Program Report Format

READING SPECIALIST

Kansas State Department of Education

COVER SHEET

Institution: Emporia State University

Accredited By: ☑ KSDE ☑ NCATE

Date Submitted: September 1, 2010

Name of Preparer(s): Gerry Coffman

Unit Head Name: Phillip Bennett

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Level of the Program: ☑ Advanced

Grade levels for which candidates are being prepared:
☑ PreK-12

Is this program being offered at more than one site? ☑ Yes ☑ No
If yes, please list the sites at which the program is offered:

Program Report Status:

☑ New Program  ☑ Continued Program  ☐ Dormant Program
(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching and fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. **Contextual Information** – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. **Assessments and Related Data** – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. **Standards Assessment Chart** – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. **Evidence for Meeting Standards** – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. **Use of Assessment Results to Improve Candidate and Program Performance** – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:
A program of study that outlines the courses and experiences **required for all candidates** to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet—maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

1. Chart with the number of candidates and completers. (Title—Chart with Candidate Information) ¹

   (response limited to 6 pages, not including charts)

1. **Program of Study:**
Provide the following contextual information:

   - **Description of the relationship of the program to the unit’s conceptual framework.**
   The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The candidate preparing for a career in education as a reading specialist is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology, and the power of reflection. ESU’s professional education programs offered through The Teachers College are devoted to the proposition that reading candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as reading specialists.

   The unit embraces the idea that while successful professional educators can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. The Conceptual Framework identifies six proficiencies resulting from this shared understanding. The candidate who is competent in these proficiencies becomes the Professional. Specifically, the Professional provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to a professional community. The following list includes examples of how the conceptual framework proficiencies are addressed in the reading specialist program:

   Service to Society: Candidates provide service to society when they work extensively in field experiences with students with reading needs and do not charge for these services.

   Applies Interdisciplinary Scholarly Knowledge: Candidates apply content areas in lesson plans focusing on comprehension strategies.

   Engages in Effective Practice: Candidates complete case studies for the PreK-12 readers, involving pre- and post-test analysis, teaching, and reflection.

   Responds to Uncertainty and Change: Candidates complete and analyze a needs assessment to identify changes needed in the building/district reading program, acquire the skills needed to learn in an online community, and include technology in their teaching to involve students in using technology to

¹ KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
communicate understandings.
Relies on Self-Reflection: Candidates complete reflections after teaching lessons, including a self-reflection while viewing a video of the candidate teaching.
Belongs to a Professional Community: Candidates meet with classroom teachers and parents of students, and with colleagues to complete a needs assessment of the school/building reading program and evaluate literature.

Program of Study:
EL 721 Reading Theory and Literacy Practices: Elementary 3 credit hours
EL 723 Reading Theory and Literacy Practices: Secondary 3 credit hours
EL 725 Teaching Reading to Diverse Learners 1 credit hours
EL 821 Reading Curriculum Development and Strategy Instruction 3 credit hours
EL 823 Analysis of Reading Assessment and Instruction I 3 credit hours
EL 825 Analysis of Reading Assessment and Instruction II 3 credit hours
EL 827 Practicum in Reading: Elementary 2 credit hours
EL 828 Practicum in Reading: Secondary 2 credit hours
EL 829 Reading Specialist as a Professional 2 credit hours

- Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.

Decision Point 1: Admission to Program of Study
Master Teacher – Reading Specialist:
The candidate will be admitted to the program of study for the Master Teacher-Reading Specialist upon satisfactory fulfillment of departmental admission criteria including a Graduate School application; an undergraduate GPA of at least 3.0 in the last 60 hours of undergraduate course work or at least 2.5 overall GPA; the Graduate Record Exam (GRE); Graduate Essay Exam (GEE) which is based on a written essay submitted electronically; two supervisor references; a signed disposition form; and a faculty evaluation and/or personal interview which may be required by the department. Admission points are assigned for each of the above elements. The departmental admission requirements are evaluated with 8-11 points accepted fully, 4-7.5 points accepted with probationary requirements, and 0-3.5 not accepted. Candidates who are not accepted or accepted on probation may retake the GRE or GEE. The stronger the performance, the greater the number of points assigned. Candidates are expected to continuously demonstrate personal characteristics appropriate to the advanced placement of a reading specialist.

Reading Specialist Licensure Only:
Transcript verifying Master's Degree in Education

Decision Point 2: Admission to Field Experience
Candidates must complete the introductory core classes (12 credits) and a research course (3 credits) and maintain a 3.0 GPA before entering Decision Point 3. In one of the introductory core classes, the candidate must complete a technology activity that demonstrates the candidate’s ability to use technology to guide students in sharing their understanding of reading strategies. As part of Decision Point 2 and after the completion of the 15 credits, candidates take a core knowledge examination over the introductory courses and research course. When the introductory core courses and research course are completed with a 3.0 GPA or higher, the core knowledge exam is passed, and admission requirements are fulfilled, the candidate is removed from probation and allowed to enroll in the reading specialist field experiences. The candidate must maintain appropriate ratings on dispositions.

