

1B. Graduate Program Assessments

Department: COMMUNICATION DISORDERS

Person Preparing Original Report: JENNIFER HSU

Assessments and Analyses

Major

The department uses a wide range of program assessment tools including the PRAXIS exam, a comprehensive exam, student theses (written and oral), evaluation of clinical therapy skills (on-campus and off-campus), and alumni assessments through self-survey and supervisor evaluations.

Over the last year, however, a number of informed improvements have been made to the department's assessment procedures. First, assessment of student performance on the comprehensive exam was changed. The form that is completed by faculty was revised so that student performance was related to American Speech-Language-Hearing Association (ASHA) standards for Knowledge and Skills. In addition, two questions were added that permit evaluation of how student performance data collected by faculty have been used to modify instruction and/or the curriculum.

A benchmark of 70% was set as the standard for evaluating performance on comprehensive exam questions. Student performance lower than 70% will be reviewed.

Analysis of student performance on the PRAXIS exam in Speech Language Pathology was also changed to look, in addition to overall scores, at student performance in seven areas broken out by ETS - Basic Human Communication Processes, Phonological and Language Disorders, Speech Disorders, Neurogenic Disorders, Audiology/Hearing, Clinical Management and Professional Issues/Psychometrics/Research.

It was decided that critical thinking should be assessed as students progress through the program and not just at the end of the program in the context of the thesis. It was also decided that the program will assess the student's ability to engage in evidence based practice (a skill emphasized in the curriculum beginning last year as a result of past assessment). A departmental retreat will be held in June 2008 to develop methods of assessing the development of critical thinking as well as understanding and ability to engage in evidence based practice.

Finally, the timeline for discussing assessment results was changed so that results will be discussed and decisions regarding instructional, curricular or overall program changes will be made at the annual retreat in June instead of during the fall semester of the following academic year.

Changes to Program and Courses

Major

Since it was decided that critical thinking should be assessed as students progress through the program, faculty have agreed to add projects and/or assignments to their classes to better promote the development of critical thinking.

Based on the 2007 comprehensive exam data, it was seen that previous implementations are improving student performance in important areas. Previous weaknesses seen in the areas of assessment and intervention in the disorders courses led to implementation of a variety of strategies in the disorders courses to address these areas of weakness. The strategies included increased coverage of the clinical sections of disorders courses, increased emphasis on assessment procedures, and increased emphasis on intervention strategies. Based on recent comprehensive exam results, these strategies appear to have improved performance in the broad areas of assessment and intervention. The exam data also shows that there have been substantial gains in audiology and research methods. These gains represent, in part, revisions of the test questions based on assessment discussions.

Analysis of the praxis data reveal a high level of performance, demonstrating that the curriculum, instructional methods and practicum experiences have provided students with the knowledge mandated by the

American Speech-Language-Hearing Association, and therefore no recommendations for change based on these data have been made over the last year.

Over previous years, many changes have been made to the program based on assessment outcomes, which are listed as an appendix (A) at the end of this summary.

Changes to Assessment Plan

The assessment plan has not been changed since May 2007, but it will be reviewed at the June 2008 retreat.

Appendix A: Past Program Changes Based on Assessment

1. Implementation of two elective courses: one in autism and one in early intervention, in response to feedback from the alumni survey.
2. Incorporation of information on autism and augmentative communication into the course on Language Disorders in Children: Birth to 5 in response to feedback from the alumni survey.
3. Changes in writing assignments in four courses from term papers to summarizing of research articles in response to weaknesses reported in evaluations of these projects.
4. Provision of writing rubrics and/or required writing forms in two courses in response to weaknesses reported in evaluation of these projects.
5. Increased coverage of clinical sections of disorders courses with increased emphasis on assessment procedures and intervention strategies in responses to weaknesses in observed in the Comprehensive Exam.
6. Changing the Diagnostics course from a 3 credit lecture course to a 2 credit lecture course with an associated 1 credit laboratory course to provide stronger clinical training in the ability to conduct and report on diagnostic evaluations. This was done in response to weaknesses evident in the evaluations of student's clinical skills.
7. More problems, quizzes and examples were provided in the statistics course in response to the low performance on the comprehensive exam
8. Two instructors of the theses seminar are planning on providing models for the discussion section of the theses which will guide students in how to relate their research findings to previous research discussed in the literature review to help in developing student ability to integrate and synthesize information as well as to think critically. This is in response to information obtained from thesis evaluations.
9. There will be a focus on integrating evidence based practice into the curriculum. Although this is an ASHA mandate, the alumni survey indicated that this is a needed curriculum change.

