**SUNY Potsdam**

**Student Learning Outcomes Assessment Plan**

**Department Name:** Literacy Education Department

**Program Name:** Literacy Education Program

**Date Submitted:** Fall 2013

**Department/Program Mission Statement:**
SUNY Potsdam education programs are closely aligned with the unit’s conceptual framework. A Tradition of Excellence: Preparing Reflective and Creative Educators. The unit’s conceptual framework provides the graduate literacy specialist program with a structure for understanding how our specific learning outcomes, drawn from the *IRA Standards for Reading Professionals (2010)*, link to the wider goals shared by the other programs of the unit. The graduate literacy educator program recognizes that professional skills, knowledge, and teacher dispositions are developed in a program that seeks to encourage our candidates to become Well-educated Citizens, Reflective Practitioners, and Principled Educators.

**Well-educated Citizen**
In the graduate literacy educator program, we strive to develop our candidates’ knowledge base in literacy education and their ability to apply that knowledge to the roles of an advanced literacy educator. We recognize that our candidates will be expected to be able to take on leadership roles in the areas of implementing school-wide literacy curriculum and intervention programs, and assisting their colleagues’ development and effectiveness as literacy educators. To be successful as curriculum leaders, our candidates must build an extensive base of knowledge in literacy and literacy education that prepares them to be resourceful teachers capable of making keen and research-informed instructional decisions. Our candidates are expected to explore current research in our field and how it underpins literacy education principles, informs best practices and influences legislation.

**Reflective Practitioner**
Our candidates are expected to engage in reflection about their learning and teaching as a means for improving their professional competence throughout their teaching career. In our program, candidates study research-driven instruction and design, and most importantly, the high-value of and methods for linking assessment with instruction. Our candidates demonstrate an ability to use both formal and informal literacy assessments, including technology-based systems, to organize and manage instructional programs and/or assist individual learners.

**Principled Educator**
The graduate literacy educator program insists that our candidates hold professional demeanor in the highest regard. Candidates must be responsible for their own actions, and work well in cooperative and collaborative professional activities. Our candidates must be comfortable with a degree of uncertainty, remaining open-minded so to be able to think through critical information before drawing conclusions, which is quite often required when working with struggling readers or collaborating in complex teaching.
environments. In short, we expect our candidates to be highly competent, have professional integrity, and maintain a high degree of respect for others.

The Literacy Educator Program allows candidates who hold general education certificates to obtain professional certification in their original area.

The Literacy Educator programs at the B-6 and 5-12 levels incorporate opportunities for candidates to gain knowledge of research and how that research shapes policies and methods in literacy education. Candidates all apply and develop new skills in literacy assessment, planning and intervention for diverse students in individualized and group settings.

Our program includes a course in literacy foundations where candidates learn about major theorists in the field and the seminal studies that have greatly impacted literacy education. Candidates also gain foundational knowledge of adult learning theory, professional development, organizational change, school culture, and education policy. They explore the relationship between policy, research, and theory. Coursework in literacy assessment and intervention strategies provides our candidates with considerable knowledge and skills for using formal and informal assessments to inform instructional programs. A course in literature based literacy instruction affords candidates the opportunity to plan whole class instruction, taking into consideration the diverse levels, interests and backgrounds of students in that whole class. The culminating experience of the literacy educator portfolio requires candidates to approach a previous literacy-related teaching experience from their new perspective as a puzzle, and apply knowledge gained from the entirety of their program.

Choices of content linking courses can include: The course in family/school/community collaboration that introduces candidates to the importance of viewing literacy and literacy education through a wider lens. This course, coupled with a course in literacy and linguistically diverse learners, provides candidates with knowledge about how socio-cultural aspects underpin literacy and schooling.

Department Assessment Coordinator or Faculty Member Completing this Form:
Kathryn Jeror

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**Intended Student Learning Outcome #1**
Students will demonstrate content knowledge in literacy education.