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2 This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.
Decision Point 3: Completion of Field Experience
Candidates must successfully complete the field experiences before being recommended for program completion. Based on the candidate’s performance, the University supervisor assigns a grade for the field experience. To demonstrate competence for the PreK-Grade 12 levels, the field experiences include a Practicum in Reading: Elementary and a Practicum in Reading: Secondary. The candidate is required to have a minimum grade of “B” in a field experience before being allowed to proceed to the program completion decision point. During the field experience, candidates work with diverse students, use technology in the teaching/learning process, model professional and ethical behavior, demonstrate knowledge/performances/dispositions related to the Conceptual Framework, use student work to evaluate a lesson and success of instruction, make instructional recommendations to the classroom teacher, and meet with parents to discuss strategies to use at home.

Decision Point 4: Program Completion
To reach program completion, candidates must complete all coursework with a GPA of at least 3.0, successfully complete the field experiences, maintain satisfactory ratings on the dispositions assessment, and fulfill all degree/program requirements.

- Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Admission:
Application for admission to Graduate Studies (Master Teacher-Reading Specialist) and official transcripts of all college credit.
Departmental Admission Requirements for Master Teacher – Reading Specialist (Admission points are assigned for each of the items):
GPA (a minimum of 2.5 on last 60 undergraduate hours)
Graduate Record Exam
Graduate Essay Exam (a passing grade must be received)
Supervisors’ References (two references completed by supervising administrators)
Signed Disposition Disclosure Form
Faculty Evaluation and/or Personal Interview (on request)

Reading Specialist Licensure-Only:
Application for admission to Graduate Studies (Licensure Only)
Transcript verifying completion of a Master’s Degree in Education

Retention:
Master Teacher-Reading Specialist
Upon completion of the five introductory courses and research course, Core Knowledge Exam, and admission requirements, the graduate student is admitted to degree candidacy. A plan of study is completed with an academic advisor, approved by the department chair, and submitted to the Graduate School. Students are expected to continuously demonstrate dispositions appropriate to the profession and maintain a 3.0 or higher GPA throughout the program. A grade lower than a C cannot be used for meeting program requirements.

Reading Specialist Licensure-Only:
A plan of study is completed with an academic advisor and filed in the Department of Early Childhood/Elementary Teacher Education. Students are expected to continuously demonstrate dispositions appropriate to the profession and maintain a 3.0 or higher GPA throughout the program. A grade lower than a C cannot be used for meeting program requirements.

Exit:

Master Teacher – Reading Specialist:

The candidate must complete all degree/program requirements as noted on the plan of study, maintain a GPA of 3.0 or higher, have acceptable ratings on the dispositions assessment, and receive verification of program completion from the Graduate School. All work must be completed within a seven-year period; beginning with the date of the earliest course.

Reading Specialist Licensure Only:

Candidates must complete the Graduate Reading Specialist courses (22 credits) with a 3.0 GPA or higher.

- Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Candidates complete field experiences designed to meet the PreK-12 levels of the Reading Specialist License. A description of each field experience follows:

Practicum in Reading: Elementary (2 cr. hours): Candidates work with one student with reading needs at the elementary level for 30 hours. Ten hours are dedicated to the collection of intake information and administration of pre- and post-assessments. The candidate plans and delivers 20 hours of instruction based on the reading needs of the student and reflects on the lesson experiences. Candidates must make recommendations for instruction to the classroom teacher and meet with a parent/guardian of the student to discuss home recommendations.

Practicum in Reading: Secondary (2 cr. hours): Candidates work with one student with reading needs at the secondary level for 30 hours. The practicum is similar in design to the elementary practicum with 10 hours required for intake information and assessments and 20 hours of instruction. Students must have at least 3 years grade difference between the student in the elementary practicum and the student in the secondary practicum.
2. **Chart with Candidate Information:**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, and master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Program (initial):</th>
<th>Reading Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td><strong># of Candidates Enrolled in the Program</strong></td>
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<tr>
<td>2007-2008</td>
<td></td>
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<tr>
<td>2008-2009</td>
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<tr>
<td>2009-2010</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program (Post-baccalaureate – Added Endorsement):</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
</tbody>
</table>

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3 An enrolled candidate is officially admitted to the program.

