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WILLIAM WOODS  
UNIVERSITY

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**MED Reading Instruction Annual Assessment 2021-2022**

# Table of Contents

- MED Reading Instruction Annual Assessment 2021-2022..... 1
- Graduate Annual Assessment 2021-2022..... 3
  - Master of Education in Reading Instruction ..... 3
    - Program Profile ..... 3
    - Program Objectives..... 5
    - Curriculum Map ..... 7
    - Assessment Findings ..... 9
    - Program Activities ..... 15
  - Appendix: Assessment Rubric ..... 17
  - Appendix: Supplemental Documentation ..... 19

# Graduate Annual Assessment 2021-2022

## Master of Education in Reading Instruction

### Program Profile

#### Program Mission

The William Woods University Master of Education (MEd) in Reading Instruction program is designed especially for current K-12 teachers who desire to develop extensive skills in the area of effective reading instruction. Students enrolled in this innovative online Master of Education program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, curriculum development, assessment and effective intervention.

Students earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in grades K-12 as Reading/Literacy Specialists, Coaches and Interventionists.

#### Program Demographics

	Total Enrollment	Total Graduated
2020-2021	27	-
2021-2022	31	17

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Copy\_of\_Program\_Assessment\_Data\_Graduate\_\_1\_.xlsx

#### Reflection on Demographic Data

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The students who begin the MED RI program are finishing the program by graduating. A few of the students have had life circumstances that caused them to alter their timeline, but all have remained persistent and just finished a little later than initially planned. I honestly feel that we are at optimum currently. Most cohorts have 7-10 students which is a nice class size for colleague support and timely instructor feedback.

#### Program Delivery

Cohort  
Online (selected)  
Hybrid  
Cohort and Online

#### External Accreditation

*Does the program hold external accreditation?*

Yes (selected)  
No

#### If yes, state the name of the organization.

*Along with the name of the organization, please note the date of approval, and the date of review.*

HLC

DESE

### **Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The WWU marketing department has information posted on the website at [https://www.williamwoods.edu/academics/online/graduate/master\\_of\\_education\\_in\\_reading\\_instructor.html](https://www.williamwoods.edu/academics/online/graduate/master_of_education_in_reading_instructor.html). The promotional flyer that is currently available is attached. A brief perspective promotional video was also created to connect with potential students in a more personal way. At this time, additional emphasis needs to be placed on how this program has also been approved by the Department of Elementary and Secondary Education for Missouri students to be eligible for a Special Reading, K-12 Certification upon completion of the program.

As the program manager, I sent 39 emails to prospective students and followed up on 60 existing inquiries via email. This was a great way to spread the word about our program and led to a few interested students who are in the process of applying for the program.

### **Marketing Attachments**

MED\_RI\_7\_8\_19\_\_003\_\_1\_.pdf

### **Faculty Teaching**

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes, they are teaching.*

This program currently has one program manager, Dr. Julie Schaefer, and 7 adjunct faculty.

Dr. Cindy Owens taught two courses including EDC 530 (twice) and EDC 510 (once).

Jocelyn Schlus taught EDC 500 (three times) and EDC 540 (once).

Stacey Gregory-Angell taught EDC 550 (three times), EDC 510 (once), and EDC 580 (once).

Stephanie Maddox taught EDC 520 two times.

Teri Tillinghast taught EDC 560 two times.

Dr. Julie Schaefer taught EDC 590 and EDC 591 three times.

Rena Comer taught EDC 580 one time.

### **Faculty Load Attachment**

*If you want to attach the load document you can do that here.*

MED\_RI\_Instructor\_Course\_Rotation\_\_13\_.pdf

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
WWU2021.2	Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.
WWU2021.3	Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.
WWU2021.4	Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

### Additional Standards/Outcomes

Identifier	Description
ILA-2018.RLS.1	STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.
ILA-2018.RLS.2	STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.
ILA-2018.RLS.3	STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.
ILA-2018.RLS.4	STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
ILA-2018.RLS.5	STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
ILA-2018.RLS.6	STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.
ILA-2018.RLS.7	STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

#### WWU2016.1

Every course within the Master of Education (MEd) in Reading Instruction program focuses on deepening the students understanding of the theory behind literacy instruction in order to develop the why behind each application piece and how the new learning will directly impact real world instruction with students.

