

**Department/Program Name:** Literacy Education/Literacy Specialist Program

**Date Submitted and Academic Year:** Fall 2016 for academic year 2015-2016

**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 International Literacy Association (ILA) *Standards for Reading Professionals-Revised 2010 (Standards 2010)*, link to the wider goals shared by the other programs of the unit. The graduate literacy specialist 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 specialist program, we strive to develop our candidates' knowledge base in literacy education and their ability to apply that knowledge to the roles of a literacy specialist and literacy coach. We recognize that our candidates will be expected to be able to take on leadership roles in the areas of designing 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 specialist 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.

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The Literacy Specialist Program allows candidates who hold general education certificates to obtain an additional Initial certification at one of the following levels:

- Literacy Specialist (Birth-Grade 6)
- Literacy Specialist (Grades 5-12)

The Literacy Specialist 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. A course in literacy research helps candidates explore current issues in literacy education while enabling them to become more critical consumers of the research. 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. The course in family/school/community collaboration 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. 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 practical help assure that our candidates are able to use their knowledge and skills to impact student achievement, work collaboratively with colleagues, and experience the role of literacy leader.

**Department Assessment Coordinator or Faculty Member Completing this Form:**  
Marta Albert

**Update on Action Plan(s) from prior year(s):**

The Literacy Department's Fall 2013 assessment report outlined changes that had been made to core assignments and rubrics in the Literacy Specialist program to align them with the International Literacy Association (ILA) *Standards for Reading Professionals-Revised 2010 (Standards 2010)*. The Action Plan for 2013-2014 focused on a need to include more writing assignments throughout the program in order to enhance students' preparation for the written response required as part of the CST. Additionally, the plan noted a need to monitor candidates' dispositions at the course-specific gates established, and to add discussion to a mid-Fall department meeting. Doing so would enable all program faculty to bring forth concerns they might have about candidates and provide a means for early intervention, if needed, to support candidates' progress in the program. Finally, in the plan it was recognized that a new core assignment in GRDG 615 proved challenging to implement fully and was in need of monitoring to determine whether it required revision.

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Action plan items have been addressed annually through department meeting discussions and an annual retreat held in May. Writing assignments have been added throughout courses to help candidates gain experience in analyzing and applying current literacy research to develop interventions related to K-12 students, and to address specific issues related to curriculum; administration of literacy programs; and local, state, and national policies. Discussion of candidate dispositions by program faculty now occurs in an October department meeting (or earlier, if needed). Discussion of the new core assignment in GRDG 615 has occurred during annual assessment retreats, when all current cohort data are reviewed and faculty share and discuss ideas, examples, and questions regarding specific core assignments and candidate performance.

Much discussion emerged about the GRDG 615 core assignment, as well as revision to a core assignment in GRDG 640, following the 2014 NCATE accreditation process, which pointed to a need across programs in the unit to strengthen candidates' knowledge and experience related to (a) teaching students from diverse cultural, ethnic, and racial backgrounds, and (b) teaching to foster and enhance social equity. At the May 2016 department retreat, faculty discussion of these concerns led to the creation of a new approach to improve in the area of diversity and equity, specifically through the development of a Taskstream folder to which candidates can submit their diversity and equity-related reflections and artifacts collected throughout courses and program experiences. All candidates also will complete a "Cultural Diversity and Equity Reflection" as a culminating experience in GRDG 610, a required capstone course in the Literacy Specialist program. They will use the reflections and artifacts collected over time to articulate their understanding of diversity and equity concepts related to professional expectations, as outlined in the *Standards 2010*, and related to their own personal awareness, development, and practices as educators.