4 KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.
**SECTION II—ASSESSMENTS AND RELATED DATA**

In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a minimum of six assessments, maximum of eight assessments; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

<table>
<thead>
<tr>
<th>Name of Assessment(^5)</th>
<th>Type or Form of Assessment(^6)</th>
<th>When the Assessment Is Required/Administered(^7)</th>
</tr>
</thead>
</table>
| [Licensure assessment, or other content-based assessment]\(^*\)  
  a. Praxis II-content test data and sub-score data if utilized | Standardized | End of program |
| [Assessment of candidate ability to plan instruction]  
  * (Required)  
  Strategies Unit | Evaluation Checklist and Rubric | Decision Point 2 - Required course in the introductory courses - EL 821 Reading Curriculum Development and Strategy Instruction |
| [Assessment of clinical experience]\(^7\)  
  Case Study of an Elementary Reader | Case Study Scoring Guide | Decision Point 3 - Field Experience (practicum) - EL 827 Reading Practicum: Elementary |
| [Assessment of candidate effect on student learning]  
  * (Required)  
  Case Study of a Secondary Reader | Case Study Scoring Guide | Decision Point 3 - Field Experience (practicum) - EL 828 Reading Practicum: Secondary |
| [Content-based assessment * (Required)]  
  Examples of assessments include comprehensive examinations, projects, | Multicultural Literature Inventory Rubric | Decision Point 3: EL 725 Teaching Reading to Diverse Learners |

\(^5\) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

\(^6\) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).

\(^7\) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).

\(^8\) Assessment #1a Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.

\(^9\) Clinical experience includes practica, student teaching and internships.
<table>
<thead>
<tr>
<th>Name of Assessment¹²</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensive portfolio tasks and score/s aligned to standards OR course grades-based assessments¹⁰ related to content knowledge. Multicultural Literature Inventory</td>
<td>Professional Development Needs Assessment Rubric</td>
<td>Decision Point 3: EL 829 Reading Specialist as a Professional</td>
</tr>
<tr>
<td>6 [Content-based assessment (Required)] Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s related to content knowledge. Professional Development Needs Assessment</td>
<td>Grading Checklist</td>
<td>Decision Point 3: EL 721 Reading Theory and Literacy Practices: Elementary</td>
</tr>
<tr>
<td>7 [Additional assessment that addresses Kansas content standards (Optional)] Responses to Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 [Additional assessment that addresses Kansas content standards (Optional)]</td>
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</table>

¹ Required Assessments

¹⁰ Course grades-based assessments can only be used for Assessment 5.
### SECTION III—STANDARDS ASSESSMENT CHART

For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available on the website — [www.ksde.org](http://www.ksde.org). The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th>KANSAS STANDARD</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction</td>
<td>☒ #1a ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☒ #7 ☐ #8</td>
</tr>
<tr>
<td>2. The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.</td>
<td>☒ #1a ☒ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☒ #7 ☐ #8</td>
</tr>
<tr>
<td>3. The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction</td>
<td>☒ #1a ☐ #2 ☒ #3 ☐ #4 ☐ #5 ☐ #6 ☒ #7 ☐ #8</td>
</tr>
<tr>
<td>4. The reading specialist demonstrates the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction</td>
<td>☒ #1a ☐ #2 ☐ #3 ☒ #4 ☐ #5 ☐ #6 ☒ #7 ☐ #8</td>
</tr>
<tr>
<td>5. The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read and write effectively</td>
<td>☒ #1a ☐ #2 ☐ #3 ☒ #4 ☐ #5 ☒ #6 ☐ #7 ☐ #8</td>
</tr>
</tbody>
</table>
SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.

For each assessment, the evidence for meeting standards should include the following information:

- A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
- The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
- A brief summary of the data findings;
- An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

- Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
- A table (include # of candidates) with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5 (course grades-based assessments), you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and projects in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessments is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.
#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. PRAXIS II Content and PLT. Submit overall score data for all candidates. Data tables for standards must be PRAXIS II sub-score data that are aligned to specific standard/s.)

Description: (From ETS Tests at a Glance) The Reading Specialist (0300) assessment is a standardized test administered by the Educational Testing Service (ETS). The test is designed for educators who have advanced academic preparation and/or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades PreK-12. The 120 multiple-choice questions focus on the following content categories: I. Theoretical and Knowledge Bases of Reading (18% of the examination), II. Application of Theoretical and Knowledge Bases of Reading Instruction (45%), III. Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment (27%), and IV. Reading Leadership (10%). The scores are reported as scaled scores and the reading specialist candidate must have a passing score of 560 to be approved for an initial license.

Alignment with Standards:
The assessment is a requirement of KSDE and the candidate must meet the passing score of 560 to pass the Praxis. For the Subscores, the pass score is answering 70% of the items correctly.


Standard 2: The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods, and curriculum. In EL 821 Reading Curriculum Development and Strategy Instruction, candidates make instructional decisions when designing a strategies unit including application of technology. Also, candidates make instructional decisions when working with case study students in EL 827 Reading Practicum: Elementary and EL 828 Reading Practicum: Secondary. Subtest II, “Application of Theoretical and Knowledge Bases of Reading Instruction,” measures the candidate’s ability to make appropriate instructional decisions at the PreK-12 levels.

