MED Reading Instruction Annual Assessment 2020-2021

Graduate Annual Assessment 2020-2021

Master of Education in Reading Instruction

Program Profile
Program Mission

The William Woods University Master of Education (MEd) in Reading Instruction program is designed especially for current K-12 teachers who desire to develop extensive skills in the area of effective reading instruction. Students enrolled in this innovative online Master of Education program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, curriculum development, assessment and effective intervention.

Students earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in grades K-12 as Reading/Literacy Specialists, Coaches and Interventionists.

Program Demographics

Total Enrollment 2020-2021	Total Enrollment 2019-2020
27	8

Graduating Students

Total Graduated 2020-21	Total Graduated 2019-2020

Programm Assessment Data Sheet
Upload the Assessment Data sheet from Institutional Research

Reflection on Demographic Data
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Our goal is to have 100% of the students who start the Masters of Education in Reading Instruction program reach graduation. The small cohort size should help build the sense of a supportive learning community and the ongoing/imeediate feedback from the instructor should also help students feel connected. Since the program began in January of 2020, our program has continued to grow at a faster pace than anticipated. During the 2020-2021 academic year we added three new cohorts for a total of five cohorts. Our first Cohort is set to finish their program at the end of Summer 2 2021. As we are expanding our student enrollment, we are also expanding our faculty to ensure that we can continue to maintain the high-quality of instruction and timely feedback as additional cohorts are added to the rotation. Two aditional adjust faculty were added to our team this year.

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation
Does the program hold external accreditation?
Yes (selected)
No

If yes, state the name of the organization.
Along with the name of the organization, please note the date of approval, and the date of review.

HLC

DESE

Marketing Materials
Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

The WWU marketing department has information posted on the website at https://www.williamwoods.edu/academics/online/graduate/master_of_education_in_reading_instructon.html. The promotinoal flyer that is currently available us attached. A a brief perspective promotional video was also created to connect with potential students in a more personal way. At this time, additional emphasis needs to be placed on how this program has also been approved by the Department of Elementary and Secondary Education for Missouri students to be eligible for a Special Reading, K-12 Certification upon completion of the program.

Marketing Attachments

MED_RI_7_8_19__003___1_.pdf

Faculty Teaching
Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

This program currently as one program manager, Dr. Julie Schaefer, and 7 adjunct faculty.

Dr. Cindy Owens taught 3 courese including EDC 530 and EDC 580.

Jocelyn Schluss taught EDC 500 once and EDC 540 twice.

Stacey Gregory-Angell taught EDC 550 two times.

Stephanie Maddox taught EDC 520 two times.

Teri Tillinghast taught EDC 560 one time.

Rena Comer taught EDC 580 two times.

Faculty Load Attachment
If you want to attach the load document you can do that here.
MED_RI_Instructor_Course_Rotation___7_.pdf

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ILA-2018.RLS.1	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.
ILA-2018.RLS.2	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.
ILA-2018.RLS.3	STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and 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.
ILA-2018.RLS.4	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.
ILA-2018.RLS.5	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.
ILA-2018.RLS.6	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.
ILA-2018.RLS.7	STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU2016.1

Every course within the Masters of Education (MEd) in Reading Instruction program focuses on deepening the students understanding of the theory behind literacy instruction in order to develop the why behind each application piece and how the new learning will directly impact real world instruction with students.

WWU2016.2

At the core of each course within the MEd in Reading Instruction program, is the opportunity to collaborate and learn with colleagues in a professional manner. In addtion to creating a learning community with students respecting the learning of their peers, they will also have the opportunity to interact with students, parents, and colleagues working in the field of literacy instruction. These opportunities will provide students with various experiences to allow them to grow this aspect of being an ethical professional.

WWU2016.3

Every course within the MEd in Reading Instruction program embeds opportunities for self-reflection in learning and application. Most assignments require students to reflect before getting direct feedback from the course instructor. Beyond this program, being deeply reflective daily when working with students is an incredible skill that will help teachers to be life long learners who are continuously improving their craft for the rest of their career. Each course promotes this belief and provides countless opportunities for self-reflection in order to help students to begin valuing the importance of this skill on their own.