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**Intended Student Learning Outcome #1**

Students will demonstrate content knowledge in literacy education.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Licensure Test: NYS Content Specialty Test – Literacy (revised)**

**NYSTCE: Literacy Test Framework**

**Competency 0001- Foundations of Language and Literacy Development**

- 1.1-Foundations of Language and Literacy Development
- 1.2- Factors Affecting Language and Literacy Development
- 1.3- Theoretical and Research Foundations

**Competency 0002- Foundations of Literacy Instruction and Assessment**

- 2.1- Foundations of Effective Literacy Instruction
- 2.2- Foundations of Effective Literacy Assessment
- 2.3- Assessment of Students' Literacy Development

**Competency 0003- Role of the Literacy Professional**

- 3.1- Literate Environment

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3.2- Leadership and Professional Development in Literacy

**Competency 0004- Reading & Writing: Foundational Skills**

4.1- Emergent Literacy Development

4.2- Phonics and Word Recognition

4.3- Fluency

4.4- Spelling and Writing Conventions

**Competency 0005- Text Complexity and Text Comprehension**

5.1- Development of Text Comprehension

5.2- Role of Oral Language and Writing in Text Comprehension

5.3- Measurement of Text Complexity

**Competency 0006- Reading & Writing: Different Types of Text**

6.1- Reading Literature and Information Text

6.2- Writing for Different Purposes and Audiences

6.3- Development of Disciplinary Literacy

**Competency 0007- Language and Vocabulary Development**

7.1- Oral Communication Skills and Command of English Grammar and Usage

7.2- Vocabulary Acquisition and Use

**Competency 0008- Analysis, Synthesis, and Application**

The constructed-response assignment requires candidates to apply knowledge of content in Competencies 0001-0007 to (a) “analyze information presented in a professional forum” and (b) “synthesize knowledge about a literacy-related topic” (NYSED: *Field 065 Literacy Test Design and Framework*, September 2014. Available: [http://www.nystce.nesinc.com/PDFs/NY\\_fld65\\_objs.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld65_objs.pdf))

**Direct Assessment #2: Landmarks Project**

The project is aligned with ILA Standards 1.1, 1.2, and 1.3 (Foundational Knowledge), and 6.1 and 6.4 (Professional Learning and Leadership). In this 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.

**Assessment Data Summary - Results & Analysis**

**Direct Assessment #1: Licensure Test: NYS Content Specialty Test – Literacy**

1.5 (b) the scoring guide for the assessment

Licensure Test is a criterion-referenced examination. Minimum passing score is 520, with scores ranging from 400-600. Competencies 0001-0007 are selected-response items. Competency 0008 is a written response that requires candidates to analyze information from professional literature through application of knowledge of each facet of literacy development and instruction outlined in Competencies 0001-0007. Further, candidates need to synthesize and apply knowledge to analyze research and apply research to relevant instructional situations. The professional literature, case and problem focus-area presented (e.g., comprehension difficulties, difficulty in an aspect of grapho-phonemic processing, etc.) change from test to test. Please note the change in scoring format from

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previous years: Subtests are scored using a rubric, with values 1-4. The overall mean is reported as a scaled score.

The general scoring guide for the written response is as follows:

*Purpose:*

Fulfills the charge of the assignment

*Application of Content:*

Accurately and effectively apply the relevant knowledge and skills

*Support:*

Supports the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Candidate Scores Licensure Test NYS CST- Literacy (data for 2015-2016)					
Academic Year  2015- 2016  n=20 90% pass	Competency 0001: Foundations of Language and Literacy Development	Competency 0002: Foundations of Literacy Instruction and Assessment	Competency 0003: Role of the Literacy Professional	Competency 0004: Reading and Writing Foundational Skills	Competency 0005: Text Complexity and Text Comprehension
mean	3	3	3	2	4
	Competency 0006: Reading and Writing Different Types of Text	Competency 0007: Language and Vocabulary Development	Competency 0008: Analysis, Synthesis, and Application		Overall Mean (scaled score)
mean	3	4	3		543

Analysis: Literacy Specialist candidates do well on the revised Literacy CST exam. Their performance has improved since the initiation of the new exam in 2014, both in terms of the pass rate and overall mean. The lowest mean score is in Competency 4: Reading and Writing Foundational Skills. The department has discussed CST results and will continue conversations in 2016-2017 to examine how concepts and topics included in this subtest are addressed within relevant courses in the program, so that we can develop approaches to strengthen candidate knowledge in these areas.

**Direct Assessment #2: Landmarks Project**

The Landmarks Project is used to assess content knowledge with ILA Standard elements 1.1, 1.2, 1.3, 6.1 and 6.4. At the beginning of the program this requires candidates to become familiar with the history and theories in literacy education. This introduction of

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history, theories, and foundational knowledge ensures that candidates have a context in which to build their growing understandings as they progress through the literacy program. Content knowledge is assessed again at the end of the program with the Reflection on Effectiveness Project.

