

# 2021 - 2022



## 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

### 2021 - 2022

**Evidence of Improvement from Previous Assessment Cycle:** During the 2021-2022 reporting year, program coordinators continued to develop the aligned Reading Specialist program across Alpine and RGC campuses. One target for SLO 1 was mastered while one was not. SLO 2 targets were both met as were SLO 3. Reading Specialist candidates continue to demonstrate mastery of standards with a 100% pass rate on the Reading Specialist 151 exam. The state has continued the delay of the 251 exam release. In the Fall, 2021 Alpine administration decided to no longer admit candidates for Reading Specialist certification without consult of the program coordinators. Future candidates will all be admitted and recommended for certification through the Rio Grande College EPP. During the 2021-2022 reporting year, the Alpine EPP graduated 3 Reading Specialist candidates while the RGC EPP did not report any finishers. Three candidates required removal and transfer from the Alpine EPP to the RGC EPP for completion and

three new students were admitted. Of the three Alpine graduates, two completed their certification exam and were promoted to administrative reading positions in their respective school districts.

**Review History: Reviewer #1 Name, Date, and Comments:** Reviewed by Jeanne Qvarnstrom, June 5, 2022. Congratulations on your 100% pass rate on the Reading Specialist 151 exam!

**Review History: Reviewer #2 Name, Date, and Comments:** Miriam Muniz July 25, 2022 Application results are thoughtful. All SLO were met with 100% pass rate for the State exam.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p><b>SLO 1:</b> - 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><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2018 - 2019</p> <p><b>Start Date:</b> 08/27/2018</p>	<p><b>Project - 1a.</b> 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><b>Target:</b> 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 in literacy.</p>	<p><b>Reporting Period:</b> 2021 - 2022</p> <p><b>Conclusion:</b> Target Not Met</p> <p>During the 21-22 reporting year, three Reading Specialist candidates received a rating of "exceeds expectation" on the portfolio scoring rubric for the Professional Development artifact while one student did not meet expectations. While the culminating artifact for the course is the professional development presentation, students conduct a content audit to share learning targets that were met during the course. Below are outcomes shared by students for this reporting year:</p> <p>Student 1: I feel I have come a long way in such a short time. Everything that I was learning in my education classes I was trying to look for in my own kindergarten class. I came across the EL learner and the child with a reading disability which I automatically ran to my books to see what I could do for these students. I was ready to see any kind of improvement, but realized it was going to take time. I also learned to take back the role of a learner and accept constructive criticism from my professors mainly because the rest of the Reading Specialist candidates were very kind and encouraging. I hope I made them feel the same way. I can improve my depth of knowledge about the topics introduced this semester by embracing the Reading Specialist Standards. Standard IV is the Professional Knowledge and Leadership standard which requires the Reading Specialist to take charge of holding appropriate professional developments in literacy for teachers. This has proven to be a difficult task for me and once I started I began thinking about all the components of reading. I have been to plenty of professional developments in my career</p>	<p><b>Application of Results:</b> SLO 1a is measured in the foundations of literacy class which is commonly the first reading course among reading specialist candidates. While many graduate students enter the program with strong study and management skills, some need additional support. The one student who did not meet the target for SLO 1a indicated that this was due in part to poor time management. Faculty have determined that this foundational course (web-delivered) would benefit from including a mid-semester synchronous meeting for each candidate to address any content concerns or assistance with course management. (05/30/2022)</p>

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to know that information presented will be useful for me as a teacher and I want to be able to present to my colleagues information which they can take with them and implement in their own classrooms.

Student 2:

I really enjoyed being able to interact with my peers in their blog posts. I am always amazed at how each of us interpreted the assignments and how we chose to share what we had learned. I suppose that is representative of Rosenblatt's Transactional Theory. This class provided a lot of information that I was unfamiliar with, and I have always believed that there is always something to learn. The learner in me always seeks to gain new knowledge, and even though this class was mentally challenging, I welcomed everything I learned. I know I grew some dendrites this semester. Through our reading and video learning regarding ELLs, I learned much more than I had about this population of students. Although I do not currently have any ELL students this year, knowing that this population is growing in leaps and bounds, spending that time focused on understanding second language acquisition will be a resource for the future. I am wanting to further expand my knowledge on scaffolding in particular.