WWU2016.4

The previous narrative will hopefully lead to creating life long learners. The goal is not for teachers to leave this program feeling as though they are an expert that knows everything there is to know about literacy instruction. Rather, the hope is that this program will building their confidence and expertise, but also propel them into a cycle ongoing growth and learning well beyond this degree.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

International Literacy Assoc. Standards for Reading/Literacy

	EDC 510	EDC 520	EDC 530	EDC 540	EDC 550	EDC 560	EDC 580	EDC 590	EDC 591
ILA-2018.RLS.1 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.	I, A	R	A	R	R	R	R	M	A, M
ILA-2018.RLS.2 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	I, A		R	R	R			M	A, M

instruction for learners; collaborate with teachers to implement effective literacy practices.									
ILA-2018.RLS.3 STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and 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.	I, A	R			R			R	M	A, M
ILA-2018.RLS.4 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.	I, A	R	R	R	R	R		M	M, A
ILA-2018.RLS.5 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.	R, A		R	R		R		M	A, M
ILA-2018.RLS.6 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.	A	R	R			R		R	A, M
ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	I, A	R						M	A, M

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should' have on student learning?

After teaching each course for the first time, the faculty member who taught the course meets with the program manager and future faculty members who may be teaching the course to determine needed changes based on student feedback and reflections after teaching the course. Updates are made to the syllabi and rubrics to reflect the needed changes prior to the course being offered to the next cohort. The team is in a constant cycle of improvement to ensure that our courses provide a high quality learning experience for all students.

Assessment Findings

Assessment Findings for the Assessment Measure level for International Literacy Assoc. Standards for Reading/Literacy

ILA-2018.RLS.1 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.

Assessment Measures

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

EDC 530				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion To get a historical perspective of theoretical models as well as a systematic means of comparing and contrasting the theories, you will complete a Theory Comparison Chart for weeks 2-7. Complete the sections (Theory Name, Timeline of Theory Development, Research Application, Explanation of Theory, Classroom Application Examples) for each theory in the weekly readings for weeks 2-7. Note that the assignment for Weeks 4 and 5 require watching videos in addition to the reading assignment. Explain how theory is reflected in the video in the "Classroom Application Example" column of the chart. After completing the weekly assignment, upload the theory comparison chart to Moodle. This chart will assist you with the content of your final paper. 80% of students should meet or exceed expectations been met yet?			

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the**	**Improvement Narratives**

			Assessments	
Direct - Class Assignment	Has the criterion At the end of the course, you will submit a final paper describing your philosophy of working with striving secondary literacy learners. Based on what you have learned in this class (and other classes within the literacy program), what are important principles for working with elementary striving literacy learners? An in-depth, well-rounded paper is expected. A Final Paper Rubric will be used to assess this assignment. 90% of students meets or exceeds expectations been met yet?			

ILA-2018.RLS.2 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.

Assessment Measures

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion You will submit one lesson plan with reflection weekly for your student. These lesson plans will provide evidence of your intentional planning and capture anecdotal notes about how your student responded to your instruction. They will also help you reflect on what is working well with your student(s) and what you need to work on in			

	future sessions. A Lesson Plans with Reflections Rubric will be used to assess this assignment. 90% of students meets or exceeds expectations been met yet?			

ILA-2018.RLS.3 STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and 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.

Assessment Measures

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion After completing several assessments, you will write a Post-tutoring Report for each student you tutor. In your report, you will summarize the assessments you administered, along with the findings from those assessments, and outline the tutoring strategies you plan to utilize. A Post-tutoring Report Rubric will be used to assess this assignment. 90% of students meets or exceeds expectations been met yet?			

ILA-2018.RLS.4 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.