2015-2016 Landmarks Project				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
1.1	0	18	18	2.5/3
1.2	0	18	18	2.42/3
1.3	0	18	18	2.58/3
6.1	0	18	18	2.28/3
6.4	0	18	18	2.44/3

Analysis: Our Literacy Specialist candidates performed well on the Landmarks Project, especially in the areas of understanding the history and theories of literacy education, and the foundational bases of literacy development.

**Application of Results/Action Plan for Improving Student Achievement**

The assessments effectively captured how students performed in the area of content knowledge (Student learning outcome #1). The Literacy Department discussed the assessment results for the 2015-2016 academic year with only minor suggestions to improve teaching and learning. In the Foundations course (GRDG 600) where the Landmarks Project is assessed, the assignment will remain consistent as it was recently revised when ILA Standards 6.1 and 6.4 were added. The department will continue to monitor assessment results.

**Intended Student Learning Outcome #2**

Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Literacy Interventions Project**

The project is aligned with ILA Standards 1.3 (Foundational Knowledge), 2.1 and 2.2 (Curriculum and Instruction), 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

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the importance of promoting lifelong readers. Candidates' plans, results, and implications are demonstrated, shared, and discussed with a variety of audiences.

**Direct Assessment #2: Practicum Portfolio**

The practicum portfolio is aligned with ILA Standards 1.3 (Foundational Knowledge), 2.1 (Curriculum and Instruction), 3.3 and 3.4 (Assessment and Evaluation), 6.1, 6.2, and 6.3 (Professional Learning and Leadership). In the portion of this portfolio, which focuses on assessment, diagnosis and evaluation, candidates administer comprehensive assessment and communicate that assessment information to various audiences (i.e. parents, administrators, school psychologists, clinical specialists, classroom teachers). Candidates use the assessment information of these individual struggling readers of diverse cultural and linguistic backgrounds to plan and provide instruction. Candidates collaboratively plan with other literacy specialists and classroom teachers to implement appropriate instruction for these individual struggling readers and to assist classroom teachers in using assessment to plan instruction. Candidates write a report which uses assessment data to evaluate a school wide literacy program and provide recommendations for changes to strengthen a school program. For the portion of the portfolio which focuses on professional development, candidates assist a classroom teacher in planning and implementing a personal professional development plan. Candidates conduct a professional study group and plan, implement, and evaluate a professional development workshop.

**Direct Assessment #3: Assessment Profile Report**

This assessment is aligned with ILA Standards 1.1 and 1.3 (Foundational Knowledge), 3.1, 3.2, 3.3, and 3.4 (Assessment and Evaluation), and 4.1 (Diversity). In this report candidates focus on the meaningful use of assessment data to inform instructional decisions. Candidates conduct a comprehensive assessment (B-2/3-6 or 5-8/9-12) of learners' literacy competencies of the major components of reading using a wide range of formal and informal assessments, tools, and practices. Learners are then placed along a developmental continuum and literacy proficiencies and differences are identified. An evaluative report is drafted that includes recommendations for supporting classroom teachers' capacity to foster each learner's literacy development, including forms of diversity and their importance in literacy development. To indicate their understanding of the importance of applying knowledge of research and practice, candidates will include a literature review of major theories and empirical research describing the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development. Assessment data and instructional plans are presented to classroom teacher colleagues for discussion, critical feedback, and reflection.

**Additional Consideration 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 Practicum or Internship. 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

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expected of the program and standards. To that end, our assessments must be used as formative tools, not only for summative data.

Following are steps program faculty members have taken to use information from assessments for improvement of candidate performance and the program: Faculty members teaching the Foundations of Literacy and Literacy Interventions courses monitor and evaluate candidate dispositions throughout the course. Concerns are brought to the department for discussion and action if needed. Faculty members supervising the practicum and internship have used the dispositions rubric as a conference tool. To draw candidates' attention to the professional dispositions and to provide more opportunity for candidates to meet or exceed expectations, candidates will conference with their professor and self-evaluate mid-way through the practicum or internship.