Having gained so much additional knowledge from this course, I believe with further learning in some of the areas, the information I have acquired will aid me in planning for classroom instruction, make connections of behaviors and literacy development in my students, provide insight for some of my colleagues who have questions in specific areas, and overall make me a better teacher and future reading specialist. I do have to say that after reviewing my professional development project, I am second guessing whether it is up to par. If I intend to use it in the future, I must rework some of the components and perhaps add some more activities for the participants. I do not feel like it is a true representation of who I am as an educator. I certainly believe that this class will benefit me and has prepared me for my certification exam.

Student 3:

My biggest "a-ha" moment from this course was developing

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a deeper understanding of the reading specialist standards. I had read through them prior to the course starting, but the assignments throughout the semester were so aligned to knowing the standards, and I was able to really study the ideas and verbs presented in the standards. It gave me a better idea of the expectations of a reading specialist, as well as the many components that make up the literacy journey of a child. I feel better equipped to take on that role in the future and intervene with my current students in the areas of reading where they are struggling. Honestly, I feel I will gain an even greater depth of knowledge and understanding of these ideas as I continue in my future coursework in the reading specialist program. The components that provided me with the most new knowledge are ones I will continue to research and find ways to implement, such as the differences between phonemic and phonological awareness or the importance of vocabulary in readers. When I share these important foundational skills and intervention strategies with other teachers on my campus, I am furthering my learning and understanding. The reading and use of the articles, blogs, and websites we explored in this course will be beneficial in keeping the knowledge at the forefront of my mind. (05/30/2022)

**Departmental Comprehensive**

**Exam** - 1 b. Students will take a mid-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,.

**Target:** 100% of students will achieve 80% or higher on mid-semester multiple-choice exam embedded questions.

**Reporting Period:** 2021 - 2022

**Conclusion:** Target Met

In the previous reporting year, it was decided to modify the course and task used to measure this SLO. During the current reporting year, the case study assignment in the Diagnosis and Correction of Reading Disabilities course was used to measure understanding of literacy subskills. 100% of candidates enrolled met the target of scoring 80% or higher. (05/30/2022)

**Application of Results:** The previously used SLO measurement (objective exam) was not a clear indicator regarding depth of knowledge of literacy subskills. The modification to the measurement task for this SLO provided students with a wider opportunity for sharing knowledge. This change needs to be reflected by modifying the measurement task. In subsequent semesters it would benefit candidates to be able to address a minimum of three literacy subskills in their case study task.

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(05/30/2022)

**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.

**Outcome Status:** Active

**Planned Assessment Cycle:** 2018 - 2019

**Start Date:** 08/27/2018

**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. **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.

**Reporting Period:** 2021 - 2022

**Conclusion:** Target Met

Students in EDUC 5330 completed both a midterm and final comprehensive exam that included open construct questions to assess the reading specialist's ability to design and promote culturally responsive intervention approaches based on a variety of assessment results to include sharing intervention approaches and resources with other educators. For the current reporting year, 100% of the reading specialist candidates enrolled in 5330 met expectations. Samples of the candidate's writings are included below:

Candidate 1: A classroom library should be inviting and a place where students are eager to look through books. There needs to be a wide variety of genres, topics, levels, and cultural representation. The students should have choice in selecting their texts, but teacher recommendation is also vital, as well as texts that support the curriculum and TEKS. Having a culturally responsive atmosphere in the classroom means that students' cultures are accepted and represented. They have access to books where they see themselves and can experience new worlds. Using online resources too, such as Epic or the International Children's Digital Library sites are wonderful tools for all who are invested children's education - the teacher, the student, and the family. To promote student literacy, teachers must have an array of ways they approach teaching from ongoing assessment. While some lessons will be most beneficial in a whole group setting, others may be better delivered in small groups. The literacy teacher needs to consistently monitor students' strengths and weaknesses to know how, when, and where to intervene is necessary. All of these components are ideal for a new teacher professional development on the literacy classroom. Mrs. Smith could conduct her professional development by providing first hand use of the resources and intervention ideas she suggests, as well as explicitly explaining the campus'

**Application of Results:** This was the first year that the measurement for SLO 2a was incorporated in Literacy through Literature (EDUC 5330). Literacy through Literature was not a course offered to RGC students previous to the alignment, so it will remain in place for the next reporting year to give all program candidates the opportunity for demonstration of knowledge. No modification to the curriculum is anticipated. (06/01/2022)

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expectations for reading teachers and classroom libraries. Allowing there to be teacher conversation to share ideas, gain new insights (also a component of a culturally responsive classroom), and to learn from each other is an element she should implement during her session as well.

