



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

READING M.ED.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

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Program Admissions/Production Information

Admissions/Active Majors*

| Current Active Majors Admitted 3+ Years Ago (2010-2011 or prior) | Current Active Majors Admitted 2 Years Ago (2011-2012) | Current Active Majors Admitted 1 Year Ago (2012-2013) | Total Active Majors 2013-2014 |
|--|--|---|-------------------------------|
| 2 | 2 | 11 | 26 |

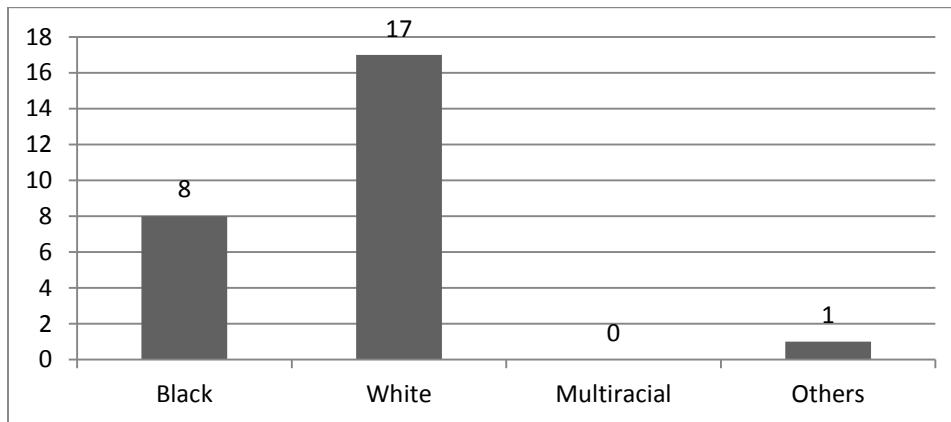
* Banner Reports ED2505

Completers*

| Completers for 2011-2012 | Completers for 2012-2013 | Completers for 2013-2014 |
|--------------------------|--------------------------|--------------------------|
| 10 | 3 | 3 |

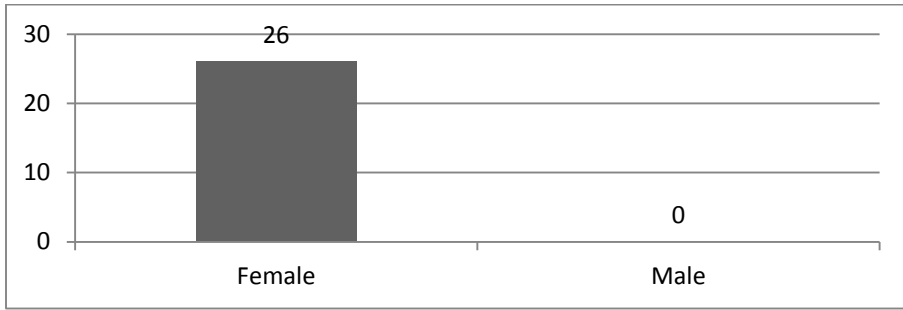
* Banner Report ED2650

Race- Active Majors (N=26)*



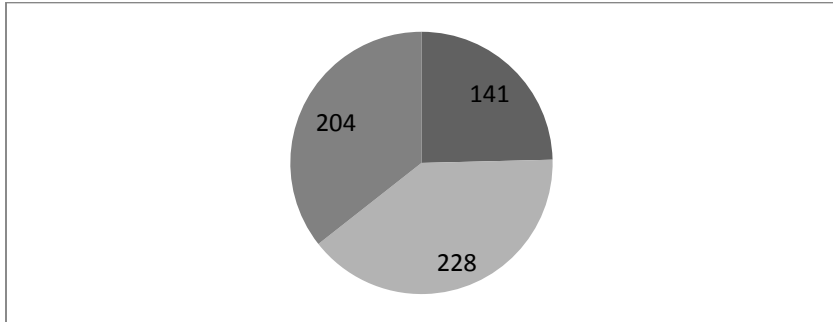
* Banner Report ED2505

Gender-Active Majors (N=26)*



*Banner Report 2505

Credit Hour Production- All READ Graduate Courses (N=573)*



* Banner Report ED2270

Assessment Results

Learning Outcome Report*

Mean scores are reported for each assessment used for each specified criterion.

| Literacy Research Project assessed in READ 7262 | |
|---|------------------------|
| <ul style="list-style-type: none">➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society | |
| Rubric Criteria (*For this rubric, the descriptors provide the only criteria) | 2013-2014 (N=9) |
| Criterion 1 | 3.67 |
| Criterion 2 | 4.0 |
| Criterion 3 | 4.0 |
| Criterion 4 | 4.0 |
| Criterion 5 | 4.0 |
| Criterion 6 | 4.0 |
| Criterion 7 | 4.0 |
| Criterion 8 | 4.0 |

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| Case Study Rubric assessed in READ 7263 | | |
|--|------------------------|------------------------|
| <ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 6: IRA 6 Candidates demonstrate and facilitate professional learning and leadership | | |
| Section I: Rubric Criteria | 2012-2013 (N=2) | 2013-2014 (N=8) |
| Develop assessment-based instruction | 4 | 4 |
| Use formative assessment to determine student growth during tutoring | 4 | 4 |
| Synthesize and communicate growth to parents | 4 | 3.88 |
| Section II: Rubric Criteria | 2012-2013 (N=2) | 2013-2014 (N=8) |
| Administer multiple assessments | 4 | 4 |
| Score assessments | 4 | 3.88 |
| Interpret assessment results | 4 | 3.88 |
| Diagnose interests, strengths, and needs | 4 | 4 |

| Tutoring Lesson Plans Rubric assessed in READ 7263 | | |
|---|------------------------|------------------------|
| <ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society ➤ Outcome 6: IRA 6 Candidates demonstrate and facilitate professional learning and leadership | | |
| Rubric Criteria (*For this rubric, the descriptors provide the only criteria) | 2012-2013 (N=1) | 2013-2014 (N=6) |
| Criterion 1 | 4 | 3.83 |
| Criterion 2 | 4 | 4 |

Research Paper Rubric assessed in READ 7271

- Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction
- Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing
- Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society
- Outcome 5: IRA 5 Candidates create a literate environment
- Outcome 6: IRA 6 Candidates demonstrate and facilitate professional learning and leadership

| Rubric Criteria | 2012-2013 (N=3) | 2013-2014 (N=4) |
|---|------------------------|------------------------|
| Thesis selection and integration of Knowledge | 4 | 3.25 |
| Reading-Theory Based | 3.33 | 2.75 |
| Topic Focus | 4 | 3.67 |
| Depth of Discussion | 3.67 | 3 |
| Sources | 3.67 | 4 |
| Citations | 4 | 3.75 |

*Tk20 Report: West Georgia COE Standards Report