Cluster Improvement: Summary of Achievement

Cluster/Program: Reading

Date: November 17, 2015

1. Objective Identified in Improvement Plan:
   - Improve Field Experience – Summer Reading Clinic
   - Improve Instruction provided to English Learners in Summer Reading Clinic

Changes implemented in response to Improvement Plan (copy from Implementation Plan)

The first step in addressing Reading Cluster Objectives 13.1 and 13.2 was to greatly expand the effort to recruit English learners for the Reading Clinic. These efforts were successful and, as a result, more than half of the Clinic students were English learners. Each pair of Reading candidates worked directly with one or more English learners, in addition to a student who spoke English proficiently.

The second step in addressing Reading Cluster Objectives 13.1 and 13.2 was to strengthen the English learner-related content of the courses attached to the Summer Reading Clinic (TED 6253 – Comprehension and TED 6220 – Diversity).

Evidence used to document changes (syllabi, course lectures, assessments)

The Combined syllabus for TED 6253 – Comprehension and TED 6220 – Diversity was revised to strengthen the focus on English learners. All assignments described in the syllabus are completed with Summer Reading Clinic students.

- The Text Analysis assignment (syllabus, page 6) was revised to include an English learner response to each prompt. Candidates were required to identify text features that might be challenging for English learners and to select strategies to address each challenge posed by the text.
- A review of the new ELA/ELD Framework was added to course content (syllabus, page 9).
- In a revised Sequence of the Standards assignment candidates were required to map ELA and ELD standards in vocabulary and comprehension from preschool through high school (syllabus, page 3).
- An English Learner Field Experience rubric was added, measuring candidates’ skills at planning and implanting instruction that meets the needs of English learners (syllabus, page 10).
- Candidates were observed instructing English learners and evaluated based on a rubric (observation form, syllabus, page 5).

Data Source (how were results of changes measured?)

- CTC feedback on the Program Assessment Document
- Student records for the Reading Clinic
- Instructor observation of candidates in the Reading Clinic
- Exit survey
Summary of Achievement (were objectives met?)
The percentage of English learners in the Reading Clinic increased from less than 25% to over 50%.

One hundred percent of Reading candidates were provided with the opportunity to plan instruction and work directly with English learners.

Reading Clinic faculty observed and evaluated every candidate providing instruction to English learners.

Our Reading Program Assessment document (including standards related to English learners) was approved by CTC.

CEAS Exit Survey (2015) results documented that 75% of the respondents found field experience in the Summer Reading Clinic very valuable. The previous year (2014) only 45% of the respondents found the field experience in the Summer Reading Clinic very valuable.

Explanation/discussion
CTC initially required additional evidence that candidates work with English learners. After programmatic changes were documented and implemented, the Program Assessment document was accepted. This demonstrates that changes were acceptable to our accrediting agency.

Responses to the CEAS Exit Survey demonstrated a great deal of improvement in terms of completer satisfaction with the Summer Reading Clinic field experience.

Implications for future (next steps in cluster/program improvement):
We hope to continue to increase the number of English learners and the emphasis on instruction for English learners in the Summer Reading Clinic.

Plans are underway to collect pretest/posttest data on the achievement of Reading Clinic students. This will provide student impact data for the Reading Program.

2. Objective Identified in Improvement Plan:
Design Instruction in Reading Courses to Address New CTC Standard 2: Promoting a Culture of Literacy

Changes implemented in response to Improvement Plan (copy from Implementation Plan)
This is a new CTC standard that has not been part of the Reading Program before. New course content, assignments, and assessments have been developed to address the five sub-standards included in Standard 2.

- An objective regarding the Culture of Literacy was added to the syllabus (syllabus page 1)
- A Culture of Literacy Paper was added, (syllabus, page 3), emphasizing the importance of students’ language and culture.
- Culture of Literacy content was added to Lecture #4 in TED 6253
- A new textbook (Calderon, 2012), with a greater focus on the culture of literacy, was added to the syllabus.

Evidence used to document changes (syllabi, course lectures, assignments, CTC response to Program Assessment Document)
Changes in the combined Syllabus for TED 6253 and TED 6220 provide evidence of programmatic changes. Additionally, TED 6253 course content changes are evident in Lecture #4.

Data Source (how were results of changes measured?):
Syllabi for TED 6253 and TED 6220
CTC Program Assessment document

Summary of Achievement (were objectives met?)
Changes in course content were implemented. CTC approved our Program Assessment document, confirming that the new standard on Culture of Literacy was fully addressed.

With the addition of the “culture of literacy” component we saw an overall increase in the signature assignment for TED 6253 from 3.68 (2013-2014) to an overall score of 3.92 (2014-2015).

Explanation/discussion
Changes in the syllabi were successful and candidates responded well to instruction. Scores on the signature assignment documented increased candidate learning.

Implications for future (next steps in cluster/program improvement):
This objective has been fully met.