



ANNUAL PROGRAM REPORT

College	CEAS
Department	Teacher Education
Program	MS in Reading Instruction
Reporting for Academic Year	2017-2018
Last 5-Year Review	
Next 5-Year Review	
Department Chair	Eric Engdahl
Date Submitted	December 26, 2018

I. SELF-STUDY

A. Five-Year Review Planning Goals

(Note: 2017—2018 represents year three of the five-year Planning Goal Review Cycle)

1. Continue to improve candidates' abilities to promote a "culture of literacy." The new California Commission on Teacher Credentialing (CTC) Reading and Literacy Added Authorization Standard 2 requires programs to instruct candidates on promoting a "culture of literacy."
2. Demonstrate reliability of scoring of signature assessments in the Reading Program. The new CTC Reading and Literacy Added Authorization Standards require programs to demonstrate that instructors who score signature assessments are calibrated to ensure reliability.
3. Continue alignment of the Reading Program with the Common Core State Standards, the New English Language Development Standards.
4. Revise content of Reading courses to ensure that candidates are prepared for the changing role of literacy leadership in schools.

B. Progress Toward Five-Year Review Planning Goals

C. Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems.

1. During AY 17-18, the program continued to improve candidate ability to promote a “culture of literacy,” building on efforts put in place the previous two years (these included transformation through reflections on personal beliefs and practices and instructor modeling and guiding students through processes for selecting, evaluating, summarizing, and reporting on literacy research). In addition to including more research-based articles on how to foster knowledge and skills about developing and supporting a culture of literacy, this year we added a series of relevant videos to the course materials.

2. As of AY 17-18, all faculty members in the program are now familiar with and have used all program assessments and rubrics relevant to their courses. As the program will expand during AY 18-19, the Program Coordinator will meet with any incoming faculty members to go over the rubrics and score sample papers. Because the program remains fairly small and there is typically only one instructor per course, this continues to be an effective means of ensuring interrater reliability.

A review of signature assignments indicates that these are reflective of program goals within the contexts of California Teacher Credentialing Standards and the University’s institutional and programmatic learning goals and outcomes. As the transition to semesters takes place, these assignments will be an area for continued study and appropriate changes.

3. The program enjoys the products of efforts to align with the Common Core Standards and English Language Development Standards. As of AY 16-17, assignments and syllabi include appropriate references to and applications of these standards. Further, the majority of instructors in the program are well versed in these standards and attendant curricular and pedagogical practices.

4. In AY 17-18, the program strengthened its literacy leadership strand through focused instruction and the addition of relevant articles and media. Candidates are now taught an effective classroom management model so that they may assist reading teachers with establishing productive order, an essential prerequisite to teaching and learning.

D. Program Changes and Needs

Overview:

The MS in Reading and Literacy program prepares individuals to diagnose reading difficulties and to teach reading programs at various levels. The program addresses literacy needs from early

elementary and Transitional Kindergarten (TK) through secondary school (grades 6-12). Critical elements to support the secondary school instructor are included to build capacity in foundational early reading development, a component of literacy often excluded in pre-service programs for secondary school teachers. Including secondary literacy helps create a comprehensive TK-12 lens for program completers. Additionally, the program focuses on the critical component of coaching the adult learner. In this way, we can best prepare candidates to not only have exceptional understanding of TK-12 literacy diagnostic skills and needs, but also to be able to be agents of sustainable change in the TK-12 sector.

Curriculum Changes:

In anticipation of semester conversion, the design of the MS in Reading Instruction will change. First, the name of the degree has been approved as The MS in Reading and Literacy; it will be 30 semester units. Students will complete a series of six graduate reading courses (14 units) beginning in the summer. Upon successful completion of this coursework and three or more years of classroom teaching, candidates can be recommended to the CTC for the state-issued Reading Certificate Added Authorization.

Candidates will also complete three more graduate courses (16 units) to earn a MS in Reading and Literacy. Candidates may transfer up to nine (9) qualifying units towards the MS. If they do not have the qualifying units, they must complete a series of program electives (7 units).

Once semester conversion passes the one-year mark, in 2019-20, courses and signature assignments will undergo review by the faculty to ensure coherence with program goals and alignment to California Teacher Credentialing Standards and the University's institutional and programmatic learning goals and outcomes. This will be an ongoing area for faculty to study and to implement appropriate changes.