Standard 3: The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction. Standard 3 is addressed in several course requirements in the Reading Specialist Program. In EL 823 Analysis of Reading Assessment and Instruction I (elementary level) and EL 825 Analysis of Reading Assessment and Instruction II (secondary level), the candidate demonstrates understanding of assessment tools to plan for effective literacy instruction at the knowledge level. In EL 827 Reading Practicum: Elementary and EL 828 Reading Practicum: Secondary, candidates demonstrate the ability to apply assessment tools and plan instruction at the performance level. Subtest III, “Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment,” measures the candidate’s ability to administer and interpret assessments and to make appropriate instructional decisions at the PreK-12 levels.
Standard 5: The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing knowledge and skills required for teaching all students to read and write effectively. In EL 829 Reading Specialist as a Professional, candidates complete an analysis of the building/district level professional development plan in reading, create and administer a needs assessment, and complete a professional writing activity. Subtest IV, “Reading Leadership,” measures the candidate’s ability to make effective decisions as an instructional leader.

Summary of Data Findings:
2007-2008: The range of scores was 650-680 with a mean score of 635. All candidates (N=7) had available subscores: I. Theoretical and Knowledge Bases of Reading (Range = 9-20, Mean =17); II. Application of Theoretical Knowledge bases of Reading Instruction (Range = 31=49, M=43); III. Application of Theoretical Knowledge bases of Reading in Diagnosis and Assessment (Range = 21-29, M = 23), and IV. Reading Leadership (Range = 9-12, M =10). Candidate performance exceeded the 70% passing criterion for all subtests. Data indicate that for each of the subscores on the Praxis test candidates are above state and national average.

2008-2009: The range of scores was 570-720 with a mean score of 644. The candidates (N=12) had available subscores: I. (Range= 15-20, Mean=17), II. (Range =27-45, M=38), III. (Range=17-26, M=23), and IV. (Range=8-14, M=10). Candidate performance exceeded the 70% passing criterion for all subtests. Data indicate that for each of the subscores candidates are above state and national averages.

2009-2010: The range of scores was 560-710 with a mean score of 644. The candidates (N=7) had available subscores: I. (Range =12-21, Mean=16); II. (Range = 35-46, M=40); III. (Range=18-28, M=23), and IV. (Range=7-17, M=11). Candidate performance exceeded the 70% passing criterion for Theoretical and Knowledge Base, Application of Theoretical and Knowledge Base, and Diagnosis and Assessment. However, candidates on average answered 65% of the items correctly on the Reading Leadership subtest. Detailed data on state and national averages is not yet available from ETS and faculty will analyze the data when it becomes available.

Interpretation of Findings:
All candidates met or exceeded the criterion set by KSDE at 560 and performed at the Acceptable level on all subscores across all three years except for Reading Leadership for 2009-2010 program completers. However, looking at the 2007-2010 average clearly indicates that candidates perform acceptably on this subtest. Subscore data supports the attainment of standards 1, 2, 3, and 5 with candidate performance above the state and national averages on the four subtests of the Reading Specialist Praxis Test.

<table>
<thead>
<tr>
<th>Attachments</th>
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<tbody>
<tr>
<td>Assessment #1</td>
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</table>

\textsuperscript{11} Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there are none.

Program Report Form – Kansas State Department of Education

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### Attachments

<table>
<thead>
<tr>
<th>Assessment #1</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a—Praxis II Content-Overall score data and subscore data per standard</td>
<td>NA</td>
<td>Click the box if attached.</td>
</tr>
</tbody>
</table>

#### #2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: 
Assessment that demonstrates candidates can effectively plan reading and literacy instruction and fulfill other professional responsibilities in reading education. 
Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. Provide assessment information as outlined in the directions for Section IV.

Description: The candidates write eight lesson plans for a strategies unit in EL 821: Reading Curriculum Development and Strategy Instruction. The lesson plans are focused on a topic of study, and a plan is created for each of the following areas of reading comprehension: activating prior knowledge, making predictions, identifying important ideas, questioning, visualizing, making inferences, synthesizing, and monitoring and repairing comprehension. Each instructional activity must be linked to one PreK-12 state standard, benchmark, and indicator, along with the local PreK-12 curriculum (if appropriate). Anchor strategy units are available to provide a model of the level of quality expected for each lesson plan. Candidates submit a sample lesson plan prior to working on the unit and specific feedback is given on how to revise the plan. The lesson plan must meet the expectations as stated in the evaluation checklist. The candidate teaches two of the lessons in the classroom. The candidate reflects on the lessons by discussing his/her experiences and student performance. The reflective comments are based on the following questions: "What went well in the lesson?" "What went differently than expected?" and "What would be changed next time?"

Each lesson plan is worth 11 points. The Strategies Unit Evaluation checklist (see Assessment 2 Evaluation Checklist) includes the following: application of reading standards (2 pts.); resources for the lesson (1 pt.); appropriate responses (i.e., student products) for the age and reading level (1 pt.); application of the steps in the graduate release of responsibility (i.e. teacher modeling, guided practice, collaborative practice, independent practice, application of strategy in authentic reading situations) (4 pts.); and quality of assessment including how the student will be assessed and how the teacher will determine if the student understands the strategy and text (3 pts.). The scores for each of the eight lessons are combined for a possible total score for lessons of 88. The passing criterion for the strategies unit is 83% with a cut-off score of 73.

