GSE Assessment Fair 2014

Literacy/Reading Endorsement Program
Curriculum and Instruction
Ask a Question

Question: How well does our program do at preparing candidates to meaningfully incorporate student cultural and linguistic diversity into their focused literacy teaching?
Collect Data

Data Collection Tools/Methods:

CI 522: Literacy Foundations: Reading Processes Application Project
CI 536: Language, Literacy, and Culture: Curriculum Design and Analysis
CI 509: Practicum in Literacy: Clinical Report
CI 528: Literacy Assessment for Reading Specialists: Literacy Profile
Data:
CI 536: Language, Literacy, and Culture (winter 2014 data): Curriculum Design and Analysis: Assignment element #1, pertaining to IRA standards. 1.1, 2.1, and 2.2: 3 exemplary, 3 acceptable; Assignment element #2, pertaining to IRA standards 1.1, 2.1, and 2.2: 4 exemplary, 3 acceptable; Assignment element #3, pertaining to IRA standards 1.1, 2.1, 2.2, 4.3, 5.1, 5.2.

CI 509: Practicum in Literacy: Clinical Report: (Spring 2013 data) IRA Standard 4.1: 5 unacceptable, 4 acceptable, 2 exemplary.

CI 528: Literacy Assessment for Reading Specialists (Fall 2014 data): Literacy Profile: IRA Standard 4.1: 6 acceptable, 2 exemplary

Analysis/Conclusions:
- more work is needed to move students in CI 536 toward exemplary work on their language and culture-infused curriculum designs

- standard 4.1 needs to be more explicitly addressed in CI 509 next year in order to move more students toward acceptable and exemplary work

- more work is needed in class experiences in CI 528 in order to help candidates move toward exemplary work at identifying testing bias and the relationship between culture/language, assessment, and opportunities to learn.
Action steps:

- Sought out professional expertise in order to identify concrete examples of the ways in which culture and language can influence assessment practices.

- Reworking curriculum design workshop in CI 536 in order to more effectively move students toward exemplary work with regard to integrating scholarship and understandings of language and culture into a variety of curriculum designs.

- More work is needed in CI 528 in order to scaffold candidates in their ability to show how the recommendations for future instruction and assessment are clearly informed by analysis of potential testing bias and the relationship between culture/language, assessment, and opportunities to learn.

Take Action
Reliability and Validity plan:

-for each key assignment, at least two faculty members review 2-3 student samples and discuss/compare results

-discuss reliability/validity of all program assessments at program faculty meeting