

**M.Ed. in Reading Program
Program Assessment Plan**

The M.Ed. in Reading program is designed specifically to deepen K-12 teachers’ pedagogical content knowledge with the aim of improved student (K-12) literacy achievement. This program is delivered in e-Learning formats so that it is possible to complete the degree while teaching in one’s own district. Technological tools facilitate course delivery, communication, and research. Candidates in the reading program focus on developmental, cognitive, and sociocultural aspects of reading acquisition, instruction, and assessment. Professional and caring attitudes and beliefs about teaching lead to responsive and rigorous instruction in reading and literacy for all K-12 students, including those who are culturally and linguistically diverse. Accomplished teaching professionals promote collaboration with students, colleagues, parents, families, and the larger community to improve literacy learning and student achievement in their contexts. Students prepare an exit portfolio that is aligned to the program standards of the International Literacy Association (2017 Standards) to demonstrate levels of knowledge and pedagogy commensurate with the skills and dispositions of highly competent advanced teaching professionals.

Assessment Plan

Performance Learning Objectives (ILA Standards)	Measures
<p>STANDARD 1. Foundational Knowledge Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.</p>	<p>Foundations Essay (EDRE 674) Masters Portfolio Statement (EDRE 698)</p>
<p>STANDARD 2. Curriculum and Instruction: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.</p>	<p>Analysis of Instructional Practice (EDRE 675) Final Practicum Report (EDRE 680) Masters Portfolio Statement (EDRE 698)</p>
<p>STANDARD 3: Assessment and Evaluation: Candidates understand, select, and use valid, reliable, fair, and</p>	<p>Video Analysis and Reflection Project (EDRE 680) Instructional Case Study (EDRE 681)</p>

<p>appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.</p>	<p>Masters Portfolio Statement (EDRE 698)</p>
<p>STANDARD 4: Diversity and Equity: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.</p>	<p>Culturally Responsive Education Plan (EDRE 671) Community Language Practices and Ethnographic Analysis (EDRE 671) Professional Knowledge Statement (EDRE 696) Masters Portfolio Statement (EDRE 698)</p>
<p>STANDARD 5: Learners and the Literacy Environment Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.</p>	<p>Engaging Striving Readers (EDRE 678) Literate Environment Presentation (EDRE 681) Masters Portfolio Statement (EDRE 698)</p>
<p>STANDARD 6: Professional Learning and Leadership: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.</p>	<p>Colleague Coaching Analysis (EDRE 696) Professional Knowledge Presentation (EDRE 696) Masters Portfolio Statement (EDRE 698)</p>