PREPARING INQUIRING EDUCATORS: KNOWLEDGE, UNDERSTANDING, APPLICATION: ADVANCED PROGRAMS

The College’s student learning outcomes for Advanced Programs reflect: William Paterson University’s Student Learning Outcomes; the College of Education’s Conceptual Theme and Framework; the Standards for School Leaders from the ELCC/ISLLC; the standards from these organizations that are included in the NJ DOE licensure code; and the 6 outcomes defined by the College of Education for Advanced Programs.

General Goal of all M.Ed. Programs: To prepare advanced practitioners in education and related professions who have the appropriate knowledge, skills, & professional dispositions to be effective practitioners and leaders within diverse populations in schools and agency settings

| PROGRAM: M.Ed. in Education | | | |
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| | OBJECTIVES/OUTCOMES | ASSESSMENT METHOD | USING ASSESSMENT FOR PROGRAM IMPROVEMENT |
| Bilingual/ESL Early Childhood Language Arts Learning Technologies School Library Media Social Studies Teaching Children Mathematics | <i>Knowledge:</i> Demonstrates in-depth professional and content knowledge including contemporary trends and standards in candidates’ areas of study | <ul style="list-style-type: none"> • Evaluation of Master’s Thesis Chapters 1 & 2 • GPA in major concentration courses | Based on evidence from data in 2008, it was decided that while the rubrics need a bit of refinement to be more sensitive to specific standards related to each assessment, they both reflected reasonable methods for collecting data. Specifically it was recommended that the rubric elements be fine-tuned to better measure (be more closely aligned) with the specific competencies we believe are related to Impact on Student or Client Learning/Development. It was also observed that assessments of target, acceptable, and unacceptable on rubric elements were inconsistent across raters. Therefore, the rubric is being revised to reflect more refined & expanded performance measures of content knowledge. |
| | <i>Diversity:</i> Demonstrates comprehensive understanding of the specialization within evolving and diverse, social, cultural, political, and economic contexts | | Based on evidence from existing assessments which did not include sufficiently measurable performance – based outcomes for diversity, this outcome will be more specifically operationalized for all advanced programs during 2008-2009. |
| Bilingual/ESL | <i>Diversity</i> | <ul style="list-style-type: none"> • Component of Professionalism in M.Ed. Portfolio • Term paper focusing on issues of acculturation & multiculturalism in TBED 542 | |
| Early Childhood | <i>Diversity</i> | <ul style="list-style-type: none"> • Lesson plan in CIEC 602 • Multicultural Diversity Project in CIEC 634 | |
| Language Arts | <i>Diversity</i> | <ul style="list-style-type: none"> • Lesson Plan in CIEE 604 | |
| Learning Technologies | <i>Diversity</i> | <ul style="list-style-type: none"> • Technology integrated lesson plans in CIEE 612 • Student achievement tracking program project in CIEE 612 • Equity assignment in CIEE 605 | Based on large number of unacceptable scores on the CIEE 605 assignment in 2007, the course content and outcomes were revised to be more closely aligned with ISTE standards and the course |

