comprehensive Exam - 2 b. Student will take an mid-semester comprehensive multiple-choice exam in ED 6313 Teaching Reading in the Content Areas to assess their ability to apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12. Items which specifically address SLO2, the application of developmentally appropriate reading curriculum and instruction will be embedded in this exam. Target: 100% of students will achieve 80% or higher on mid-semester multiple-choice exam embedded questions for this SLO2.</p>	<p>Student 7: I really enjoyed the way my research class and my topic crossed into this class. It gave me so much knowledge to work with in both classes. Vocabulary is a key element in reading especially with our ESL populations. When introducing vocabulary, it is important to make it meaningful to the students. Give real-world examples of the words and show pictures. Students need to be taught what they are learning about words while they are reading and writing texts (Risko & Walker-Dalhouse, 2012). (05/21/2021)</p> <p>Reporting Period: 2020 - 2021 Conclusion: Target Met All 7 M.Ed. Reading students in ED 6313, scored an 80% or higher on the mid-semester multiple-choice exam questions aligned with SLO2. These questions focused on meeting the needs of struggling dyslexic readers and English Language Learners. (05/21/2021)</p>	<p>Application of Results: The Dyslexia Module in ED 6313 was redesigned to include a review of the TEA Dyslexia Handbook and additional resources from the Yale Center for Dyslexia Creativity. These seemed to be effective and will continue to be used in this course. It may also be beneficial to tie this assessment measure to ED 6314, as candidates create a product to share with other stakeholders on how to meet the needs of struggling dyslexic readers and English Language Learners. We also may need to revisit the questions and possibly redesign the mid-term assessment and will discuss this as a team. (05/21/2021)</p>
<p>SLO 3: - Students in the Reading Specialist Program will interpret literacy assessments appropriate to the levels of early childhood through grade 12. Students will demonstrate this skill by analyzing and interpreting informal reading inventories and</p>	<p>Certification Exam - 3 a. During the first nine weeks of the semester, faculty will require students in the reading practicum prerequisite course to complete six hours study of the Preparation Program to review their ability to</p>	<p>Reporting Period: 2020 - 2021 Conclusion: Target Met For this assessment period, 7 out of 7 Reading Specialist candidates scored 80% or higher on Certify Teacher Practice Examination. (05/20/2021)</p>	<p>Application of Results: The new RS exam was scheduled to be released Spring, 2021 but has experienced a delay due to COVID. The delay has also impacted the release of the Certify Teacher exam software. The new practice</p>

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<p>using the findings to design programs to strengthen and expand the reading abilities of children.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2018 - 2019</p> <p>Start Date: 08/27/2018</p>	<p>interpret literacy assessments appropriate to the levels of early childhood through grade 12 and design effective reading programs.</p> <p>Target: During the tenth week of the semester 85% of the students will score 80% or higher on the Assessment section of the software practice test.</p> <p>Survey - 3 b. An SRSU faculty-developed Reading Specialist Survey using the ratings "poor," "average," "good," and "excellent" will be used by a site-supervisor mid-semester and end-of semester to review student progress as it relates to the student's ability to interpret literacy assessments and design an appropriate reading program for the case study child with whom the student is completing a 30-hour intervention.</p> <p>Target: 100% of the students will achieve "good" (85 - 95%) or "excellent" (96 - 100%) on the site supervisor surveys.</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Target Met</p> <p>This assessment period continued to require modification to the practicum experience. All 7 of the practicum candidates completed their practicum experience via in person and virtual contact with case study students. Site supervisors ranked 7 out of 7 practicum candidates as "good" or "excellent" on the site supervisor surveys. (05/20/2021)</p>	<p>exam has not been made available. The program curriculum will continue to be guided by the new standards. Additionally, the program will need to develop a uniform approach to test preparation since the Alpine and RGC programs are fully aligned. (05/24/2021)</p> <p>Application of Results: The current training module that is provided to site supervisors was designed prior to the release of the new RS standards. Since the expectation and rigor has increased for students seeking reading specialist certification, increased coverage of those standards will be included in the training module via presentation format. Site supervisors will be asked to complete a post-training survey to determine effectiveness of the training module. (05/24/2021)</p>