Assessment Measures

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

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Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion After completing several assessments, you will write a Post-tutoring Report for each student you tutor. In your report, you will summarize the assessments you administered, along with the findings from those assessments, and outline the tutoring strategies you plan to utilize. A Post-tutoring Report Rubric will be used to assess this assignment. 90% of students meets or exceeds expectations been met yet?			

ILA-2018.RLS.5 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.				
Assessment Measures				

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion After completing several assessments, you will write a Post-tutoring Report for each student you tutor. In your report, you will summarize the assessments you administered, along with the findings from those assessments, and outline the tutoring strategies you plan to utilize. A Post-tutoring Report Rubric will be used to assess this assignment. 90% of students meets or exceeds expectations been met yet?			

ILA-2018.RLS.6 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.				
Assessment Measures				

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

| | Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet? | | | |

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion Uploading a video to GoReact will be required 2 times during the course. You will watch the video of yourself and write a self-reflection. Your instructor will provide specific feedback for the videoed sessions within Go React. A Video Self-Reflection Rubric will be used to assess this assignment. been met yet?			

ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Assessment Measures

EDC 510				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Each week, you have been required to administer and score an assessment on a focus student. Across the course, you have collected and interpreted assessment information for the student. As your final assignment, use the provided template to compile a summary of results and recommendations for instructional support for your focus student. The summary of assessment results and recommendations will focus on the seven ILA Standards for Reading/Literacy Specialist			

	and will serve as an artifact for the MED in Reading Instruction. 70% of students meet or exceeds expectations been met yet?			

EDC 591				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion The tutoring log is designed for you to document your tutoring hours. A minimum of 12 hours of direct student contact (either assessing or tutoring) is required. A basic Tutoring Log Rubric will be used to assess tutoring log. been met yet?			

Assessment Findings for the Assessment Measure level for MO Teacher Standards(Imported)

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Since the first course was for this program started in January 2020, we do not have assessment data through Via to analyze yet. There will be three assessments across the program course sequence that teachers will submit through Via to monitor change across time in depth of learning and application. During the first courses, student learning is measured through discussion boards, papers, and application activities that are embedded within each course. The course instructors are providing students with immediate feedback.

Program Activities

Student Accomplishments
Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

We do not have any highlights to share at this time. We will collect these from students during their last two practicum courses and ask them to to stay in touch with the program manager beyond earning their degree. All instructors have also be asked to pass any accomplishments onto the program manager as students share with them.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Dr. Jocelyn Schluss earned her Doctorate in Education Leadership (EdD) from William Woods University in December 2020.

Dr. CIndy Owens was invited to be on the Reading Recovery Teacher Leader Task Force to work on demonstration videos for assisting Reading Recovery teachers with virtual instruction during the COVID pandemic.

Dr. Julie Schaefer & Dr. Cindy Owens finished serving on the Missouri Association of Reading Recovery Educators Board after being elected to serve in various positions (vice-president, president-elect, president, and past president) for the past eight years.

Stephanie Maddox was elected to serve as the secretary of the Missouri Association of Reading Recovery Educators Board.

Alumni Accomplishments
Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Not applicable since we have no graduates yet.

Professional Development Opportunities
- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

All of our instructors took part in the Brightspace training to support our transition to the new digital platform for our online classes.

Dr. Julie Schaefer, Dr. Cindy Owens, Stacey Gregory-Angell, Rena Comer, and Stephanie Maddox attended the Missouri Association of Reading Recovery Educators Virtual Conference in November 5, 2020.

Dr. Jocelyn Schluss attended the MARE fall conference and the MASA spring conference for district administrators.

Dr. Julie Schaefer and Stacey Gregory Angell attended the Litcon National K-8 Literacy & Reading Recovery Conference.

Professional Development
Upload any documentation supporting the professional development offered.

Assessment Rubric

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:	The program manager has a solid plan for aligning assessments and tweaking courses and needs after the course is taught. As this is a new program, there will be numerous changes made as the curriculum solidifies.			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:	There is no data in the assessment of the program.			

