

ASSESSMENT WEBSITE INFORMATION

College: Education

Degree Program: Reading MSE

Chair/Director: Graduate Reading Area Coordinator: Deborah Owens

Interim Chair: Lina Leatherwood Owens

2012 Report

DATA SAY:

Surveys from MSE-Reading program graduates in 2008 provided data that demonstrated the need to evaluate the efficacy of the program in meeting the needs of the public schools in which our graduates worked. Additionally, the program was not adequately aligned with the International Reading Association's Standards for Reading Specialists/Literacy Coaches.

SO WHAT:

Enrollment in the MSE-Reading program extremely low, with 8 candidates enrolled in 2008. It was clear that, in order to provide a viable, sustainable MSE-Reading program, the graduate reading faculty needed to evaluate the courses and program and make adjustments.

HOW WE CHANGED:

Graduate reading faculty re-designed the MSE-Reading program in 2009. One of the primary factors considered in the re-design of the MSE-Reading program was the design and implementation of assessments that could inform graduate reading faculty about the efficacy of core reading courses and the program. Each of the core courses within the program, therefore, has a unit assessment in order to demonstrate the program's alignment with the Standards of the International Reading Association for Reading Specialists/Literacy Coaches. Data from these assessments are analyzed annually by graduate reading faculty members and used to make adjustments in respective course content. For example, during Practicum I: Diagnosis and Intervention candidates in the MSE-Reading program are required to demonstrate their proficiency through the unit assessment *Classroom Assessment and Intervention Case Study* in the use of reading assessments in order to 1) facilitate interventions for struggling readers and 2) analyze classroom sets of data in order to provide differentiated reading instruction for all students. Graduate reading faculty determined that we needed to incorporate a broader variety of reading assessments in this course content to meet the needs of our MSE-Reading candidates who work within divergent settings, from preschool through the community college level. As a result, our candidates are better prepared to positively impact student achievement in K-12+ settings through a strategic analysis of reading assessments and systematic, explicit reading instruction for all students.



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WHAT WE GOT:

Since implementation of the redesigned MSE-Reading program, through our continual analysis of course and program assessment data to make adjustments and improvements in our program, the MSE-Reading program has gained National Recognition by the International Reading Association. Candidates in the MSE-Reading program have extended the work they do in their graduate courses to applications in their respective professional settings. Our candidates provide professional development within their schools, work with school administration to improve reading programs, and do presentations at state conferences. As a result of the redesign of the MSE-Reading program, enrollment has quadrupled since 2008.



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2013 Report

DATA SAY:

Since the redesign of the MSE Reading program in 2009, the Graduate faculty continues to monitor and adjust course content as needed along with continued commitment to the standards of the International Reading Association, our program accreditation body. Our pass rate on the Praxis II is quite high. Over the past year all MSE Reading candidates have passed the Praxis II exam except one. This candidate did not score as high as needed on the "Reading Leadership" section.

SO WHAT:

The redesign has proven successful and the program is strong. Concerning the failed Praxis II by one student, the test was taken prior to the candidate completing the leadership course.

HOW WE CHANGED:

The one candidate who did not pass Praxis II plans on retaking the exam since the class has been completed. At that time, we expect all students to have successfully completed the Praxis II exam.

WHAT WE GOT:

We will continue to monitor MSE-Reading assessment and report results.