| PROGRAM: M.Ed. in Education | | | |
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| | OBJECTIVES/OUTCOMES | ASSESSMENT METHOD | USING ASSESSMENT FOR PROGRAM IMPROVEMENT |
| | | | assignment for which the rubric was used was modified as well. In addition, changes were made in the scoring rubric. All of this resulted in better ratings on the measure in 2008 compared to 2007. |
| School Library Media | <i>Diversity</i> | <ul style="list-style-type: none"> • Lesson and unit plans in CIEM 514 • Collection development project with reading advocacy in CIEM 621 | |
| Social Studies | <i>Diversity</i> | <ul style="list-style-type: none"> • Lesson and unit plans in CIED 653 • Strategies for teaching in diverse settings project in CIED 65 | |
| Teaching Children Mathematics | <i>Diversity</i> | <ul style="list-style-type: none"> • Multiple representations lesson plan in CIEE 614 • Equity issues lesson plan in CIEE 616 | Based on evidence from 2007 data collection, the rubric for scoring the equity issues project in CIEE 616 was aligned more closely with assignment specifications so as to include more emphasis on the impact for further P-12 instruction. |
| Bilingual/ESL Early Childhood Language Arts Learning Technologies School Library Media Social Studies Teaching Children Mathematics | <i>Technology:</i> Demonstrates competence in utilizing technology and assessing its role within candidate's areas of specialization | <ul style="list-style-type: none"> • Utilized and assessed in most courses and assignments within the specialization are for all concentration | |
| Bilingual/ESL Early Childhood Language Arts Learning Technologies School Library Media Social Studies Teaching Children Mathematics | <i>Research & Assessment:</i> Demonstrates competence in using advanced knowledge for conducting research and assessment in applied contexts | <ul style="list-style-type: none"> • Evaluations of Master's Thesis Chapters III, IV, & V | Based on evidence from data in 2008, it was decided that while the rubrics need a bit of refinement to be more sensitive to specific standards related to each assessment, they both reflected reasonable methods for collecting data. Specifically it was recommended that the rubric elements be fine-tuned to better measure (be more closely aligned) with the specific competencies we believe are related to Impact on Student or Client Learning/Development. It was also observed that assessments of target, acceptable, and unacceptable on rubric elements were inconsistent across raters. Therefore, the rubric is being revised to reflect more refined & expanded performance measures of impact on P-12 student learning and measures of reliability will be obtained |
| | <i>Dispositions:</i> Demonstrates knowledge of a broad context for educational service and professional practice through which candidates exhibit and model appropriate ethical and | | Based on evidence from existing assessments which did not include sufficiently measurable performance – based outcomes for dispositions, this outcome will be more specifically operationalized for all advanced |

| PROGRAM: M.Ed. in Education | | | |
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| | OBJECTIVES/OUTCOMES | ASSESSMENT METHOD | USING ASSESSMENT FOR PROGRAM IMPROVEMENT |
| | professional behaviors | | programs during 2008-2009. |
| Bilingual/ESL | <i>Dispositions</i> | <ul style="list-style-type: none"> • Component of professionalism in M.Ed. portfolio | 2008-2009 |
| Early Childhood | <i>Dispositions</i> | <ul style="list-style-type: none"> • Special Needs Case Study in CIEC 634 | Based on evidence from data in 2007, the rubric for the assignment in CIEC 634 has been revised to reflect clearer performance outcomes. |
| Language Arts | <i>Dispositions</i> | <ul style="list-style-type: none"> • Folklore Tale in CIRL 635 | 2008-2009 |
| Learning Technologies | <i>Dispositions</i> | <ul style="list-style-type: none"> • Social Issues discussions in CIEE 605 | 2008-2009 |
| School Library Media | <i>Dispositions</i> | <ul style="list-style-type: none"> • Unit of study project including information literacy skills, work samples, & student assessments in CIEM 621 | Based on 2 semesters of data, the rubric was modified to be more specific regarding candidates' self evaluations of their performance in the field experience. |
| Social Studies | <i>Dispositions</i> | <ul style="list-style-type: none"> • Report of classroom implementation of lesson and unit plans in CIED 653 | 2008-2009 |
| Teaching Children Mathematics | <i>Dispositions</i> | <ul style="list-style-type: none"> • Implementation of ideal lesson plan with troubleshooting & adaptations in CIEE 626 | Based on data from 2007, the rubric and course content was revised to reflect a stronger emphasis on using assessment of P-12 students in further lesson planning. |
| | <i>Leadership: Demonstrates competence as practitioners, leaders, mentors, and advocates who function as collaborative agents of change in professional settings</i> | | |
| Bilingual/ESL | <i>Leadership</i> | <ul style="list-style-type: none"> • Component of professionalism in M.Ed. portfolio | |
| Early Childhood | <i>Leadership</i> | <ul style="list-style-type: none"> • Advocacy project in CIEC 634 | Based on evidence from data in 2007, the rubric for the assignment in CIEC 634 has been revised to reflect clearer performance outcomes. |
| Language Arts | <i>Leadership</i> | No assessment available | |
| Learning Technologies | <i>Leadership</i> | <ul style="list-style-type: none"> • Grant proposal addressing NJ Ed Tech Plan in CIEE 625 | |
| School Library Media | <i>Leadership</i> | <ul style="list-style-type: none"> • Philosophy statement in portfolio • Observation by supervisor in field experience in CIEM 621 | Internship: In 2007-08, 3 out of 10 candidates achieved target level on the internship evaluation and 7 out of 10 achieved at the acceptable level. No candidates performed at the unacceptable level. Data based on 3 perspectives indicate that the rubric is too general. The instrument needs to be changed. Data also indicate a need for better screening of cooperating SLMS and a need for better training of supervisors. |
| Social Studies | <i>Leadership</i> | <ul style="list-style-type: none"> • Evaluation of case study of students, teachers, and parents in candidate's school or district in CIED 651 or 652 or 653 | |
| Teaching Children | <i>Leadership</i> | <ul style="list-style-type: none"> • Three -session staff development | The first assessment indicated that |