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings. ✓ N/A
Comment:	There is no data in the assessment of the program, and no assessments are marked "met/not met"		
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. N/A
Comment:			
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. N/A
Comment:			
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results. ✓ N/A
Comment:			
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided. ✓ N/A
Comment:			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year. ✓ N/A
Comment:			
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments. ✓ N/A
Comment:	The program provided faculty accomplishments. The university needs to assist in finding more accessible avenues of collecting this data on alumni.		

Appendix: Marketing Material

In Reading Instruction

Become a literacy expert

THE WILLIAM WOODS DIFFERENCE

NEARLY 150 YEARS OF ACADEMIC EXCELLENCE

SCHEDULES DESIGNED FOR WORKING PROFESSIONALS

100% ONLINE

TOP 100 MIDWEST UNIVERSITY - *U.S. NEWS AND WORLD REPORT*

ACCREDITATION DETAILS CAN BE FOUND ONLINE AT WILLIAMWOODS.EDU/ACCREDITED

TUITION PROMISE - NO TUITION INCREASES AS LONG AS YOU STAY CONTINUOUSLY ENROLLED

PROGRAM OVERVIEW

Learning to read proficiently is an essential life skill. Too often, teachers in our state and around the country struggle to meet the complex learning needs of all children. The William Woods University online Master in Education in Reading Instruction will aid teachers in developing specialized skills to better address the learning needs of all students. Teachers enrolled in this innovative online MED program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, assessment and effective intervention.

PROGRAM ADVANTAGES

The program design focuses on developing a strong foundation of literacy knowledge through authentic instruction, explicit application of literacy models, teacher reflection and interactive feedback. Teachers earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in the classroom at all grade levels, as well as in building and district literacy leadership roles.

PROGRAM PERSPECTIVES

"Intentionally developed from start to finish, the WWU Master of Education in Reading Instruction is tailored to comprehensively prepare teachers with a deep understanding of literacy theory, assessment, and instruction for more effectively meeting the diverse literacy needs of all students."

~Julie Schaefer, Program Manager

ADMISSION REQUIREMENTS

> Completed application

> Official transcripts (2.5 GPA or higher) sent from the college/ university you graduated from

> Copy of teaching certificate

TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

Master of Education in Reading Instruction Courses

This 30 credit-hour degree is comprised of ten three-credit-hour courses including six hours of practicum.

EDC500 Current Issues in Reading and Writing
A lively discourse and reflection of many issues currently facing public education, literacy instruction, and teacher reform, etc.

EDC510 Analysis and Correction of Reading Disabilities
Designed to provide reading educators with an understanding of various literacy assessment methods and tools.

EDC520 Evaluation of Abilities and Achievement
Explore individual diagnostic procedures, including formal and informal assessment, the interpretation of assessment (cognitive, academic and behavioral) results, and development of educational programs and instruction based on the student's individual strengths and needs.

EDC530 Theoretical Models in Literacy
This course provides educators a survey of various models of reading, including information processing, interactive, transactional, psycholinguistic, socio-cognitive, and other prominent models of reading.

EDC540 Language Acquisition and Literacy
Students in this course will learn how a child's language proficiency impacts literacy development.

EDC550 Literacy Across A Variety of Genres
Advanced course in theory, process, and application of research-based strategies, curriculum, instructional methods and practices.

EDC560 Classroom Communities for the Enhancement of Student Learning
Provides educators an overview for supporting student learning in a positive environment specifically focusing on evidence based strategies to maximize classroom productivity and implement effective structures of a comprehensive literacy model.

EDC580 Counseling Techniques
Address the basic counseling techniques commonly used in the helping professions.

EDC590 Elementary Reading Practicum
This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving elementary readers to progress. A minimum if 12 tutoring hours will be completed for this practicum. (Kindergarten through fifth grade)

EDC591 Secondary Reading Practicum
This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving secondary readers to progress. A minimum if 12 tutoring hours will be completed for this practicum. (Sixth through twelfth grade)