Alignment with Standards:

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were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % of candidates’ performance and the average performance range provided in the Praxis report.
Standard 2. The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods, and curriculum. The candidate must design eight lessons demonstrating effective and creative planning using appropriate instructional approaches, materials, and assessments.

Summary of Data Findings:
In 2007-2008, 36 candidates were enrolled in EL 821. The passing criterion was 83% with a cut-off score of 73. Thirty-four candidates (94%) had a score higher than 73. The range was 66-88. In the fall of 2007, a technology component was added to the unit plan requirement. The range of scores was 5-20. Twenty-eight (77%) of the candidates met the criterion score of 17 or higher.

In 2008-2009, 29 candidates were enrolled in EL 821. The passing criterion was 83% with a cut-off score of 73. Twenty-five candidates (86%) had a score higher than 73. The range was 65-88. For the technology component, the criterion (17) was met by 93% of the candidates.

In 2009-2010, 49 candidates were enrolled in EL 821. The passing criterion was 83% with a cut-off score of 73. Forty-seven candidates (96%) had a score higher than 73. The range was 65-88. For the technology activity, the criterion (17) was met by 96% of the candidates.

Interpretation of Findings:
The 2007-2010 data show that 80% of the candidates were able to achieve the Strategies Unit cut-off score of 73. The passing performances on the Strategies Unit and the Praxis II Application of Theoretical and Knowledge Bases of Reading Instruction subtest provide strong convergent evidence that Standard 2 has been met. The candidates were able to plan instruction using appropriate instructional approaches and methods and apply technology to enhance learning.

Attachments

<table>
<thead>
<tr>
<th>Assessment #2</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>[Assessment that demonstrates candidates can effectively plan reading and literacy instruction and fulfill other professional responsibilities in reading education] * (Required) Strategies Unit and Technology Activity</td>
<td>Click the box if attached.</td>
<td>Click the box if attached.</td>
</tr>
</tbody>
</table>
#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment of clinical experience that demonstrates candidates' knowledge and skills are applied effectively in practice. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. Provide assessment information as outlined in the directions for Section IV.

Description: Case Study of an Elementary Reader (PreK-Gr. 4): For this assessment, the candidate completes a thorough formal case study of an elementary level student with reading needs. In a prerequisite course, candidates studied the assessment and instruction needs related to Pre-K - Gr. 2 readers. The candidate completes 30 hours of work with the student, including 10 hours collecting intake information and administering and analyzing assessments and the remaining 20 hours for instruction. The candidate must complete intake information, administer and analyze pre- and post-assessments, plan and deliver instruction, complete reflections, and make recommendations to the classroom teacher and parent. The candidate submits a videotape for the instructor to review with a copy of the lesson plan to accompany the video. The candidate completes a self-reflection which includes comments about the student's performance, identification of any changes that might be necessary to meet the needs of the student, and thoughts addressing the candidate's teaching. After reviewing the videotape, the instructor sends comments about the lesson and teaching and suggestions for future lesson plans.

A scoring guide and rubric (see Assessment 3 Scoring Guide) are used to evaluate the case study. For each point on the scoring guide, a rubric is applied in the analysis. Candidates must earn at least 320 of the 400 points to meet this program requirement. In grading, an A is assigned to point values in the range of 360-400, and a B is assigned to point values between 320-360. The program requirement is for 80% of the candidates to meet the criterion. The points are based on the quality of the intake information about the student; pre-assessment administration and interpretation; lesson plans to meet the needs of the student, including a videotape and self-reflection; continuous assessments to monitor student learning; reflective practice; post-assessments to measure student learning; and recommendations to the student’s classroom teacher and parents. A grade of C or lower will result in the candidate retaking the course and completing a new case study.

Alignment with Standards:
Standard 3: The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction. For the assessment of clinical experience, the candidate uses a variety of assessment tools to plan and evaluate literacy instruction while working with an elementary level reader. The scoring guide and rubrics measure the candidate’s application of pre-assessments, continuous assessments, post-assessments, implementation of lessons with reflective practice, and ability to communicate with parents and teachers. Candidates are expected to make appropriate assessment and instructional decisions given the student's age, reading level, and needs. In a focus group meeting, Reading Specialist Program graduates (i.e., a classroom teacher, reading specialist, instructional coach, doctoral candidate in reading, and special education teacher) noted that through the ESU program each learned how to diagnose reading needs and apply appropriate interventions.