| PROGRAM: M.Ed. in Education | | | |
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| | OBJECTIVES/OUTCOMES | ASSESSMENT METHOD | USING ASSESSMENT FOR PROGRAM IMPROVEMENT |
| Mathematics | | or parent education plan –Comp Requirement <ul style="list-style-type: none"> • Case study of math clinic student in CIEE 620 | students were able to integrate and apply discipline-specific mathematics content as well as pedagogical knowledge to parent and staff development plans at target or acceptable levels. Some of the proposed projects were successfully implemented in the field. In the future, we are considering bringing in this assessment earlier and adding an implementation report component. The second assessment on clinic performance also indicated that candidates could apply knowledge from the program to impact on P-12 student performance. All candidates performed at acceptable or target levels on this assessment. No changes are needed. |

M.Ed. in Educational Leadership

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| | <p><i>Knowledge:</i> Demonstrates in-depth professional and content knowledge including contemporary trends and standards in candidates' areas of study.</p> | <ul style="list-style-type: none"> • SLLA Exam • Case Study in EDLP 606 | <p><u>SLLA Exam:</u> 100% of candidates passed this exam since it has been administered.</p> |
| | <p><i>Diversity:</i> Demonstrates comprehensive understanding of the specialization within evolving and diverse, social, cultural, political, and economic contexts</p> | <ul style="list-style-type: none"> • Alternative Teacher Assessment in EDLP 609 | <p>Based on performance in 2007, rubrics were refined to be more sensitive to effect of assessment on P-12 learning outcomes. A review of the final outcome for the supervisor course EDLP 609 indicated that it needs to be reviewed and possibly revised to improve the overall quality. This "Alternate Assessment" outcome is a critical assessment #3 and is part of the overall ELCC monitoring.</p> |
| | <p><i>Technology:</i> Demonstrates competence in utilizing technology and assessing its role within candidate's areas of specialization</p> | <ul style="list-style-type: none"> • Utilized and assessed in most courses and assignments within the program | <p>Data indicate the need for increased use of online assessments and candidate use of Blackboard. This is planned for 2008-09. The need to improve overall communication with cohort members will be addressed through the use of Blackboard as a tool for the EDLP program information and communication. This web presence has been developed during the June institute and is being implemented for the new cohort.</p> |
| | <p><i>Research & Assessment</i> Demonstrates competence in using advanced knowledge for conducting research and assessment in applied contexts</p> | <ul style="list-style-type: none"> • Collaborative Action Research in EDLP 603 and 608 | |
| | <p><i>Dispositions:</i> Demonstrates knowledge of a broad context for educational service and professional practice through which candidates exhibit and model appropriate ethical and professional behaviors</p> | <ul style="list-style-type: none"> • Internship experiences for 300 hours in EDLP 613 and 614 | <p>Based on results of 2007 assessments, more emphasis has been placed on diversity of placements. The field experience language in the student handbook referring to experiences in diverse settings has been reviewed and modified. A review of the placements indicated that a language change is needed in the required "shadowing" experiences for the administrative interns. This language modification will ensure greater diversity exposure for all interns. The language has been modified for the new cohort for September 2008. The ISLLC standards for educational leadership were revised in December 2007 (http://www.ccsso.org/Whats_New?Press_Releases/11961.cfm). The internship monitoring and reporting is based on the old standards. It will be necessary to revise the electronic log reflecting the change in format and content.</p> |

| <u>M.Ed. in Educational Leadership</u> | | | |
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M.Ed. in Educational Leadership

