	Assurance of Student Learning 2018-2019	
College of Education and Behavioral Sciences		School of Teacher Education
	Literacy Education- 044	

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 instruction to 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 3 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.		<mark>**Met**</mark>	**Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Actions following the 2018-2019 academic year include the creation of a cohort model for the Literacy MAE. In addition, courses were 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 suited one another. Technological tools were introduced to build community and add support for ongoing student progress, including Zoom and Flipgrid. Textbooks and articles were updated to address current trends and research in the field of literacy. Comprehensive Literacy Projects have been updated to align with students' classrooms and schools, in order to benefit the schools with which they work. Literacy faculty met to discuss each student in the Literacy MAE cohort to plan for any needed intervention and to discuss their plans for the Comprehensive Literacy Projects. This strengthened student work and allowed for flexibility within school settings.

Follow-up items will include 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 will be added to the program. The Literacy MAE will strive to address 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. Ultimately, this program will lead to two possible endorsement areas: Reading P-12 and Literacy Specialist.

	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. 90% of the participating students scored 3 or better on the rubric provided below.			
Program Success Target for this Measurement	80% Percentage of program students sampled that you desire to achieve goal.	**Percent of Program Achieving Target**	90% Percentage of program students sampled achieved the desired goal.	

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.	<mark>**Met**</mark>	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		

Actions following the 2018-2019 academic year include the creation of a cohort model for the Literacy MAE. In addition, courses were 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 suited one another. Technological tools were introduced to build community and add support for ongoing student progress, including Zoom and Flipgrid. Textbooks and articles were updated to address current trends and research in the field of literacy. Comprehensive Literacy Projects have been updated to align with students' classrooms and schools, in order to benefit the schools with which they work. Literacy faculty met to discuss each student in the Literacy MAE cohort to plan for any needed intervention and to discuss their plans for the Comprehensive Literacy Projects. This strengthened student work and allowed for flexibility within school settings.

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 will include 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 will be added to the program. The Literacy MAE will strive to address 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. Ultimately, this program will lead to two possible endorsement areas: Reading P-12 and Literacy Specialist.

Rubric for Measurement Instrument 1:

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.

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			
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% Percentage of program students sampled that you desire to achieve goal.		**Percent of Program Achieving Target**	90% Percentage of program students sampled achieved the desired goal.
Methods	This strategic plan is a component of the LTCY 527 course, all of our program participants are required to complete this course. 90% 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 2018-2019 academic year include the creation of a cohort model for the Literacy MAE. In addition, courses were 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 suited one another. Technological tools were introduced to build community and add support for ongoing student progress, including Zoom and Flipgrid. Textbooks and articles were updated to address current trends and research in the field of literacy. Comprehensive Literacy Projects have been updated to align with students' classrooms and schools, in order to benefit the schools with which they work. Literacy faculty met to discuss each student in the Literacy MAE cohort to plan for any needed intervention and to discuss their plans for the Comprehensive Literacy Projects. This strengthened student work and allowed for flexibility within school settings.

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 will include 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 will be added to the program. The Literacy MAE will strive to address 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. Ultimately, this program will lead to two possible endorsement areas: Reading P-12 and Literacy Specialist.

Rubric for Measurement Instrument 2:

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 must be written for why the problem needs to be addressed	Somewhat appropriate justification statement must be written for why the problem needs to be addressed	Appropriate justification statement must be written for why the problem needs to be addressed	Appropriate justification statement must be 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 must be written	Somewhat appropriate review of the literature that informs regarding this issue must be written	Appropriate review of the literature that informs regarding this issue must be written	Appropriate review of the literature that informs regarding this issue must be 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 must be identified	Somewhat appropriate inclusion of considerations for addressing the issue must be identified	Appropriate inclusion of considerations for addressing the issue must be identified	Appropriate inclusion of considerations for addressing the issue must be identified 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 must be enumerated and discussed	Somewhat appropriate Suggestions for addressing the issue must be enumerated and discussed	Appropriate Suggestions for addressing the issue must be enumerated and discussed	Appropriate Suggestions for addressing the issue must be 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 must be included	Somewhat appropriate Resources to aid in addressing this issue must be included	Appropriate Resources to aid in addressing this issue must be included	Appropriate Resources to aid in addressing this issue must be 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.

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% Percentage of program students sampled that you desire to achieve goal.	**Percent of Program Achieving Target**	90% Percentage of program students sampled achieved the desired goal.
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.)			

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