

*The curriculum through which the program mission and goals are pursued:*

### **Reading/Language Arts**

<http://fresnostate.edu/kremen/graduate/ma-reading-language.html>

### **Program Mission:**

The Reading/Language Arts Program offers a Master of Arts Degree in Education with a Reading/Language Arts Option as well as a Reading/Literacy Leadership Specialist Credential. The program is designed to prepare classroom teachers with a strong theoretical foundation on literacy development and the capacity to apply this knowledge in making assessment and instructional decisions to meet the diverse needs of students with varying language and cultural backgrounds in addition to becoming competent practitioners and agents for positive and social change. Therefore, it is the mission of the Reading/Language Arts Program to prepare literacy leaders for service in our communities who are knowledgeable and competent in creating a literate environment to facilitate successful reading and writing for all children as well becoming agents of change in the field of Reading and Language Arts education.

### **Career Opportunities:**

Graduates will be qualified to make curricular decisions about teaching reading/language arts and meet the needs of students with varying language communication backgrounds. Students will be able to pursue an advanced graduate study in universities offering a doctoral degree. The degree will also enable them to do consulting for publishing companies and seek employment at higher level institutions.

### **Program Admission:**

Potential master's degree candidates must possess a BA/BS degree, have a 2.75+GPA, fulfill the University's Undergraduate Writing Competency, submit three letters of recommendation, and a statement of purpose.

### **Program Design:**

Reading and Language Arts graduate courses are designed to help teachers learn how to make curricular decisions about teaching reading and how to meet the needs of students with varying language communication backgrounds. Students pursuing a degree or a credential in Reading and Language Arts also learn to inspire other teachers to upgrade the reading/language abilities of students through demonstrations of effective reading strategies, and to work with students and teachers (K-12) at the district and school site. As a result, graduate students admitted into the program will need to complete 30 units consisting of 4 program courses, 3 core courses, and 3 electives for a total of 30 units.

Program courses are LEE 278/Literacy Processes and Practices (3 units), LEE 213/Teaching Language Arts K-12 (3 units), and LEE 244/Reading Research Methods (3 units). Core courses are ERE 220/Educational Research (3 units), ERE 288/ Program Evaluation (3 units) and LEE

298/Comprehensive Exam (0) units. Program approved course electives are LEE 224. Assessment and Development (3 units), LEE 230/Supervising Teaching Reading and Language Arts in Small Groups (3 units), LEE 234/Clinical Expressive Assessment and Development of Reading Abilities (3 units), and LEE 254/Field Experiences in Reading (3 units).

### **Program Course Descriptions:**

#### *LEE 278. Literacy Processes and Practices (3 UNITS-Required)*

Understanding literacy processes through the investigation of current theories, issues, and practices.

#### *LEE 213. Teaching the Language Arts K-12 (3 UNITS-Required)*

Seminar on integrated language arts, reading-writing connections, and using language arts in literature-based reading programs and theme cycles.

#### *LEE 215. Language Issues in Reading (3 UNITS-Required)*

Prerequisite: admission to program or permission of instructor. Seminar exploring issues related to language acquisition and literacy development with special emphasis on culturally and linguistically diverse learners.

#### *LEE 224. Assessment and Development of Reading Abilities (3 UNITS)*

Analysis of reading performance utilizing portfolio and performance based assessments and diagnostic instruments. Consideration of methods and materials for instruction.

#### *LEE 244. Research for Reading Professionals (3 UNITS-Required)*

Prerequisites: LEE 213, LEE 215, LEE 278, and permission of instructor. Study of past and current research in reading related to instructional issues; planning and analysis of curricula in light of current research; application of research skills.

#### *LEE 230. Supervised Teaching in Reading/Language Arts (3 UNITS)*

The first of two supervised field work courses required for the Reading Specialist Credential. Provides supervised practice in research-based methodologies and intervention approaches for beginning readers, English learners and students with reading difficulties. A combination of practica and seminars required. (CSU liability insurance fee, \$8)

#### *LEE 234. Clinical Experiences in Reading Assessment and Instruction (3 UNITS)*

Prerequisite: LEE 224. Clinical experiences in the supervised application of principles learned in LEE 224. Emphasis on individual and small group evaluation and instructional procedures. (2 lecture, 2 lab hours) (Instructional materials fee, \$10)

#### *LEE 254. Supervised Field Experiences in Reading (3 UNITS)*

Intensive varied supervised field experiences in settings with reading specialists, consultants, or staff development personnel involving diagnosis and treatment of reading difficulties; development or refinement of reading programs; evaluation of reading instruction; application of interpersonal communications and group process skills.

*LEE 298A. Project Literacy (3 UNITS)*

Prerequisite: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220. See Criteria for Thesis and Project. A project consists of a significant undertaking appropriate to education. An approved proposal is required for enrollment. Approved for RP grading.

*LEE 298. Comprehensive Exam (0 UNITS)*

Prerequisite: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220. See Criteria for Comprehensive Exam in the Blackboard Graduate Student Organization Site. The comprehensive exam consists of 10 questions of which 5 questions will be randomly provided; however, graduate students will choose 3 of the five to respond to. Pass or Retake. Approved for RP grading.

*LEE 299. Thesis (3 UNITS)*

Prerequisite: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220 and completion of an acceptable thesis proposal. Preparation, completion, and submission of an acceptable thesis proposal. See criteria for Thesis and Project. Preparation, completion, and submission of an acceptable thesis for the master's degree. Approved for RP grading.