Summary of Data Findings:
In 2007-2008, 25 candidates were enrolled with 100% meeting the criterion of 320 points. In 2008-2009, 16 candidates were enrolled with 100% meeting the criterion. In 2009-2010, 10 candidates were enrolled with nine meeting the criterion. One candidate was assigned an incomplete due to health reasons. The candidate is returning in the fall of 2010 to complete the case study.
Interpretation of Findings:
Given that over 80% of the candidates reached the criterion score of 320 points and the strong performance on Assessment 1 (Praxis II Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment subtest), it can be concluded that the program meets Standard 3. In Assessment 3, candidates use a variety of assessment tools, plan for instruction, and evaluate literacy instruction.

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<th>Attachments</th>
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<tbody>
<tr>
<td>Assessment #3</td>
</tr>
<tr>
<td>[Assessment of clinical experience-candidates' knowledge and skills are applied effectively in practice]¹²</td>
</tr>
<tr>
<td>* (Required) Case Study of an Elementary Reader</td>
</tr>
</tbody>
</table>

¹² Clinical experience includes practica, student teaching and internships.

¹³ Effects on student learning include the creation of environments that support student learning.

#4 (Required) EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning and provision of supportive learning environments for student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. Provide assessment information as outlined in the directions for Section IV.

Description: Case Study of a Secondary Reader: The candidate administers and interprets assessments for one reader in grades 7-12. In a prerequisite course, the candidate studied the assessment and instruction needs of readers in grades 5-12. For the case study of a secondary reader, the candidate works with a struggling reader in grades 7-12 for 30 hours. The candidate collects information about the reader, administers reading assessments, plans and delivers lessons, monitors learning through continuous assessments, and completes an analysis of learning based on pre- and post-assessment comparisons. The candidate meets with a parent to share the student’s reading needs and to recommend literacy ideas to use at home. The total score on the scoring guide is 400 pts. For each point on the scoring guide, a rubric (see Assessment 4 Scoring Guide) is applied in the analysis. Candidates must score at least 320 out of 400 points to pass. In grading, an A is assigned to point values in the range of 360-400, and a B is assigned to point values between 320-360. The program requirement is for 80% of the candidates to meet the criterion of 320 points. Points are assigned for each of the components of the case study: intake information, continuous assessment, pre-assessments, lesson plans,
reflections, post-assessments, and teacher and parent recommendations. A grade of C or lower will result in the candidate retaking the course and completing a new case study.

Alignment with Standards:
Standard 4: The reading specialist demonstrates the use of instructional practices, approaches, methods and curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction. For the assessment of student learning, the candidate is required to work 30 hours with a struggling reader in grades 7-12. To complete the case study, the candidate must complete intake information, administer and analyze appropriate assessments, plan instruction to meet the reader’s needs, and post-test to assess student learning. A scoring guide and accompanying rubrics are used to measure the candidate’s ability to make effective instructional decisions while working with a student at the middle school or high school level.

Summary of Data Findings:
All met the criterion of at least 320 points. In 2007-2008, 8 candidates were enrolled in this course, and all met the criterion of 320 points. In 2008-2009, 23 candidates were enrolled in EL 828, and all met the criterion score. In 2009-2010, 16 candidates were enrolled in EL 828, and all met the criterion score.

Interpretation of Findings:
Given that all candidates reached the criterion score of 320, it can be concluded that the program meets Standard 4. The candidates are able to monitor student learning while using instructional practices, materials, and assessments to create a literate environment that fosters effective reading and writing.

<table>
<thead>
<tr>
<th>Assessment #4</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>[Assessment of candidate effect on student learning] * (Required) Case Study of a Secondary Reader</td>
<td>Click the box if attached.</td>
<td>Click the box if attached.</td>
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</table>

**#5 (Required) CONTENT KNOWLEDGE:** Assessment of content knowledge. Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR the option of submitting course grades-based
assessment related to content knowledge evaluation. Provide assessment information as outlined in the directions for Section IV. If submitting course grades-based assessment, the detailed description for Assessment #5 must clearly delineate the alignment of the course description and assessments to the standard that is assessed during the course in order to assure that the course grade reflects candidate knowledge of the standard. Describe course key activities, projects, assessments that show specificity to the standard. If course grades are used, include the program or unit definition of grades in the narrative or as an attachment to assessment 5. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. This narrative must state the proficiency level or grade acceptable by the program. COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO SIX COURSES.

Description: In EL 725 Teaching Reading to Diverse Learners, the Multicultural Literature Inventory assignment requires the candidate to identify the general features related to multicultural literature that should be present in the literacy environment (e.g., classroom library or school library). The candidate must state at least 20 items for evaluating multicultural literature. The candidate is to share the inventory with other educators for review and to offer feedback by rating the importance of each inventory item as having high importance, average importance, or minimal importance. The Multicultural Literature Inventory is graded using a rubric (see Assessment 5 Rubric) with a total score of 40. For a passing grade on this assignment, the candidate must have an average score (32-35) or above average (36-40) on the Multicultural Literature Inventory Rubric.