#### WWU2016.2

At the core of each course within the MEd in Reading Instruction program, is the opportunity to collaborate and learn with colleagues in a professional manner. In addition to creating a learning community with students respecting the learning of their peers, they will also have the opportunity to interact with students, parents, and colleagues working in the field of literacy instruction. These opportunities will provide students with various experiences to allow them to grow this aspect of being an ethical professional.

**WWU2016.3**

Every course within the MEd in Reading Instruction program embeds opportunities for self-reflection in learning and application. Most assignments require students to reflect before getting direct feedback from the course instructor. Beyond this program, being deeply reflective daily when working with students is an incredible skill that will help teachers to be lifelong learners who are continuously improving their craft for the rest of their career. Each course promotes this belief and provides countless opportunities for self-reflection in order to help students to begin valuing the importance of this skill on their own.

**WWU2016.4**

The previous narrative will hopefully lead to creating lifelong learners. The goal is not for teachers to leave this program feeling as though they are an expert that knows everything there is to know about literacy instruction. Rather, the hope is that this program will building their confidence and expertise, but also propel them into a cycle ongoing growth and learning well beyond this degree.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### International Literacy Assoc. Standards for Reading/Literacy

	EDC 510	EDC 520	EDC 530	EDC 540	EDC 550	EDC 560	EDC 580	EDC 590	EDC 591
<b>ILA-2018.RLS.1</b> STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.	I, A	R	A	R	R	R	R	M	A, M
<b>ILA-2018.RLS.2</b> STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.	I, A		R	R	R			M	A, M
<b>ILA-2018.RLS.3</b> STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.	I, A	R		R			R	M	A, M
<b>ILA-2018.RLS.4</b> STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.	I, A	R	R	R	R	R		M	M, A
<b>ILA-2018.RLS.5</b> STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	R, A		R	R		R		M	A, M
<b>ILA-2018.RLS.6</b> STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families,	A	R	R			R		R	A, M

and communities.									
<b>ILA-2018.RLS.7 STANDARD 7:</b> <b>PRACTICUM/CLINICAL EXPERIENCES</b> Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	I, A	R						M	A, M

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should' have on student learning?*

Each instructor has made minor tweaks to better meet the needs of the students based on lessons learned each time a course is taught. Dr. Dube has been extremely accommodating to help us make adjustments in Brightspace as needed. We have not needed to have a big scale revision of a course yet.

Our instructor team met this Spring to make a few needed adjustments to this curriculum map based on the recommended course sequence. We have submitted the changes to Dr. Dube. All of the course syllabi will be adjusted for Fall 1 2022. I will submit the changes for Via for the 2022-2023 school year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for International Literacy Assoc. Standards for Reading/Literacy

#### Standard/Outcome

ILA-2018.RLS.1 STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

#### Assessment Measures

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations DATA IS LOCATED HERE	MED_RI.pdf	

EDC 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	90% Met expectations	MED_RI.pdf	

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	100% Met expectations	MED_RI.pdf	

#### Standard/Outcome

ILA-2018.RLS.2 STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

#### Assessment Measures

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations	MED_RI.pdf	
EDC 591				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	100% Met expectations	MED_RI.pdf	

## Standard/Outcome

ILA-2018.RLS.3 STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

## Assessment Measures

EDC 510				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations	MED_RI.pdf	

EDC 591				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 90 percent of students will score at or above proficiency for post-tutoring report class assignment. Been met yet? Met	100% Met expectations	EDC_591_Post_Tutoring_Report_Spring_1_22__1_.pdf	

**Standard/Outcome**  
 ILA-2018.RLS.4 STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

**Assessment Measures**

EDC 510				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Not met	100% Marked as N/A by instructor		- Revision of Program Objectives: The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.

EDC 591				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	100% Met expectations	MED_RI.pdf	

**Standard/Outcome**  
 ILA-2018.RLS.5 STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

**Assessment Measures**

EDC 510				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Met	100% Met expectations	MED_RI.pdf	

EDC 591				
<b>Assessment</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of</b>	<b>Improvement</b>

Measure			the Assessments	Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	100% Met expectations	MED_RI.pdf	

## Standard/Outcome

ILA-2018.RLS.6 STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

## Assessment Measures

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Not met	100% marked as N/A by instructor	MED_RI.pdf	- Revision of Program Objectives: The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 90 percent of students will score at or above proficiency for the reflection of personal theory essay. Been met yet? Met	100% Met expectations	MED_RI.pdf	

**Standard/Outcome**  
 ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

**Assessment Measures**

EDC 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70 percent of students will score at or above proficiency for the summary of assessment results and recommendations class assignment. been met yet? Not met	100% marked as N/A by instructor	MED_RI.pdf	- Revision of Program Objectives: The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.