**Connection to University/Dept Mission/The Potsdam Graduate**
To be well educated citizens as stated in our Conceptual Framework and successful as curriculum leaders, our candidates must build an extensive base of knowledge in literacy and literacy education that prepares them to be resourceful teachers capable of making keen and research-informed instructional decisions.
Measurable Criteria and Assessment Method(s)

Direct Assessment #1: Landmarks Project
Candidates survey the history of literacy and theoretical foundations of literacy education. They investigate major theories and empirical research that have comprised the foundations of reading and writing development, processes, and components. They explore the impact of literacy theory/research and policy on each other. Finally, they consider applications of foundational knowledge and theories of adult learning in the research on organizational change, professional development, and school culture. The project is assessed using a rubric that represents IRA Standards related to foundational knowledge are 1.1, 1.2, 1.3, while 6.1 and 6.4 relate to professional leadership.

Intended Student Learning Outcome #2
Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

Connection to University/Dept Mission/The Potsdam Graduate
In our program, candidates study research-driven instruction and design, and most importantly, the high-value of and methods for linking assessment with instruction. Our candidates demonstrate an ability to use both formal and informal literacy assessments, including technology-based systems, to organize and manage instructional programs and/or assist individual learners.

Measurable Criteria and Assessment Method(s)

Direct Assessment #1: Literacy Interventions Project
The project is aligned with IRA Standards 1.3 (Foundational Knowledge), 2.1 and 2.2 (Curriculum and Instruction), 3.1, 3.2, 3.3, 3.4 (Assessment and Evaluation), 4.1 and 4.2 (Diversity), 5.3 and 5.4 (Literate Environment). In this project, candidates focus on the use of assessment data to devise meaningful and effective literacy instruction. Candidates consult assessment reports and conduct their own comprehensive evaluations of learners to create comprehensive intervention plans with emphasis on different grouping and classroom configuration options, a range of curriculum materials, approaches and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds. Candidates use multiple data sources to develop a summary and intervention needs for a culturally and linguistically diverse student. Planning emphasizes the importance of promoting lifelong readers. Candidates’ plans, results, and implications are demonstrated, shared, and discussed with a variety of audiences.

Direct Assessment #2: Literacy Puzzle
The project is aligned with IRA Standards 4.3, 6.2, 6.3 Candidates write an essay presenting and analyzing a literacy related experience from their teaching preparation or teaching career. They approach the experience as a puzzle, considering their professional strengths and gaps in the area of literacy teaching. Based on the analysis, candidates outline steps to be taken to deepen their knowledge of theory and pedagogy to support their growth as literacy professionals, and to enhance their capacity to foster equitable literacy learning environments for and with students.
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Additional Considerations in our Assessment Process - Dispositions
Candidate dispositions are assessed formally at the beginning of the program, in Foundations of Literacy. Dispositions are reassessed at the midpoint, in Literacy Interventions. Then, dispositions are finally assessed in the Educator Portfolio. These are selected points at which all candidate dispositions are formally assessed. Faculty members may also assess dispositions as needed throughout other experiences in the program. Our outlook is to help our candidates develop into the literacy leaders expected of the program and standards. To that end, our assessments must be used as formative tools, not only for summative data.

Intended Student Learning Outcome #3
Teacher candidates will demonstrate effects on student learning.

Connection to University/Dept Mission/The Potsdam Graduate
In our program, candidates are expected to explore current research in our field and how it underpins literacy education principles, informs best practices and influences legislation. Candidates must be responsible for their own actions, and work well in cooperative and collaborative professional activities to impact student learning.

Measurable Criteria and Assessment Method(s)

Direct Assessment #1: Literature Review and Thematic Unit
This project is aligned with IRA Standards 2.2 and 2.3 (Curriculum and Instruction), 4.2 (Diversity), and 5.1, 5.2, and 5.4 (Literate Environment). In this project candidates focus on the use of texts, technology-based information, and non-print materials that address diverse learners’ needs, interests, and abilities, including various cultural and linguistic backgrounds in a classroom setting. Candidates adopt a classroom, conduct a research-based literature review, and author a thematic literature unit with lessons that target students’ interests, reading and writing abilities, and cultural and linguistic backgrounds.