

Bowie State University SPA Success Story

Dawn R. Johnson-Tate, MBA, MA, MS

Accreditation Coordinator

Bowie State University

Fall 2017

Benefits of the Program Review Process

- External professional review of program outcomes and standards alignment to assessments
- Provides feedback on strengths of assessments
- Helps EPP to identify short-term and long-term program goals

Bowie State University College of Education Supports SPA Writers

- Center for Assessment, Accreditation, and Retention
 - Dedicated staff to support faculty in SPA writing process
 - Meet with faculty individually
 - Program signature assessment review process
 - *iSuccess* Assessment System – Data collection (Taskstream)
 - Program data reviews - fall and spring semesters

Bowie's Program Review Process

- Identified areas of improvement on assessments
- Re-evaluate the assessments identified in the *Program Master Plan* for each program
- Identify and integrate common assessments between programs
- Collectively identify improvements in measuring student outcomes and alignment to program standards

Program Master Plan – Reading Education

MASTER-OF-EDUCATION—READING-EDUCATION

DEPARTMENT-OF-TEACHING,-LEARNING,-&-PROFESSIONAL-DEVELOPMENT,-COLLEGE-OF-EDUCATION

STANDARDS:-INTERNATIONAL-READING-ASSOCIATION-(IRA-2010-STANDARDS)

| | Transition-1:-Admission | Transition-2:-Core-/Foundations | Transition-3:-Advancement- to-Candidacy | Transition-4:-Program-Exit |
|--|--|---|---|--|
| Transition-Criteria ▪Direct-Assessment ▪Field/ Performance- Based-Evaluation ▪Indirect- Assessment | ▪OVERALL-GPA/-GRE- REQUIREMENT* GPA:2.5 Current-teaching-certificate Evidence-of-graduation-from- an-accredited-institution,-BS- degree-in-Education Completion-of-"Proposed- Course-of-Study" | ▪UNIT/PROGRAM-ENTRANCE ▪MID-POINT-SURVEY-(No-evaluation-required- by-faculty) | ▪OVERALL-GPA- REQUIREMENT* ▪COMPREHENSIVE-EXAM* ▪PRACTICUM-EVALUATION* GPA:3.25 Comprehensive-Examination Practicum-Evaluation | ▪PROGRAM-EXIT-SURVEY-(No-evaluation-required-by-faculty) ▪OVERALL-GPA-REQUIREMENT* GPA:3.00 Completion-of-all-required-courses-as-outlined-in-the-program-of- study |
| Program-of-Study | | | | |
| Signature-Assignment/-Professional-Standards-(IRA) | | | | |
| 1 Licensure-or- Other-Content- Based- Assessment | Teaching-License-current-and- issued-for-any-level-of-school,- K-12-(Yes/No-Check-Box) | | Course:EDUC-799 SA:Comprehensive-Exam-(No- Submission-Required) Standards:1.1,1.2,2.1,2.3,3.1, 4.1,5.1,6.1,6.2 Outcomes:Show-mastery-of- content/practices-in-Reading- Education | |
| 2 Content-Based- Assessment-in- reading- education | | Course:EDUC-545:Reading-in-Content-Areas SA:Inquiry-Project-(Submission-Required) Standards:1.1,1.2,2.1,2.3,3.1,3.3,4.1,4.2,6.1,6.3 Outcomes:Measurement-of-content-and-application- of-content-knowledge-in-classroom-settings | | |
| 3 Ability-to-plan- Instruction | | | | Course:EDUC-749:Practicum-in-Reading SA:Lesson-Plan-(Submission-Required) Standards:1.2,2.1,2.2,2.3,3.1,3.2,3.3,3.4,4.1,4.2,5.1,5.2,5.3,5.4, 6.1,6.2,6.3 Outcomes:Measure-knowledge-and-skills-in-development,- implementing,-executing,-analyzing,-collaboration,-and-professional- reflection-of-a-lesson-plan |

Program Master Plan – Reading Education (Cont.)