EDC 591				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 90 percent of students will score at or above proficiency for the tutoring log class assignment. Been met yet? Met	100% Met expectations	EDC_591Tutoring_Log_Spring1_22.pdf	

**Assessment Findings for the Assessment Measure level for MO Teacher Standards**

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	ILA-2018.RLS.4 STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.		
Legend	A		
Course/Event	EDC 510		
Assessment Measure	Direct - Class Assignment		
Assessment Findings	Not met		
Improvement Narrative			
	<b>Improvement Type</b>	<b>Summary</b>	

	Revision of Program Objectives	The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.
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Standard/Outcome	ILA-2018.RLS.6 STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.					
Legend	A					
Course/Event	EDC 510					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" data-bbox="342 850 1547 1024"> <thead> <tr> <th data-bbox="342 850 618 924">Improvement Type</th> <th data-bbox="618 850 1547 924">Summary</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 924 618 1024">Revision of Program Objectives</td> <td data-bbox="618 924 1547 1024">The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revision of Program Objectives	The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.
Improvement Type	Summary					
Revision of Program Objectives	The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.					

Standard/Outcome	ILA-2018.RLS.7 STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.					
Legend	A					
Course/Event	EDC 510					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" data-bbox="342 1627 1547 1801"> <thead> <tr> <th data-bbox="342 1627 618 1701">Improvement Type</th> <th data-bbox="618 1627 1547 1701">Summary</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 1701 618 1801">Revision of Program Objectives</td> <td data-bbox="618 1701 1547 1801">The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revision of Program Objectives	The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.
Improvement Type	Summary					
Revision of Program Objectives	The MED RI Instructor Team already met to adjust the program objectives to ensure that they adequately capture what is being introduced, reinforced, mastered, and assessed during each course moving forward.					

## Assessment List

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

Most of the standards met expectations which confirms that our students are being successful as a result of our curriculum and instruction.

The three standards that appear to be "not met" we marked as "not applicable" because the MED RI Program Objectives Chart did not accurately capture the standards for each course previously.

This is the first year that VIA was set up correctly to enter and collect the MED RI program data. In the process, we quickly realized that our Program Objectives Chart needed to be adjusted. I believe that when this was initially created, it was assumed that the courses listed at the top were in the sequence they were taught which was not correct. Our entire MED RI Instructor Team (Cindy Owens, Jocelyn Schluss, Julie Schaefer, Stacey Gregory-Angell, Stephanie Maddox, and Teri Tillinghast) met on December 6th via Zoom to re-evaluate the program objectives chart and make needed revisions. Please see the this updated MED RI Program Objectives Chart. This chart was sent to Dr. Dube for him to update within all of our course syllabi. The adjustments will need to be made in Via and AIS for the 22-23 academic year.

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

We have several students who have transitioned teaching roles from classroom teachers to literacy interventionists during their coursework.

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

Dr. Cindy Owens was invited to present her research on Strategic Processing Invention (SPI) at Association of Literacy Educators and Researchers (ALER) Conference.

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

One of our graduates, Jessica Rogers, recently transitioned from being a Middle School Special Education teach to a new Middle School Literacy Interventionist position. Another graduate, Brandi Schwartz, recently transitioned into the role of instructional coach. Many of our graduates applied for the Missouri K-12 Special Reading Certification upon completion of their program.

### Professional Development Opportunities

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

This year our MED RI team met four times across the year via Zoom to touch base on relevant program topics and discuss ways to increase consistency across courses in the areas of communication, grading, and feedback.

Dr. Julie Schaefer and Stacey Gregory-Angell attended a Kagan Growth Mindset Institute.

Dr. Julie Schaefer attended a Response to Intervention at Work Institute from Solution Tree.

**Professional Development**

*Upload any documentation supporting the professional development offered.*

## Appendix: Assessment Rubric

	<b>3.000 Exceeds</b>	<b>2.000 Meets</b>	<b>1.000 Falls Below Expectations</b>	<b>N/A</b>
<b>Mission Statement Clearly Articulated</b> weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
<b>Reflection on Student Demographics, Retention, and Degree Completion Data</b> weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
<b>Marketing Materials</b> weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
<b>Alignment to University Objectives</b> weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Assessment Map weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment: <i>concise but informative description provided.</i></p>				
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>				

