

Master of Arts in Education: Concentration in Teaching and Learning
Reading Certificate
Use of Results: Recommendations and Planning
2011-12

Coursework Assessments

The results noted in the data, “Evidence of Candidate Learning/Coursework Assessments”, will be used in the following ways:

- Summer, 2012: Reading Certificate Associate Dean, Program Coordinator and course instructors are rewriting the certification for Reading because of a program revision at the state level. Therefore, we will use what we learned about rubric criteria that is not descriptive enough when we re-design all 5 courses.
- Summer 2012: The writing team will make sure we are assessing the most critical learning outcomes in each course. Some criteria, as in the number of slides in a power point presentation, does not explain the content expected and needs to be reviewed. These modifications will ensure that candidates are focusing on the most critical components of the Candidate Learning Outcomes.
- Summer 2012: Reading Certificate Associate Dean, Program Coordinator and course instructors will review the lowest scoring criteria and determine how those components are taught within and across regional centers. Especially important are “reflective practice” and “information literacy” with regards to utilizing print and digital resources.
- Summer 2012: As a result of outside accreditation visit, we learned that Advanced Credential candidates must show evidence they know their content at an advanced level, in addition to content delivery. We will review course outcomes to make sure we have a content knowledge component across the Reading program to ensure our candidates have the opportunity to improve between initial and advanced credential acquisition.

Disposition Assessments

The results noted in the data, “Evidence of Candidate Learning/Disposition Assessments”, will be used in the following ways:

- Fall 2012: During full time faculty meetings and Adjunct faculty meetings, the Reading program director will review the purpose and power of Disposition Assessments, and teach each criteria individually. Professors need to be comfortable assessing candidates honestly and conversing with candidates about deeply reflecting on these indicators of Noble Character. This will improve student self-reflection on the characteristics found in research to be those most necessary for the teaching profession.
- Fall 2012: Candidates have not been submitting their disposition assessments. Therefore, the Reading program coordinator will review the rubric criteria with both professors and candidates to determine how to make this component more intentional in the course

content when we re-write the program, and to support students, professors and mentors in improving the honest, reflective process for this assessment practice.