Expected Outcomes: Pedagogical decision-making

Reading Education graduates will contribute to improved reading instruction by applying research findings to pedagogical decision-making.

Assessment methods

Method: Comprehensive examination (essay)

On a comprehensive exit examination, at least 80% of graduates will have received a minimum of 37.5/50 points (75%) for all responses to essay questions requiring application of research findings to pedagogical decision making. Evaluators will be committee members.

Findings:

Two graduates took this exam en route to doctoral work in Reading Education. Both (100%) showed application of research findings to pedagogical decision-making by scoring at 75% or higher on the comprehensive exit examination.

How did you use findings for improvement?

Continue to stress the application of scientific research in making educational decisions about teaching practice in coursework with students in the program.

Additional comments:

Enrollment in our master's program continues to be limited by state requirements of two year's teaching experience to enter the program. Susan Villaume is attempting to renegotiate this requirement with Superintendent Bice. In addition, representatives from Alabama institutions of higher education organized to request that teachers in Alabama must have a Class A certificate to work as Reading Specialists in the state. This would boost participation in our program. Finally, we are exploring the possibility of expanding distance education courses in the program.

Expected Outcomes: Job preparedness

Reading Education graduates will be well prepared to assume jobs as reading specialists.

Assessment methods

Method: Praxis II Examination

On the Praxis II examination for the Reading Specialist, all graduates will have received a minimum of 530 points, the passing score for the exam.

Findings:

One graduate took the Praxis II during the assessment year. We do not yet have her score.

How did you use findings for improvement?

Carefully teach and assess the basic content knowledge expected of reading specialists in basic coursework in the program.
Additional comments:
None

Method: Comprehensive examination (objective)

At least 80% of students graduating with a master’s degree and a Class A Reading Specialist certification will have completed coursework with no grade below a “B” and receiving a minimum overall score of 37.5/50 points (75%) on the objective portion of the comprehensive examination that includes content from the Alabama Reading Initiative’s documents Essential Skills for Teachers of Reading and Essential Skills for Reading Coaches. Evaluators will be committee members.

Findings:

Two graduates took this exam en route to doctoral work in Reading Education. Both (100%) demonstrated expert knowledge typical of reading specialists by scoring at 75% or higher on the objective portion of the comprehensive exit examination.

How did you use findings for improvement?

Carefully teach and assess the basic content knowledge expected of reading specialists in basic coursework in the program.

Additional comments:

We revised the objective questions to better sample the knowledge required by reading specialists and to remove ambiguity in the exam.

Expected Outcomes: Leadership

Reading Education graduates will provide leadership in ongoing professional development related to reading instruction.

Assessment methods

Method: Presentations

During the program at least 70% of students graduating with a master’s degree in Reading Education will make a presentation at a professional conference (state, regional, national) or conduct professional development sessions for inservice teachers (e.g., the Alabama Reading Initiative, school districts).

Findings:

Two graduates completed the master’s program en route to doctoral work in Reading Education. Both presented at professional conferences, one at a regional conference and one at a national conference.

How did you use findings for improvement?

Promote opportunities for professional presentations, and where possible, scaffold student leadership in joint presentations or professional development with Reading Education faculty.

Additional comments:

None