**Appendix: Supplemental Documentation**



WILLIAM  
WOODS  
UNIVERSITY

*Master of Education*

# In Reading Instruction

## Become a literacy expert

### THE WILLIAM WOODS DIFFERENCE

NEARLY 150 YEARS OF  
ACADEMIC EXCELLENCE

SCHEDULES DESIGNED FOR  
WORKING PROFESSIONALS

100% ONLINE

TOP 100 MIDWEST UNIVERSITY -  
U.S. NEWS AND WORLD REPORT

ACCREDITATION DETAILS CAN  
BE FOUND ONLINE AT  
WILLIAMWOODS.EDU/ACCREDITED

TUITION PROMISE - NO TUITION  
INCREASES AS LONG AS YOU  
STAY CONTINUOUSLY ENROLLED

### PROGRAM OVERVIEW

Learning to read proficiently is an essential life skill. Too often, teachers in our state and around the country struggle to meet the complex learning needs of all children. The William Woods University online Master in Education in Reading Instruction will aid teachers in developing specialized skills to better address the learning needs of all students. Teachers enrolled in this innovative online MED program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, assessment and effective intervention.

### PROGRAM ADVANTAGES

The program design focuses on developing a strong foundation of literacy knowledge through authentic instruction, explicit application of literacy models, teacher reflection and interactive feedback. Teachers earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in the classroom at all grade levels, as well as in building and district literacy leadership roles.

### PROGRAM PERSPECTIVES

“Intentionally developed from start to finish, the WWU Master of Education in Reading Instruction is tailored to comprehensively prepare teachers with a deep understanding of literacy theory, assessment, and instruction for more effectively meeting the diverse literacy needs of all students.”

*-Julie Schaefer, Program Manager*



## ADMISSION REQUIREMENTS

- > Completed application
- > Official transcripts (2.5 GPA or higher) sent from the college/ university you graduated from
- > Copy of teaching certificate

## TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

## Master of Education in Reading Instruction Courses

This 30 credit-hour degree is comprised of ten three-credit-hour courses including six hours of practicum.

### **EDC500** Current Issues in Reading and Writing

A lively discourse and reflection of many issues currently facing public education, literacy instruction, and teacher reform, etc.

### **EDC510** Analysis and Correction of Reading Disabilities

Designed to provide reading educators with an understanding of various literacy assessment methods and tools.

### **EDC520** Evaluation of Abilities and Achievement

Explore individual diagnostic procedures, including formal and informal assessment, the interpretation of assessment (cognitive, academic and behavioral) results, and development of educational programs and instruction based on the student's individual strengths and needs.

### **EDC530** Theoretical Models in Literacy

This course provides educators a survey of various models of reading, including information processing, interactive, transactional, psycholinguistic, socio-cognitive, and other prominent models of reading.

### **EDC540** Language Acquisition and Literacy

Students in this course will learn how a child's language proficiency impacts literacy development.

### **EDC550** Literacy Across A Variety of Genres

Advanced course in theory, process, and application of research-based strategies, curriculum, instructional methods and practices.

### **EDC560** Classroom Communities for the Enhancement of Student Learning

Provides educators an overview for supporting student learning in a positive environment specifically focusing on evidence based strategies to maximize classroom productivity and implement effective structures of a comprehensive literacy model.

### **EDC580** Counseling Techniques

Address the basic counseling techniques commonly used in the helping professions.

### **EDC590** Elementary Reading Practicum

This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving elementary readers to progress. A minimum of 12 tutoring hours will be completed for this practicum. (Kindergarten through fifth grade)

### **EDC591** Secondary Reading Practicum

This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving secondary readers to progress. A minimum of 12 tutoring hours will be completed for this practicum. (Sixth through twelfth grade)

**Master in Education in Reading Instruction (MED/RI) Online Degree**

**2020**

**Cohort 1**

**Cohort 2**

**Cohort 3**

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
<b>Cindy Owens, PhD</b>			EDC 520			EDC 530
<b>Jocelyn Schluss, EDD</b>	EDC 500	EDC 540		EDC 500	EDC 540	EDC 500
<b>Julie Schaefer, PhD</b>						
<b>Stacey Gregory-Angell, EDS</b>				EDC 580	EDC 550	
<b>Stephanie Maddox, EDS</b>						EDC 520
<b>Teri Tillinghast, EDS</b>						