*ERE 220. Research in Education (3 UNITS)*

Prerequisites: ERE 153. Seminar in education research methodology; library resources; critiquing data collection, analyses, interpretation in research articles; writing research papers; for elementary and secondary teaching, early childhood, reading, administration, counseling, special education, related fields.

*ERE 288. Educational Measurement and Program Evaluation (3 UNITS)*

Prerequisite: ERE 153. Procedures and issues involved in the measurement and evaluation of educational programs; planning, etc. Applications in educational settings are emphasized.

*The assessment of student learning outcomes, program revisions based upon those outcomes, and plans for future assessment activities:*

### **Program Assessments:**

The assessments used currently to measure the learning outcomes of the graduate students in the Master of Arts Degree in Education with a Reading/Language Arts Option, are the *Theory to Practice Project*, the *Case Study Report*, a *Wiki Literature Review*, and the *Comprehensive Exam*. The Theory to Practice Project is a *LEE 213 Teaching the Language Arts K-12* assignment. The Case Study Report is a *LEE 224 Assessment and Development of Reading Abilities* assignment, a Wiki Literature Review is a *LEE 244 Research Based Reading Methods* assignment, and the Comprehensive is a *LEE 298 Culminating Experience* assignment.

### **Assessment Descriptions:**

*The LEE 213 Theory to Practice Project* is an inquiry project that has three main components. First, students select a topic of inquiry driven by their professional experiences teaching language arts and write a research paper describing the different theoretical perspectives and respective instructional implications. Second, students use the research examined to develop and implement instructional lessons in the classroom setting. Third, students develop a presentation to share with colleagues that presents the theory of their report, the practical applications from their lessons, and a critical reflection on the experiences.

*The LEE 224 Case Study Report* is a set of a variety of literacy assessments administered to an individual struggling reader in K-12. Graduate students analyze the assessment results and use the results to develop an individualized instructional plan. The students in the class prepare a case study report that details the assessment tools and results, provide an analysis of the results, and make instructional recommendations.

*The LEE 244 Wiki Literature Review* is a review of the research from the emergent reading, comprehension, and English Learner fields of literacy that is then inputted electronically into a Wiki page. On this wiki page, students provide summaries of the research reviewed, including context, methods, and implications as well as a synthesis comparing the various theoretical perspectives that were examined.

*The LEE 298C Comprehensive Exam* is one of two culminating experience options. It assesses learning outcomes connected to the following core courses: LEE 278, LEE 213, LEE 215, LEE 224, and LEE 244. More specifically, it measures Outcome 1.1, the following exam question will be analyzed: *Identify four similarities and differences between Bottom-Up and Top-Down reading instruction. Students must make reference to research studies*, and Outcome 2.1, the following question will be analyzed: *Review the attached Running Record from a first grade student. Analyze the results and devise a brief instructional plan for the student.*

## **Assessment Evaluation Procedures**

*The LEE 213 Theory to Practice Project* is evaluated and scored using a rubric (attached) as proficient (90-100), developing (80-89), or beginning (below 80) based on the ability to compare and contrast literacy theories and apply the theoretical perspectives in effectively designing literacy instruction that meets the needs of struggling readers and English Learners. A score of  $\geq 80$  is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

*The LEE 224 Case Study Report* is evaluated and scored using a rubric (attached) as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers. A score of  $\geq 80$  is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

*The LEE 244 Wiki Literature Review* is evaluated and scored using a rubric (attached) as craftsman (87-100), good (74-86), or satisfactory (below 74) based on the ability to summarize and synthesize research studies. A score of  $\geq 80$  is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

*The LEE 298 C Comprehensive Exam* is evaluated and scored using a rubric (attached) as exemplary (4), accomplished (3), developing (2), or beginning (1). A mean score of  $\geq 3$  is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

All the assessments are accompanied by either a 3 to 5 point criterion rubric. Rubric summations are provided by the faculty. Data collected (assignments) are summarized and used to make a comparative analysis of program delivery across courses, and is used to identify program strengths and areas for improvement, and evaluate program outcomes.

## **Program Outcomes:**

It is expected that graduate students in the program will be able to: 1.1) Compare and contrast major theories of literacy and language development, and 1.2) Apply theoretical perspectives and scientific research in the design and implementation of instructional lessons. In addition, graduates will be able to 2.1) Design differentiated instructional strategies based on student assessment results, and 2.2) Provide effective clinical/critical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers. Graduates will be also able to 3.1) Demonstrate effective collegial mentoring in literacy instruction, and 3.2) Evaluate school-wide and/or district-wide literacy program initiatives.

## **Assessment Results and Future Recommendations**

According to the last [Outcomes Assessment Report 2014-15](#), it was discovered that graduate student in our program possessed a marginal ability to compare and contrast major literacy development theories (Outcome 1.1). In addition, students seemed to do well with instructional modeling of best practices, but struggled with the integration of research in their theory to practice papers (Outcome 1.2). Graduate students did fairly well with the Wiki project in paraphrasing reviews of the literature (Outcome 3.1, 3.2). The results of the Case Study Report were mixed (Outcome 2.1 and 2.2). Half the students struggled in their ability to used assessment results to design appropriate differentiated instruction. Interesting enough, while the results of the comprehensive exam exceeded expectations, 95% passing rate on 2 of the 3 questions, it was noted that questions 5 and 6 need to be revised, as these question had a high retake rate (Outcome 1.1, 1.2).

With this said, in the year 2014-15, the program revised questions 5 and 6 as well as questions 9 and 10 of the comprehensive exam. Future assessment activities include revising the LEE 213 Theory to Practice Presentation Rubric and the rubric for the comprehensive exam.