MASTER OF EDUCATION – READING EDUCATION

DEPARTMENT OF TLPD, COLLEGE OF EDUCATION STANDARDS: INTERNATIONAL READING ASSOCIATION (IRA) 2010

| | Transition-1 | Transition-2 | Transition-3 | Transition-4 |
|--|--------------|--------------|--|--|
| Signature Assignment | | | | |
| 4 Assessment of Internship, Practicum, or other Clinical Practice | | | | Course: EDUC-749 Practicum in Reading SA: Site Supervisor Evaluation (No submission Required) Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.4 Outcomes: abilities to cause and improve learning of students who are experiencing problems in the various developmental phases of reading, writing, and other language arts abilities through coaching |
| 5 Assessment of candidate effect on student learning Or The ability to create supportive learning environments | | | Course: EDUC-653: Reading: Multicultural Populations SA: Reflective Teaching Portfolio (Submission Required) Standards: 4.0, 4.1, 4.2, 4.3, 5.2, 6.2, 6.3, 1.3, 2.2 Outcomes: Explains various types of diversity; Describes strategies for meeting needs of all students | Course: EDUC-749 Practicum in Reading SA: Case Study (Submission Required) Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.2, 5.4, 6.3 Outcomes: Improve reading instruction, gain a better understanding of teaching and learning process when teaching reading, and improve student achievement in reading |
| 6 Assessment that addresses IRA standards | | | | Course: EDUC-751: Seminar in Reading SA: Seminar Paper (Submission Required) Standards: 1.1, 1.2, 1.3, 2.1, 6.1 Outcomes: Show mastery of basic research reporting applied to a chosen area of reading or reading education |
| 7 Additional Assessment | | | Course: EDUC-647: Contemporary Issues in Reading/Reading Education SA: Issues Portfolio (Submission Required) Standards: 1.1, 1.3, 2.2, 2.3, 5.3, 3.1, 3.2, 6.1, 6.2, 6.3, 6.4 Outcomes: Shows knowledge of various important issues in literacy and literacy education | Course: EDUC-751: Seminar in Reading SA: Electronic Professional Portfolio (Submission Required) Standards: 2.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3 Outcomes: Documentation of professional qualifications and experiences and of practicum experiences |
| 8 Additional Assessment | | | | Course: EDUC-749 Practicum in Reading SA: Action Plan for Implementation of Professional Development Activities (Submission Required) Standards: 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4 Outcomes: ability to create and implement a complete series of professional development plans and activities as a portion of their practicum experiences |

Step by Step Rubric/Survey Development Process

- Two to three months rubric development process:
 - First meeting: Discuss current rubric/survey, student learning outcomes, standards alignment, and areas for improvement based on data and program goals
 - Second meeting: Review first draft of the new rubric/survey; make suggestions on narrative and measurements
 - Third meeting: Review second draft of rubric/survey, suggest any additional changes
 - New and updated rubrics submitted in *iSuccess* Assessment System - fall semester only

Reading Education Sample Rubric Alignment

Site Supervisor Rubric – Master of Education Reading Education

IRA 2010 Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 5.2, 5.4, 6.1, 6.3, and 6.4

| Description of Assessed Area | Unacceptable (1) | Needs Improvement (2) | Meets Standards (3) | Exceeds Standards(4) | Score/Level |
|---|---|---|--|---|-------------|
| Knows how to teach Basic reading skills IRA Elements 1.1, 1.2, 1.3, 2.2, 2.3 | Presents no evidence related to participation in the assessed area -Does not identify nor describe important elements in the processes and content of literacy development - Lacks evidence of knowledge of important literature and research in the field -Contributions to the development of the learning environment are minimal | -Shows little knowledge of the scholarship of the profession -Shows little support for ideas expressed -Identifies but does not explain various aspects of the literacy processes and content -Does not explain why certain strategies are useful -Plans for instruction lack attention to important elements of literacy development | -Critically analyzes the scholarship of the profession -Leads professional development activities -Discusses major theories of literacy processes and components -Offers supporting evidence of theories discussed -Uses strategies to meet needs of all learners in classroom group -Shows fairness in work with students and professionals -Plans for instruction show attention to most important elements in processes and content of literacy development | -Critically analyzes the scholarship of the profession -Reads literature and research about factors related to literacy development -Creates and presents professional development activities -Makes a point of focusing on Common –Core standards -Creates supportive classroom routines -Shows fairness in work with students and professionals Plans for instruction are complete with regard to essential details | |
| Understands the Reading process 2.3, 3.2, 3.3, | Plans do not reflect depth and breadth of understanding related to aspects of the process of learning to read Plans ignore individual differences | -Uses instructional strategies but does not identify supporting research _Lacks appropriate attention to individual differences _Fails to place balanced emphasis on relationships among all the language arts | Uses instructional strategies that are supported by research/best practices. Adapts strategies to meet need of students in classroom groups -Uses a balanced literacy approach to instruction | Shows relationships between strategies used and their supporting research bases. - Identifies significant leaders in the history of literacy development Curriculum shows balance among aspects of literacy | |
| Understands the Learner's | Candidate is unfamiliar with various developmental | Implements procedures to meet developmental | -Recognizes differences in wide range of categories | Leads teachers, other professionals , paraprofessionals | |

Contact Information

- ***Dawn R. Johnson-Tate, MBA, MS, MA***
- Accreditation Coordinator
- Center for Assessment, Accreditation and Retention, JEP Room 234
- Bowie State University
- 14000 Jericho Park Road, Bowie, MD 20715-9465
- 301-860-3224
- djohnson-tate@bowiestate.edu