Alignment with Standards:
Standard 4: The reading specialist demonstrates the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction. When completing the Multicultural Literature Inventory items, the candidate must consider the learner and the literature he/she experiences in the classroom and school library. As part of the requirement, the candidate must provide an introduction to the items on the inventory and state a rationale for each item. Collaboration is required by seeking the input of one or more educators in the building/district to share his/her opinion on issues surrounding the selection of literature for the school library and/or classroom. Through this assessment, candidates learn the importance of collaborating with others and collecting data when making decisions about the school literacy program.

Summary of Data Findings:
In 2007-2008 (N=38), all candidates were above average, except for one candidate who did not complete a component of the assessment. The range of scores was 25-40. The mean was 39. In 2008-2009 (N=52), all candidates were above average, except for one candidate who did not complete the assignment. The range of scores was 0-40. The mean was 39. In 2009-2010 (N=46), all candidates were above average, except one candidate who did not turn in the assignment. The range of scores was 0-40. The mean was 39.

Interpretation of Findings:
Given that all candidates completing the assignment were above average, the pass rate on the Multicultural Literature Inventory, especially in concert with the converging evidence from Assessment 4, demonstrates that the program meets Standard 4. Candidates are able to create a method of data collection, consider the input of colleagues, and make decisions related to the literacy environment and, in the case of this assessment,
If submitting comprehensive examinations, projects, comprehensive portfolio tasks and scores/s aligned to standards, the program must use the table below and submit the Scoring Guides/Evaluation Criteria/Rubric and a Data Table. DO NOT USE THIS TABLE FOR COURSE GRADES-BASED ASSESSMENTS!!!

<table>
<thead>
<tr>
<th>Attachments</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>Assessment #5</td>
<td>Click the box if attached.</td>
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<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards.</td>
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<tr>
<td>Multicultural Literature Inventory</td>
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</table>

IF COURSE GRADES-BASED ASSESSMENTS are submitted, the following matrix MUST be used in addition to the narrative detailed description of the assessments the program provides in the above #5 Content Knowledge description!

<table>
<thead>
<tr>
<th>Alignment Matrix and Course Description for Course Grades-Based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessments 5.A-F for SIX courses Course Name &amp; Number</td>
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<tr>
<td>EXAMPLE:</td>
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</table>
### Alignment Matrix and Course Description for Course Grades-Based Assessment

<table>
<thead>
<tr>
<th>Assessments 5.A-F for SIX courses</th>
<th>Program Standard Addressed by Course Assessment</th>
<th>Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or a course catalog. Cite the most current source. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III. Cite your source in each description below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I</td>
<td>Math 172</td>
<td>definite and indefinite integrals. Mean value theorem, maxima and minima, area, and volume. Vectors, polar coordinates, parametric equations, and vector valued functions and use of technology. Applications to other fields. Source: Blank University Undergraduate Catalog</td>
</tr>
</tbody>
</table>

5.A.

5.B.

5.C.

5.D.

5.E.

5.F.

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**#6 (Required) CONTENT KNOWLEDGE:** Assessment of content knowledge. Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and related to content knowledge. Provide assessment information as outlined in the directions for Section IV.

Description: In EL 829 Reading Specialist as a Professional, candidates create and administer a needs assessment with items unique to the building/district where the candidate is employed. An example needs assessment is provided for review; however, the candidate must create a needs assessment focusing on the specific reading program needs of the building/district. The needs assessment is submitted for approval by the
instructor and completed by 5-10 faculty members in the building/district. The candidate must summarize the data and write a reflection. The candidate is asked to reflect on the professional development needs of the building/district by addressing the following topics with the noted points assigned on a rubric (see Assessment 6 Rubric): current building level and/or district level literacy program (10 pts), professional development needs of support staff (15 pts.), professional development needs of faculty (25 pts.), influence of ESU reading specialist courses on staff development decisions (10 pts.), recommendations for implementation of professional development (15 pts.), statement of limitations in implementation (15 pts.), and organization and presentation of the assignment (10 pts.). The total number of points is 100. Candidates must pass this assignment with a score of 80 points. If a candidate does not pass, the opportunity is given to re-evaluate the data and/or rewrite the reflection.

Alignment with Standards:
Standard 5: The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing knowledge and skills required for teaching all students to read and write effectively.
Assessment 6 meets all elements of Standard 5. Candidates must consider important components of a school reading program to develop the needs assessment, identify professional development needs of others when administering the needs assessment to colleagues, and analyze the resulting data to identify needs of the building/district.

Summary of Data Findings:
In 2007-2008, all candidates (N=9) reached the criterion score. The range of scores was 90-100. The mean was 96. For 2008-2009, all candidates (N=23) reached the criterion score of 80, except for one student. This student did not complete a component of the reflection and was given the opportunity to complete the work. The range of scores was 77-100. The mean was 92. In 2009-2010, all candidates (N=20) reached the criterion score. The range of scores was 84-100. The mean was 95.