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| | <p><i>Leadership:</i> Demonstrates competence as practitioners, leaders, mentors, and advocates who function as collaborative agents of change in professional settings</p> | <ul style="list-style-type: none">• Evaluation of programs and presentation to community group in EDLP 62• Budget development in EDLP 610• Professional Development Program in EDLP 604 | |
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| M.Ed. in Counseling | | | |
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| | <i>Knowledge:</i> Demonstrates in-depth professional and content knowledge including contemporary trends and standards in candidates' areas of study. | <ul style="list-style-type: none"> • Comprehensive Exam • Portfolio • National Certification Exam (NCE) | <u>Comprehensive Exam:</u> 100% of candidates passed the Comprehensive Exam in the last two years. <u>NCE:</u> 90% of all candidates took the NCE. The pass rate for 2008 was 80% down from 92% in 2007. These scores are below the national CACREP average but higher than the national non-CACREP accredited programs. Data seem to indicate that program revisions may be needed to insure a better pass rate on the NCE. |
| | <i>Diversity:</i> Demonstrates comprehensive understanding of the specialization within evolving and diverse, social, cultural, political, and economic contexts | <ul style="list-style-type: none"> • Journals and self-reflections from CSP 603, Multicultural Counseling • Case studies and papers from all other CSP courses | Data will be collected and analyzed during 2008-09 to identify areas for improvement. |
| | <i>Technology:</i> Demonstrates competence in utilizing technology and assessing its role within candidate's areas of specialization | <ul style="list-style-type: none"> • Internet Counseling paper from CSP 605, Ethical and Legal Issues in Counseling, online career counseling paper in CSP 608, Career Counseling, data management piece of Comprehensive School Guidance Plan (Critical Assessment), BB assignments in all CSP courses | Data will be collected and analyzed in 2008-09 to identify areas for improvement and make necessary programmatic changes. |
| | <i>Research & Assessment</i> Demonstrates competence in using advanced knowledge for conducting research and assessment in applied contexts | <ul style="list-style-type: none"> • Practical Application of assessments paper in CSP 604, Assessment in Counseling and Research Project (Critical Assessment) | Data will be collected and analyzed in 2008-09 to identify areas for improvement and make necessary programmatic changes. |
| | <i>Dispositions:</i> Demonstrates knowledge of a broad context for educational service and professional practice through which candidates exhibit and model appropriate ethical and professional behaviors | <ul style="list-style-type: none"> • Evaluation of students in CSP 601, Techniques in Counseling and Practicum/Internship evaluations (Critical Assessments) | Dispositions for all Advanced Programs will be addressed in 2008-09. |
| | <i>Leadership:</i> Demonstrates competence as practitioners, leaders, mentors, and advocates who function as collaborative agents of change in professional settings | <ul style="list-style-type: none"> • Practicum/Internship experience and evaluations | <u>Practicum:</u> Data demonstrate that candidates are performing strongly with high means across competencies assessed. |

| <u>M.Ed. in Special Education</u> | | | |
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| | <i>Knowledge:</i> Demonstrates in-depth professional and content knowledge including contemporary trends and standards in candidates' areas of study | | Reordering of course sequencing in LD program is being considered so that students take courses in learning strategies before remediation strategies. |
| Developmental Disabilities | | <ul style="list-style-type: none"> • Comprehensive Examinations • GPA in major concentration courses | <u>Comprehensive Examinations:</u> Candidates complete four out of five comprehensive questions. There is 100% pass rate at the target level on the 2 nd attempt. <u>GPA:</u> All candidates meet GPA requirements at target level. |
| Learning Disabilities | | <ul style="list-style-type: none"> • Masters Thesis • GPA | <u>Masters Thesis:</u> Data from the masters thesis indicate candidates' ability to gather and analyze current research ranged from proficient to target. Some candidates were better than others at summarizing and comparing the results of studies, but generally all showed sufficient ability to identify a significant issue in special education and develop a foundation for their study. GPA ranged from 3.41 to 4.0 indicating that candidates are meeting course standards. GPA's of 4.0 were earned by the strongest candidates in the internship; besides that, though, GPA was less of a reliable predictor of success in field experiences. Some of the candidates with lower GPA were more effective in practical situations. |
| | <i>Diversity:</i> Demonstrates comprehensive understanding of the specialization within evolving and diverse, social, cultural, political, and economic contexts | | Data from exit interviews with LDT-C revealed that many of them saw the assignment to select and shadow an LDT-C in an urban district for one day as one of the most helpful experiences of the program. |