**Results & Analysis**

**Direct Assessment #1: Literacy Interventions Project**

The Literacy Interventions Project is an assessment that candidates complete in GRDG 655/656, Literacy Intervention Strategies Birth-6/5-12, which is a required course that candidates take during their second semester of study. Successful completion of this course is a requirement for entering into the capstone course, Literacy Practicum. In the Interventions Project candidates build on foundational knowledge acquired in GRDG 600, Foundations of Literacy and pedagogical and professional knowledge, skills and dispositions acquired in GRDG 605, Literacy Assessment (see Assessment #7). Candidates use data from a comprehensive assessment of a student's literacy competencies and accompanying evaluative reports with instructional recommendations to develop comprehensive intervention plans that consider appropriate grouping options, curriculum materials, instructional approaches, and teaching methods.

2015-2016 Literacy Interventions Project				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
1.3	0	14	14	2.93/3
2.1	0	14	14	2.86/3
2.2	0	14	14	2.86/3
3.3	1	13	14	2.79/3
3.4	0	14	14	2.93/3
4.1	0	14	14	2.57/3
4.2	0	14	14	2.43/3
5.3	0	14	14	2.93/3
5.4	0	14	14	2.86/3

Analysis: Our Literacy Specialist candidates performed very well on the Literacy Interventions Project. There were no concerns at this time.

**Direct Assessment #2: Practicum Portfolio**



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The practicum portfolio is a clinical assessment that candidates complete during GRDG 690 and 691 or GRDG 696 and 697: Literacy Practicum, which are the culminating courses candidates take during the final semester of study. In the practicum portfolio candidates show how they have implemented literacy assessment, evaluation, and instruction, collaborated with other educational professionals, and exhibited leadership in professional development.

2015-2016 Practicum Portfolio				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
1.3	0	6	6	3/3
2.1	0	6	6	2.58/3
3.3	0	6	6	2.83/3
3.4	0	6	6	2.67/3
6.1	0	6	6	2.67/3
6.2	0	6	6	3/3
6.3	0	6	6	2.92/3

Analysis: Our Literacy Specialist candidates performed very well on the Practicum Portfolio assessment. There were no concerns at this time, or suggestions for revision.

**Direct Assessment #3: Assessment Profile Report**

The Assessment Profile Report is an assessment that candidates complete in GRDG 605: Literacy Assessment, a required course that is taken in the first semester of the program. This course is the first course in our clinical sequence and is a pre-requisite for GRDG 655/656, Literacy Interventions (second semester) and the capstone practicum (third semester). In the Assessment Profile Report candidates are introduced to literacy assessments and processes, and then use their knowledge and skills to conduct a comprehensive assessment of learners' literacy competencies. An evaluative report is written that includes instructional recommendations. The candidates review their analysis of assessment data with classroom teacher colleagues for constructive feedback and to collaborate on instructional planning. In 2013-2014, we made a program change by removing Standards 3.1 and 3.2 from the Literacy Interventions Project and adding them to the Assessment Profile Report assignment, since they fit better with the goals of GRDG 605 overall.

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2015-2016 Assessment Profile Report				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
1.1	0	17	17	2.82/3
1.3	0	17	17	3/3
3.1	0	17	17	2.35/3
3.2	1	16	17	2.41/3
3.3	0	17	17	2.41/3
3.4	2	15	17	2.35/3
4.1	0	17	17	2.94/3

Analysis: Our Literacy Specialist candidates performed well on the Assessment Profile Report assignment. On two standards, students were assessed at the “developing” level. At its May 2016 retreat, department members decided to revisit these key standards as they appear in courses that candidates take later in the program. We will assess trends throughout the year to determine whether we need to explore adjustments to courses, particularly in relation to recently-added standards, 3.1 and 3.2, as well as 3.4.

**Additional Consideration in our Assessment Process- Dispositions**

2015-2016 Candidate Dispositions				
Disposition	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates (*see note below)	Avg. Rubric Score for Group
1-Works well with others...	0	13	13	2.72/3
2- Takes responsibility for one's own actions...	0	13	13	2.45/3
3- Fosters positive relationships...	0	13	13	2.65/3
4- Behaves in a professional manner...	0	13	13	2.72/3
5- Maintains a high level of competence and integrity in her/his practice...	0	13	13	2.67/3

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6- Willing to take risks; be flexible; show comfort with uncertainty...	0	13	13	2.61/3
7- Recognizes and respects diversity...	0	13	13	2.69/3

\*NOTE: Dispositions are assessed three times during the program, in three different courses. Since the number of students in each course may vary, the data herein reflect averages across the courses.