# 2021

**Cohort 1**

**Cohort 2**

**Cohort 3**

**Cohort 4**

**Cohort 5**

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1 August 23	Fall 2 October 18
<b>Cindy Owens, PhD</b>		EDC 510 March 8	EDC 530 May 3		EDC 530	
<b>Jocelyn Schluss, EDD</b>	EDC 540			EDC 500	EDC 540	EDC 500
<b>Julie Schaefer, PhD</b>			EDC 590	EDC 591		EDC 590
<b>Stacey Gregory-Angell, EDS</b>		EDC 550		EDC 550	EDC 510	
<b>Stephanie Maddox, EDS</b>		EDC 520	EDC 520 <i>Independent Study</i>			EDC 520
<b>Teri Tillinghast, EDS</b>	EDC 560			EDC 560		EDC 560
<b>Rena Comer, EDS</b>	EDC 580		EDC 580			

# 2022

**Cohort 1**   **Cohort 2**   **Cohort 3**   **Cohort 4**   **Cohort 5**   **Cohort 6**

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
<b>Cindy Owens, PhD</b>	EDC 510		EDC 530	EDC 520	EDC 530 EDC 510	
<b>Jocelyn Schluss, EDD</b>	EDG-540 These students took 540 previous summer somehow	EDC 500	EDC 540			
<b>Julie Schaefer, PhD</b>	EDC 591	EDC 590	EDC 591			EDC 590
<b>Stacey Gregory-Angell, EDS</b>	EDC 580	EDC 550	EDC 580	EDC 550	EDC 580	EDC 550
<b>Stephanie Maddox, EDS</b>		EDG-520 Canceled due to low enrollment				
<b>Teri Tillinghast, EDS</b>				EDC 560		EDC 560
<b>Rena Comer, EDS</b>						

# 2023

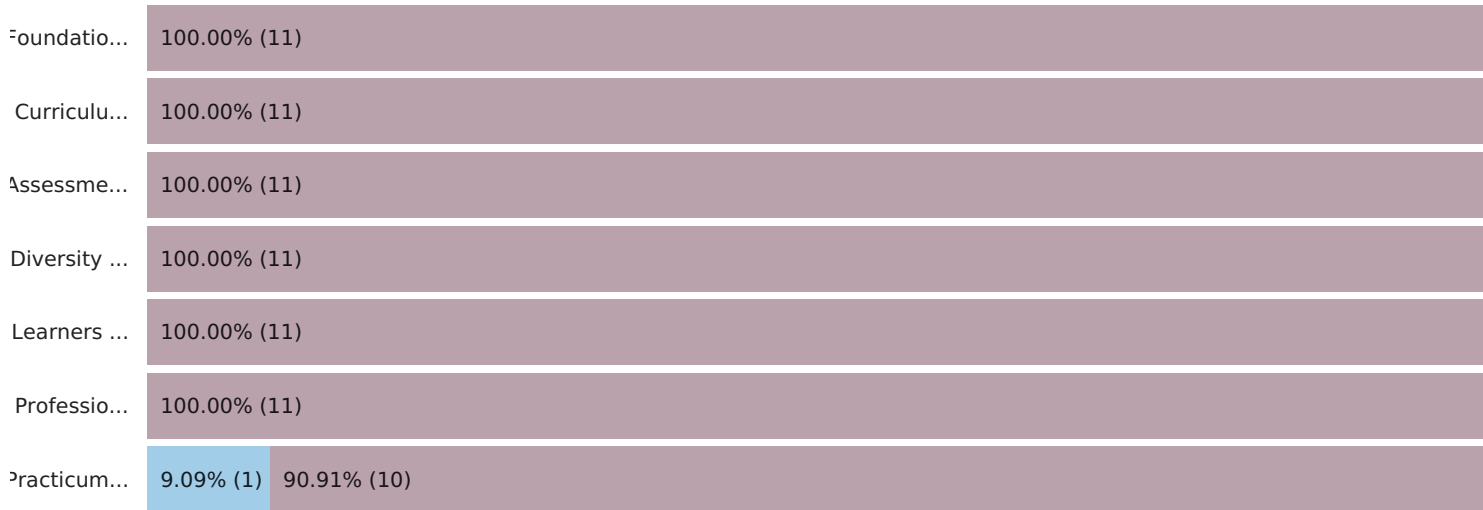
Cohort 1
Cohort 2
Cohort 3
Cohort 4
Cohort 5
Cohort 6

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2	Spring 1 2024
<b>Cindy Owens, PhD</b>	EDC 510 EDC 530		EDC 510				
<b>Jocelyn Schluss, EDD</b>							
<b>Julie Schaefer, PhD</b>	EDC 591	EDC 590	EDC 591	EDC 590	EDC 591		
<b>Stacey Gregory-Ang ell, EDS</b>							
<b>Stephanie Maddox, EDS</b>							
<b>Teri Tillinghast, EDS</b>		EDC 560					