Interpretation of Findings:
Given that over 80% of the candidates met the criterion score of 80 in each semester and the strong results from the Praxis II Reading Leadership subscore, it can be concluded that the program meets Standard 5.

(No more than 2 pages)

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<thead>
<tr>
<th>Assessment #6</th>
<th>Scoring Guides/Criteria/Rubric</th>
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<tbody>
<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive standard examinations, case studies involving many content</td>
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<td>Click the box if attached.</td>
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### Attachments

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<th>Assessment #6</th>
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<tbody>
<tr>
<td>standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content knowledge. Professional Development Needs Assessment</td>
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</tr>
</tbody>
</table>

#7 (Optional) **Additional assessment that addresses Kansas content standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

Description: In EL 721 Reading Theory and Literacy Practices: Elementary, candidates complete required readings from texts and internet articles with a written response for each. The response is then graded using a checklist that measures the candidate’s understanding of concepts and research related to the teaching of reading and writing (see Assessment 7 Grading Checklist). Candidates must demonstrate strong insight into the field of literacy. The checklist measures content (understanding of concepts and research), clarity (clearly and effectively communicating ideas and themes), and conventions and quality (applying conventional standards of a professional educator). The response is assigned a rating of either “competent/professional” or “developing/not yet.” If the submission is assigned the rating of “developing/not yet,” candidates are given feedback and the opportunity to revise and resubmit to the level of competent/professional. To pass this assessment, candidates must have 80% of the ratings on reading responses at the "competent/professional" level.

Alignment with Standards:
Standard 1: The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction. In EL 721, an introductory course in the reading specialist program, the candidates develop an understanding of the foundations of literacy by reading significant scholarly writings and research findings in the field of reading and writing instruction. The written responses measure the candidate’s understanding through content, clarity, and conventions and quality.

Summary of Data Findings:
In 2007-2008 (N=23), all candidates reached the “competent/professional level.” In 2008-2009 (N=53), all candidates reached the “competent/professional level.” In 2009-2010 (N=33), all candidates reached the “competent/professional level.”

Interpretation of Findings:
Given that all candidates met the “competent/professional” level, it can be concluded that the program meets Standard 1, focusing on the
knowledge of the foundations of reading and writing processes. The passing performances on Assessment 1 (Praxis II Theoretical and Knowledge Bases of Reading subtest) and Assessment 7 provide strong convergent evidence that Standard 1 has been met.

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<tr>
<td>Assessment #7</td>
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<tr>
<td>[Additional assessment that addresses Kansas content standards] * Optional Responses to Readings</td>
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</table>

#8 (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

(No more than 2 pages)

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<th>Attachments</th>
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<tr>
<td>Assessment #8</td>
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<tr>
<td>[Additional assessment that addresses Kansas content standards] * Optional</td>
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</table>
Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program.

In 2007-2008, faculty learned that the Reading Specialist Internship would not be offered through the University. In a focus group meeting, program graduates and candidates shared that through the internship they gained knowledge on how to serve in leadership roles in a school team, share knowledge of reading with others, discuss strategies at grade level meetings, and assist other teachers in implementing strategies. The faculty felt these were all important experiences to have in the Reading Specialist Program. The faculty revisited the program assessments and course content to determine ways these experiences could remain in place for the candidates. The Multicultural Literature Inventory (Assessment 5) and Professional Development Needs Assessment (Assessment 6) were identified as specific program assessments to provide the opportunity for candidates to demonstrate leadership in the building level reading program.

Although not addressing KSDE standards, in the Fall of 2007, faculty added a technology component to the program. Candidates must guide students in the use of technology to share how a reading strategy helped the student to comprehend text and become a more effective reader. After the first semester of implementation and review of the data, faculty added models online for candidates to review.

Faculty continue to investigate and use new technology for delivering content and for candidates to apply when submitting materials/assessments. When following submissions for the Strategy Unit and Technology Activity (Assessment 2) and lesson plans in the field experiences (Assessments 3 and 4), faculty are aware of the varying types of technologies used by candidates and, through web-based instructional tools, provide opportunities for candidates to share examples with each other.

Faculty have noted the high performance of candidates on the assessments, including the Praxis Reading Specialist Test (0300). The Praxis Reading Specialist Test criterion is set at 560 by KSDE. For the other assessments, faculty will be evaluating the criterion scores set for candidates to pass an assessment and the 80 percent passing rate for the program to meet a standard. The criterion scores may need to be set higher. Additionally, the passing rate may need to be increased to a higher level.

Overall, Reading Faculty are pleased with the performance of candidates on the subtests of the Praxis Reading Specialist Test and the program assessments. The challenges facing ESU’s Reading Specialist Program are common to other universities. Given the economy, faculty are following the retention of candidates and encouraging candidates to complete all program requirements, apply for the license as a Reading Specialist, and follow through with all KSDE requirements for a professional license.