Analysis: Our Literacy Specialist candidates performed very well in the area of Candidate Dispositions as recorded during the clinical (practicum or internship) experience. The department continually monitors student dispositions via instructor submission in GRDG 600, GRDG 655/656 and GRDG 690/691/696/697/699. Additionally, we hold a department meeting dedicated to student dispositions at the mid-point of the fall and spring semesters.

**Application of Results/Action Plan for Improving Student Achievement**

The assessments effectively captured how students performed in the area of demonstrating pedagogical and professional knowledge, skills and dispositions (Student learning outcome #2). The literacy department discussed the assessment results for the 2015-2016 academic year with only minor suggestions to improve teaching and learning.

**Intended Student Learning Outcome #3**

Teacher candidates will demonstrate effects on student learning.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Reflection on Effectiveness Project**

This project is aligned with ILA Standards 1.1, 1.2, and 1.3 (Foundational Knowledge), 2.2 (Curriculum and Instruction), 3.1, 3.2, 3.3, and 3.4 (Assessment and Evaluation), 4.2 (Diversity), and 6.2 (Professional Learning and Leadership). Each candidate will develop a document reflecting on the effectiveness of the instruction provided during the graduate literacy clinical experience. This project will describe the candidate's impact on student learning, referring to evidence collected in the literacy practicum or internship portfolio such as: in-depth and ongoing assessment, lesson plans, and samples of student work. Candidates will provide a theoretical context for their instructional focus, and will describe how professional dispositions and collaboration have impacted their success.

**Direct Assessment #2: Literature Review and Thematic Unit**

This project is aligned with ILA 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

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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.

**Direct Assessment #3: Family Engagement and Community Partnerships Literacy Project**

This project is aligned with ILA Standards 4.1, 4.2, and 4.3 (Diversity), and 6.4 (Professional Learning and Leadership). Each candidate will develop a project proposal that focuses on strengthening family-school-community partnerships to improve literacy teaching and learning. Each candidate will complete a project consisting of four elements: Compose a rationale developed by critically assessing local, state, and national policies regarding family engagement, literacy education, and diversity; Examine a case study of family engagement and community partnerships, comparing and contrasting with focus school; Construct a detailed plan of action and evaluation for the project; and Present the project for feedback and critique.

**Results & Analysis**

**Direct Assessment #1: Reflection on Effectiveness Project**

This project is aligned with ILA Standards 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, and 6.2. Each candidate develops a document reflecting on the effectiveness of the instruction provided during the graduate literacy clinical experience. This project describes the candidate’s impact on student learning, referring to evidence collected in the literacy practicum or internship portfolio such as: in-depth and ongoing assessment, lesson plans, and samples of student work. Candidates provide a theoretical context for their instructional focus.

2015-2016 Reflection on Effectiveness Project				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
1.1	0	6	6	2.5/3
1.2	0	6	6	2.42/3
1.3	0	6	6	3/3
2.2	0	6	6	2.75/3
3.1	0	6	6	2.58/3
3.2	0	6	6	3/3
3.3	0	6	6	2.75/3
3.4	0	6	6	2.83/3
4.2	0	6	6	2.67/3
6.2	0	6	6	2.67/3

Analysis: Our Literacy Specialist candidates performed well on the Reflection on Effectiveness Project assessment. No changes in the assignment or rubric are needed.

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**Direct Assessment #2: Literature Review and Thematic Unit**

This project is aligned with ILA Standards 2.2, 2.3, 4.2, 5.1, 5.2, and 5.4. 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 author a thematic literature unit with lessons that target students’ interests, reading and writing abilities, and cultural and linguistic backgrounds. An addition made in 2015-2016 requires that students teach a component of the unit in the adopted classroom.