M.Ed. in Reading

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| | <p><i>Knowledge:</i> Demonstrates in-depth professional and content knowledge including contemporary trends and standards in candidates' areas of study</p> | <ul style="list-style-type: none"> • Evaluation of Master's Thesis Chapters 1, 2, and 3 • Oral Comprehensive Exam • GPA in major concentration courses | <p>Master's Thesis-Chapters 1, 2, &3: Data (2008) reveal candidates demonstrate in-depth professional and content knowledge at target and acceptable levels. Courses were revised based on 2007 data to include more content knowledge where candidates showed weaknesses. This revision process is on-going based on the data and reading committee discussions. Orals: 100% of candidates (Spring 2007-08) passed the Oral Comprehensive Exam. In order to comply with the most recent IRA Standards, the Reading Committee reviewed and revised the rubric for this program component to better reflect the expected outcomes aligned with the most recent IRA standards. GPA: Final GPA's ranged from 3.7-4.0 indicating strong content and professional knowledge.</p> |
| | <p><i>Diversity:</i> Demonstrates comprehensive understanding of the specialization within evolving and diverse, social, cultural, political, and economic contexts</p> | <ul style="list-style-type: none"> • Critical Issues Project-CIRL 617 | <p>Data (2008) indicate the candidates performed at the target level for this project suggesting they have an understanding of diverse issues as they effect literacy acquisition; however more needs to be done to ensure diverse placements for all candidates.</p> |
| | <p><i>Technology:</i> Demonstrates competence in utilizing technology and assessing its role within candidate's areas of specialization</p> | <ul style="list-style-type: none"> • Utilized and assessed in most courses and assignments within the program e.g., required online courses (CIRL 617 & 625). | <p>Data indicate candidates mostly achieve target levels in these courses. These online courses develop candidates' technological skills and are continuously revised to build an understanding of the importance of integrating online and new media instruction in P-12 classrooms.</p> |
| | <p><i>Research & Assessment</i> Demonstrates competence in using advanced knowledge for conducting research and assessment in applied contexts</p> | <ul style="list-style-type: none"> • Action Research Project: Developmental Portfolio on Teaching and Learning -CIRL 633 | <p>Data (Spring 2008) from this project suggests that the candidates demonstrate the ability to apply knowledge for conducting research and assessment at target and acceptable levels. Data also reveal one area of weakness (Rubric Element 5: Teacher Reflections) which needs to be addressed to improve self evaluation and assessment in applied contexts.</p> |
| | <p><i>Dispositions:</i> Demonstrates knowledge of a broad context for educational service and professional practice through which candidates exhibit and model appropriate ethical and professional behaviors</p> | <ul style="list-style-type: none"> • Case Study: Diagnosis and Remediation of Reading Difficulties-CIRL 620 & 621 | <p>Candidates complete dispositions self-evaluation in most courses which is designed to help them reflect on their dispositions and the role of the reading specialist. Dispositions for all advance need programs need to be addressed in 2008-09.</p> |
| | <p><i>Leadership:</i> Demonstrates competence as practitioners, leaders, mentors, and advocates who function as collaborative</p> | <ul style="list-style-type: none"> • Planning and Implementation of a Professional Development Workshop-CIRL 624 | <p>Data from (2007-8) peer and faculty evaluations of this workshop presentation reveal the candidates are competent as leaders, mentors, and</p> |

M.Ed. in Reading

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| | agents of change in professional settings | | change agents. Feedback from the peer & faculty evaluations in 2007 was positive and based on the comments these hands-on workshops were also offered successfully to undergraduates in Spring 2008. Data from faculty revealed candidates performed at the target level. |
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