Cluster Improvement: Summary of Implementation

Cluster/Program: Reading Cluster/Program

Date: January 27, 2015

1. Objective Identified in Improvement Plan:

Reading Cluster Objective 13.1 Improve Field Experience – Summer Reading Clinic
Reading Cluster Objective 13.2 Improve Instruction provided to English Learners in Summer Reading Clinic

PSLO (3) Successfully plan and implement a balanced literacy environment, including the selection and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.

The first two program improvement objectives (13.1 and 13.2) were combined in this document because they overlap substantially. In the 2013 Exit Survey, Reading candidates rated the Summer Reading Clinic lower than any other aspect of the Reading Program. In an exit interview, candidates reported that the primary reason for their dissatisfaction with the Summer Reading Clinic was the English learner component of the program. Candidates complained that they did not have enough experience planning and implementing instruction designed to meet the needs of English learners.

Summary of Implementation

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 2014 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).

Changes to be completed by:   Changes were completed prior to the 2014 Summer Reading Clinic. The 2014-2015 Exit Survey and exit interview results will be analyzed to determine whether candidate satisfaction with the Summer Reading Clinic has improved (June, 2015).

The performance the 2014-2015 candidates on the English Learner Field Experience will be compared to performance of future cohorts to determine the effectiveness of programmatic changes (fall, 2015).

2. Objective Identified in Improvement Plan:

Reading Cluster Objective 13.3
Design Instruction in Reading Courses to Address New CTC Standard 2: Promoting a Culture of Literacy

**PSLO:** (1) Demonstrate a thorough understanding of theory and research on an effective culture of literacy for diverse prekindergarten through high school students, their families, and communities;

Summary of Implementation (how has cluster/program been changed to address Improvement Plan objectives?)

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

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.

CTC review of the Reading Program Assessment Document will provide evidence as to whether the Standard 2 has been fully met.

**Changes to be completed by:** Programmatic changes were completed prior to the summer, 2014 quarter.

The Reading Program Assessment Document was submitted in November of 2013. We are awaiting a response from CTC.