2015-2016 Literature Review and Thematic Unit				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
2.2	0	12	12	2.72/3
2.3	0	12	12	2.87/3
4.2	0	12	12	2.77/3
5.1	0	12	12	2.67/3
5.2	0	12	12	2.78/3
5.4	0	12	12	2.79/3

Analysis: Our Literacy Specialist candidates performed well on the Literature Review and Thematic Unit assessment. There were no concerns at this time. The instructors of the course/assignment stated that the addition of the requirement to teach one component of the unit in the adopted classroom resulted in a real connection with the students of the class and led candidates to strengthen the content of the Lit. Review and Thematic Unit.

**Direct Assessment #3: Family Engagement and Community Partnerships Literacy Project**

This project is aligned with ILA Standards 4.1, 4.2, 4.3, and 6.4. Candidates develop a project proposal that focuses on strengthening family-school-community partnerships to improve literacy teaching and learning. Candidates complete a project consisting of four elements, to include: Composing a rationale; Examining a case study of family engagement and community partnerships; Comparing and contrasting with focus school; and, Constructing a detailed plan of action and evaluation for the project.

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2015-2016 Family Engagement and Community Partnerships Literacy Project				
ILA Standard	No. of Candidates Not Meeting Standard	No. of Candidates Meeting Standard	No. of Candidates	Avg. Rubric Score for Group
4.1	0	9	9	3/3
4.2	0	9	9	3/3
4.3	0	9	9	3/3
6.4	0	9	9	3/3

Analysis: Our Literacy Specialist candidates performed well on the Family Engagement and Community Partnerships Literacy Partnerships Project assessment. Course instructors reported the professionalism and creativity of projects in the course has steadily improved since the new assignment was added to program assessment several years ago. No changes or revisions are needed.

**Application of Results/Action Plan for Improving Student Achievement**

The assessments effectively captured how students performed in the area of demonstrating effects on student learning (Student learning outcome #3). The literacy department discussed the assessment results for the 2015-2016 academic year with only minor suggestions to improve teaching and learning. The discussion resulted in the following actions.

GRDG 640: Despite the positive outcome of adding the requirement that students implement a component of the core assignment for this course, the requirement for each candidate to adopt a “diverse” classroom and interact with that “diverse” classroom remains problematic, primarily due to candidates’ limited access to schools with a substantially diverse student body in terms of culture and ethnicity. See “Summary of Action Plans” below for further discussion.

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**Summary of Action Plans for upcoming Academic Year 2016-2017**

1. The assessments effectively captured how students performed in the area of content knowledge (Student learning outcome #1). The Literacy Department discussed the assessment results for the 2015-2016 academic year with only minor suggestions to improve teaching and learning. In the Foundations course (GRDG 600) where the Landmarks Project is assessed, the assignment will remain consistent as it was recently revised when ILA Standards 6.1 and 6.4 were added. The department will continue to monitor assessment results.

2. The assessments effectively captured how students performed in the area of demonstrating pedagogical and professional knowledge, skills and dispositions (Student learning outcome #2). The Literacy Department discussed the assessment results for the 2015-2016 academic year with only minor suggestions to improve teaching and learning. Our Literacy Specialist candidates performed very well in the area of Candidate Dispositions as recorded during the clinical (practicum or internship) experience. The department continually monitors student dispositions via instructor submission in GRDG 600, GRDG 655/656 and GRDG 690/691/696/697/699. Additionally, we hold a department meeting dedicated to student dispositions at the mid-point of the fall and spring semesters.

3. The assessments effectively captured how students performed in the area of demonstrating effects on student learning (Student learning outcome #3). The Literacy Department discussed the assessment results for the 2015-2016 academic year, especially the need to address challenges we face in helping candidates gain sufficient depth and breadth regarding the diversity and equity aims of the ILA *Standards 2010*. Beginning in 2016-2017, candidates will document their awareness and practices related to diversity and equity as they arise through program courses and related activities. Through use of a Taskstream folder, candidates will submit diversity and equity-related reflections and artifacts they have collected for faculty review and feedback. All candidates also will complete a “Cultural Diversity and Equity Reflection” as a culminating experience in GRDG 610, a required capstone course in the Literacy Specialist program. They will use the reflections and artifacts collected over time to articulate their understanding of diversity and equity concepts related to professional expectations, as outlined in the *Standards 2010*, and related to their own personal awareness, development, and practices as educators.