Students:

Students admitted to the program are post baccalaureate degree holders who have also completed an approved teacher preparation program and hold a valid Multiple Subject and/or Single Subject Credential. An earned 3.0 Grade Point Average (GPA) in all upper division or post baccalaureate coursework. The MS in Reading Instruction program requires applicants to submit a statement of purpose, evidence of successful teaching experience, and three current letters of recommendation.

Reading specialists are also being hired as literacy coaches for schools and districts. Although all Reading positions require a deep understanding of literacy development, coaching teachers requires a different set of skills than working directly with public school students. Our candidates must be skilled in Reading development, literacy instructional methods, and adult learning theory. Course content ensures that our program prepares candidates to be the literacy leaders of the future.

A major goal of the program is to increase the number and diversity of candidates. To do this, as semester conversion rolls out, the program will engage in three program-level interventions to increase candidate diversity. The numbering below aligns with the program-level components outlined in CEAS' *2017 Candidate Diversity Recruitment Plan*. These include 1) implementing a mentoring program for all diverse program applicants to ensure they understand and can meet all admission requirements, 2) exploring options for external funding to support the recruitment and admission of diverse candidates, and 3) extending outreach to selected communities that have diverse potential applicant populations. These efforts have already begun and should show fuller impact in our next program report.

Faculty:

During AY17-18, two tenure-line faculty taught in the program. These faculty members are both tenured Full Professors and literacy specialists, with earned Reading Specialist Credentials. In the event the program grows, there will be a need for more faculty to join the program.

Staff:

During AY17-18, as a small program, the Coordinator managed most clerical needs, with the assistance of Extension and CEAS' collaborative staffing model.

Resources:

Assessment:

Other: Elevation to the MS in Reading and Literacy

The Chancellor's Office approved elevation of the program to the Master of Science in Reading and Literacy, effective with the Summer 2018 entering cohort.

II. **SUMMARY OF ASSESSMENT**

A. **Program Learning Outcomes (PLO)**

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;
2. Demonstrate knowledge of research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of

literacy instruction, including phonemic awareness, phonics, fluency, oral language development, reading and listening comprehension, and vocabulary development, and writing;

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; and

4. Complete an action research project in the field of literacy, including a review of the research literature, planning and implementing an instructional unit, and an analysis of student learning and research results

Our candidates will:

UAO1: Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

UAO2: Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

UAO3: Work collaboratively with students, parents, and professional colleagues to achieve equitable outcomes and equitable environments.

UAO4: Know and demonstrate the content knowledge, pedagogical content knowledge and skills, professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate candidates meet professional, state, and institutional standards.

B. Program Learning Outcome(S) Assessed

In 2017-2018, UAOs 1, 2, and 4 were assessed and discussed. As the CTC has recently implemented a new requirement that dyslexia be included in the curriculum, this will become a focus in the assessment courses.

C. Summary of Assessment Process

As the program coordinator has since left the university, it is unknown which, if any, PLOs were assessed in 2016-2017. No new assessment instruments were developed.

D. Summary of Assessment Results

A previous report documented that, in 2015-2016, additional scaffolds were added to further support assessment, analysis, planning delivery, and reflections in TED 6253. As a result of these changes, candidates scores increased to 4/4 on the target rubric-based assessment. In 2016-2017, under a prior program coordinator, the plan was to "further investigate... the content/instruction

in these particular areas,” however, as there was a focus on semesterization and a subsequent change in program coordination, there was no accessible evidence to determine if, in fact, such “further investigation” was conducted.

In AY 17-18, the new Coordinator and core faculty agreed to begin discussions around the assessment assignments and rubrics, but to wait make any changes until additional information is gathered after all courses have cycled through the semester process.

E. Assessment Plans for Next Year

As stated above and in our previous report, following the implementation of semester instruction, rolls core faculty will conduct a thorough review of courses, assessments, and data quality. Until then, we continue to use the existing signature assignments. AY 19-20 should prove to be the optimal time to make any needed changes.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

Reflections on Trends and Program Statistics:

B. Request for Resources

No requests for Tenure-Track hires at this time

No request for other/additional resources at this time