GSE Assessment Fair 2012

Literacy/Reading Endorsement
Ask a Question

Question: How effectively does our program prepare candidates to use focused, differentiated literacy teaching when working with students who struggle with literacy?
Collect Data

Data Collection Tools/Methods:

Elements of Key Assignment for CI 522: Literacy Foundations: Foundational Knowledge in Focused Literacy Teaching

Key Assignment for CI 536: Language, Literacy, and Culture: Curriculum Design and Analysis

Elements of Key Assignment for CI 530: Teaching Struggling Adolescent Writers: Professional Development About Disciplinary Literacy

Key Assignment for CI 528: Literacy Assessment for Reading Professionals: Literacy Profile
Data: -Curriculum Design and Analysis (average score across 4-element rubric: 77% exemplary; 19% acceptable)
-Professional Development about Disciplinary literacy (100% exemplary or acceptable on elements for standard 2)
-Literacy Profile (100% acceptable on 3 rubric elements; 85% on third element)
--Using Foundational Knowledge in Focused Literacy Teaching (average 79% exemplary and 12% acceptable on rubric elements 2 and three)

Analysis/Conclusions:
-Candidates have many opportunities to study and practice focused, differentiated instruction for struggling students
-Majority of students meet criteria related to this question by demonstrating ‘acceptable’ or ‘exemplary’ work.
-Candidates need further opportunities to explicitly articulate rationales for and theoretical/research base for the teaching practices that they use with struggling students.
Action steps:

Curriculum development: Revise courses (or target key courses) to include more of an emphasis on articulating rationales and research/theoretical base for teaching practices when working with struggling students.

Take Action