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WILLIAM WOODS  
UNIVERSITY

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**MED Reading Instruction Annual Assessment 2019-2020**

<b>MASTER OF EDUCATION IN READING INSTRUCTION</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	5
CURRICULUM MAP	7
ASSESSMENT FINDINGS	10
PROGRAM ACTIVITIES	11
ASSESSMENT RUBRIC	12

# Graduate Annual Assessment 2019-2020

## 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 2018-2019**

**Graduating Students**

**Total Graduated 2018-2019**

**Total Enrollment 2019-2020**

**Total Graduated 2019-2020**

2

#### Program 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 Instructionn 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 just began in January of 2020, this has been a year of growth. Just after the first course, we already had additional students asking to join for the second course in the sequence. We also had enough interest to start a second cohort in Summer of 2020. Our hope is to continually grow, but not have too many cohorts going at the same time to ensure a high quality of instruction. Especially after teaching the courses for the first time, we want to ensure there is time to make the needed improvements to enhance each course. Ideally, the long-term goal would be to have three cohorts of 12-16 students going per academic school 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\\_instructor.html](https://www.williamwoods.edu/academics/online/graduate/master_of_education_in_reading_instructor.html). The promotional flyer that is currently available is attached. 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 has one program manager and approximately 9-10 adjunct faculty.

## Faculty Load Attachment

*If you want to attach the load document you can do that here.*

## Program Objectives

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	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
<b>ILA-2018.RLS.1</b>	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.
<b>ILA-2018.RLS.2</b>	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.
<b>ILA-2018.RLS.3</b>	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.
<b>ILA-2018.RLS.4</b>	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.
<b>ILA-2018.RLS.5</b>	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.
<b>ILA-2018.RLS.6</b>	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.
<b>ILA-2018.RLS.7</b>	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.
<b>MO-SPE-TC.1</b>	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
<b>MO-SPE-TC.2</b>	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
<b>MO-SPE-TC.3</b>	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
<b>MO-SPE-TC.4</b>	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional

	resources.
<b>MO-SPE-TC.5</b>	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
<b>MO-SPE-TC.6</b>	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
<b>MO-SPE-TC.7</b>	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
<b>MO-SPE-TC.8</b>	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
<b>MO-SPE-TC.9</b>	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.

### **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 addition 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
<b>ILA-2018.RLS.1</b> 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	R	A	R	A	R	R	A, M	A, M
<b>ILA-2018.RLS.2</b> 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.	I		R	R	R			A, M	A, M
<b>ILA-2018.RLS.3</b> 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	A, R		R			R	A, M	A, M
<b>ILA-2018.RLS.4</b> 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	R	R	R, A	R	R		M	M
<b>ILA-2018.RLS.5</b> 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		R	R		R, A		A, M	A, M
<b>ILA-2018.RLS.6</b> 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.		R	R			A, R		A, R	A, M

<b>ILA-2018.RLS.7 STANDARD 7:</b> 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	R, A						A, M	A, M
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### MO Teacher Standards

	EDC 510	EDC 520	EDC 530	EDC 540	EDC 550	EDC 560	EDC 580	EDC 590	EDC 591
<b>MO-SPE-TC.1</b> Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.	I	R		R, A	R, A	R		A, M	A, M
<b>MO-SPE-TC.2</b> Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.	R	R	R, A	R, A	R	R	R	A, M	A, M
<b>MO-SPE-TC.3</b> Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.	R		R		R, A			R, A	A, M
<b>MO-SPE-TC.4</b> Critical Thinking: The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.	I		R	R	R, A	R		A, M	A, M
<b>MO-SPE-TC.5 #5-</b> Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.	R	R	R			A, M		R	R
<b>MO-SPE-TC.6</b> Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.				A, I		R	A, M	R	R
<b>MO-SPE-TC.7</b> Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to	R, A	R, A		R, A			R	A, M	A, M

grow and develop.									
<b>MO-SPE-TC.8</b> Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.		R		R, A		R	R	A, M	A, M
<b>MO-SPE-TC.9</b> Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.	R	R				R		A, 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?*

Since this is the first year of the MEd in Reading Instruction program, we have made revisions after teaching each course. The biggest area of improvement is adding instructional videos. Each instructor created videos as they taught the course for the first time, then these videos were added to the course content so that it would be easier for students to locate for future courses.

## Assessment Findings

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

~ NO Data provided

### Assessment Findings for the Assessment Measure level for MO Teacher Standards

### Improvement Narrative List

### 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.*

Since this is a new program that started in January 2020, there are no student success highlights to share yet. We look forward to sharing some next year though!

### 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*

Since this is a new program that started in January 2020, there are no faculty success highlights to share yet. We look forward to sharing some next year though!

### 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

### 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.*

Our active instructors completed the Moodle training in preparation for teaching their first WWU course.

Several of our instructors attended the following conferences that contributed to their own literacy learning that will transfer to their instruction in the courses and will ultimately benefit our students:

- Missouri Association of Reading Recovery Educators (MARRE) Conference, November 20-22, 2019
- National Reading Recovery & K-6 Literacy Conference, February 8-11, 2020

### Professional Development

*Upload any documentation supporting the professional development offered.*

# Assessment Rubric

Annual Assessment Rubric 2018

20.000 pts 66.67%

	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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			

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:				
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:	The program has a lot of assessment marked in the assessment map. I would say that 4 activities per objective is a lot to manage. The program could reduce that to 2 assessments per objective. With 2 sets of objectives, that makes for a lot of assessment happening in the program. The assessment map was not complete, which created a gap in the Assessment findings options.			
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 programming 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:				