Candidate 2: In this scenario, the first thing Mrs. Smith should do is identify the needs of the new teachers (Schearer et al., 2019). Therefore, I would begin the professional development by asking each teacher to describe their experiences with literacy instruction and culturally relevant teaching. Although the teachers are "new," they have unique knowledge, skills, and experiences that, when shared, enrich professional learning. As such, I would approach professional development as an opportunity for collaboration.

Additionally, as the principal wants the teachers to learn about using literacy stations and culturally responsive intervention, I would design the PD session in a way to demonstrate what this looks like. That is, I would set up literacy stations that allow participants to read culturally diverse texts while practicing a specific literacy skill. The objective would be: Today I will engage in literacy stations, read culturally relevant texts, and learn how to use them in my classroom to promote reading engagement and growth. Teachers will gain hands-on and direct experience using literacy stations and reading culturally responsive texts. The PD will also include exchanging information and ideas regarding what works and what can be improved. I will ask the teachers to think about how they can use what they learned today and apply it to their own classroom and teaching.

In the process, participants experience what a culturally responsive classroom looks and feels like. A culturally responsive classroom has a culturally responsive classroom library that contains diverse texts that reflect a variety of cultures, reading abilities, and experiences (Young et al.,2020). To help the new teachers locate culturally diverse

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**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.

texts, I will share a multicultural reading list (as recommended by Young et al., 2020) and criteria for evaluating the authenticity of culturally relevant texts. (05/31/2022)  
**Reporting Period:** 2021 - 2022  
**Conclusion:** Target Met  
 For the current reporting year, 100% of Reading Specialists candidates scored 80% or higher on the measurement of SLO 2b. This is another outcome whose measurement task was modified according to the application of results in the previous reporting year. The outcome objective focused on meeting the needs of struggling dyslexic readers and English Language Learners which was measured by the development of a Dyslexia Resource created for a teacher professional development (EDUC 6314). (05/30/2022)

**Application of Results:** The unit of measurement for SLO 2b is no longer the objective exam noted for ED 6313 and needs to be modified. Additionally, the Texas Education Agency released a Dyslexia Training Module in late Spring, 2022 which will be implemented in 6314 and serve as a required resource for the Dyslexia Resource in the 2022-2023 reporting year. (06/01/2022)

**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 using the findings to design programs to strengthen and expand the reading abilities of children.  
**Outcome Status:** Active  
**Planned Assessment Cycle:** 2018 - 2019  
**Start Date:** 08/27/2018

**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 interpret literacy assessments appropriate to the levels of early childhood through grade 12 and design effective reading programs.  
**Target:** During the tenth week of the semester 70% of the students will score 80% or higher on the Assessment section of the software practice test.

**Reporting Period:** 2021 - 2022  
**Conclusion:** Target Met  
 During the 2021-2022 reporting year, 75% of the Reading Specialist candidates met the goal of 80% or higher on the certification exam practice software. Of the four students, two have passed the official 151 certification exam. (05/26/2022)

**Application of Results:** Results indicate that curriculum needs to be modified to address Standard I. Specifically, resources from the Texas Reading Academies will be implemented into the reading foundation class as well as the language class. (05/26/2022)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p><b>Survey -</b>            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><b>Target:</b> 100% of the students will achieve "good" (85 - 95%) or "excellent" (96 - 100%) on the site supervisor surveys.</p>	<p><b>Reporting Period:</b> 2021 - 2022  <b>Conclusion:</b> Target Met            For the 2021-2022 reporting year, six candidates met the goal of receiving "good" or "excellent" indicators on the site supervisor survey. (05/26/2022)</p>	<p><b>Application of Results:</b> Site supervisors who agreed to work with Reading Specialist candidates for the 2021-2022 reporting year were provided with additional training and communication throughout the practicum experience. This was well received and will continue in subsequent reporting years. (05/26/2022)</p>