<b>Rena Comer, EDS</b>							
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**Assessment Rubric (MED Reading Instruction Program Objectives Rubric)**

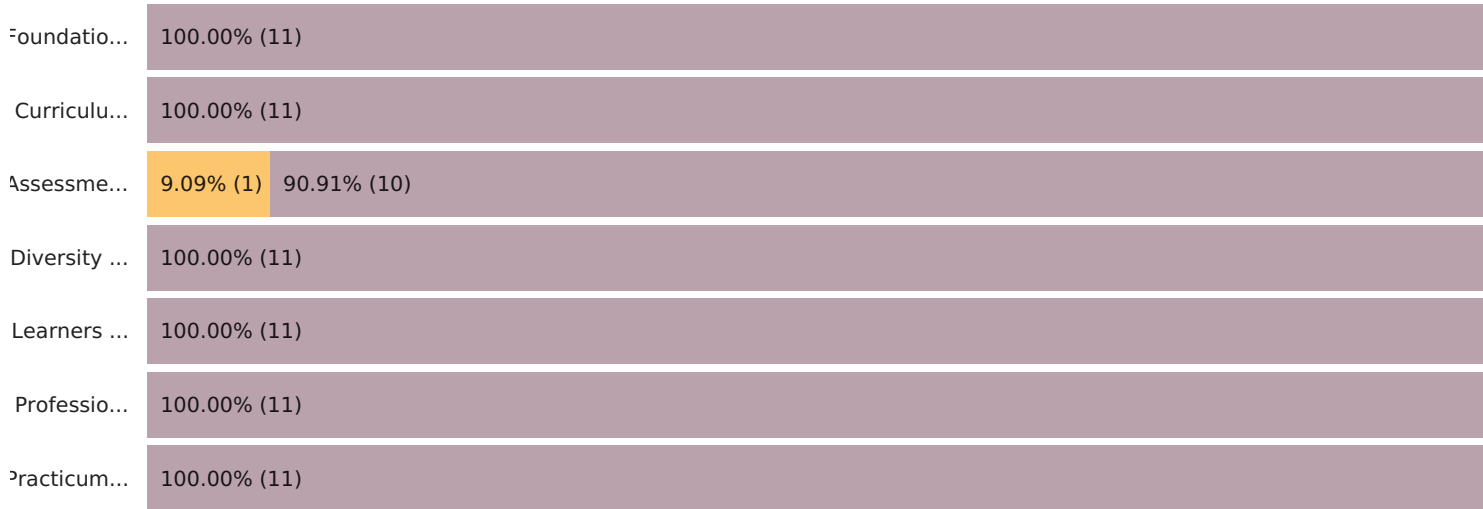
Well Below Expecta... Below Expectations Meets Expectations Exceeds Expectations



Element	Well Below Expectation	Below Expectations	Meets Expectations	Exceeds Expectations	Mean	Stdev
Foundational Knowledge	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Curriculum and Instruction	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Assessment and Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Diversity and Equity	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Learners and the Literacy Environment	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Professional Learning and Leadership	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Practicum/ Clinical Experiences	0.00% (0)	9.09% (1)	0.00% (0)	90.91% (10)	NaN	NaN

**Assessment Rubric (MED Reading Instruction Program Objectives Rubric)**

Well Below Expecta... Below Expectations Meets Expectations Exceeds Expectations



Element	Well Below Expectation	Below Expectations	Meets Expectations	Exceeds Expectations	Mean	Stdev
Foundational Knowledge	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Curriculum and Instruction	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Assessment and Evaluation	0.00% (0)	0.00% (0)	9.09% (1)	90.91% (10)	NaN	NaN
Diversity and Equity	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Learners and the Literacy Environment	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Professional Learning and Leadership	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN
Practicum/ Clinical Experiences	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	NaN	NaN

**Untitled Report**

**Generated by: James Concannon 05/10/2022**

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MED Reading Instruction Program Objectives Rubric

Query Name: MED RI  
Parameters Applied: Organization information:  
Date range: 07/01/2021-06/01/2023

---

Query Name: 591  
Parameters Applied: Organization information:  
Courses: EDC 591 - Secondary Reading Practicum

---

Query Name: 530  
Parameters Applied: Organization information:  
Courses: EDC 530 - Theoretical Models in Literacy

---

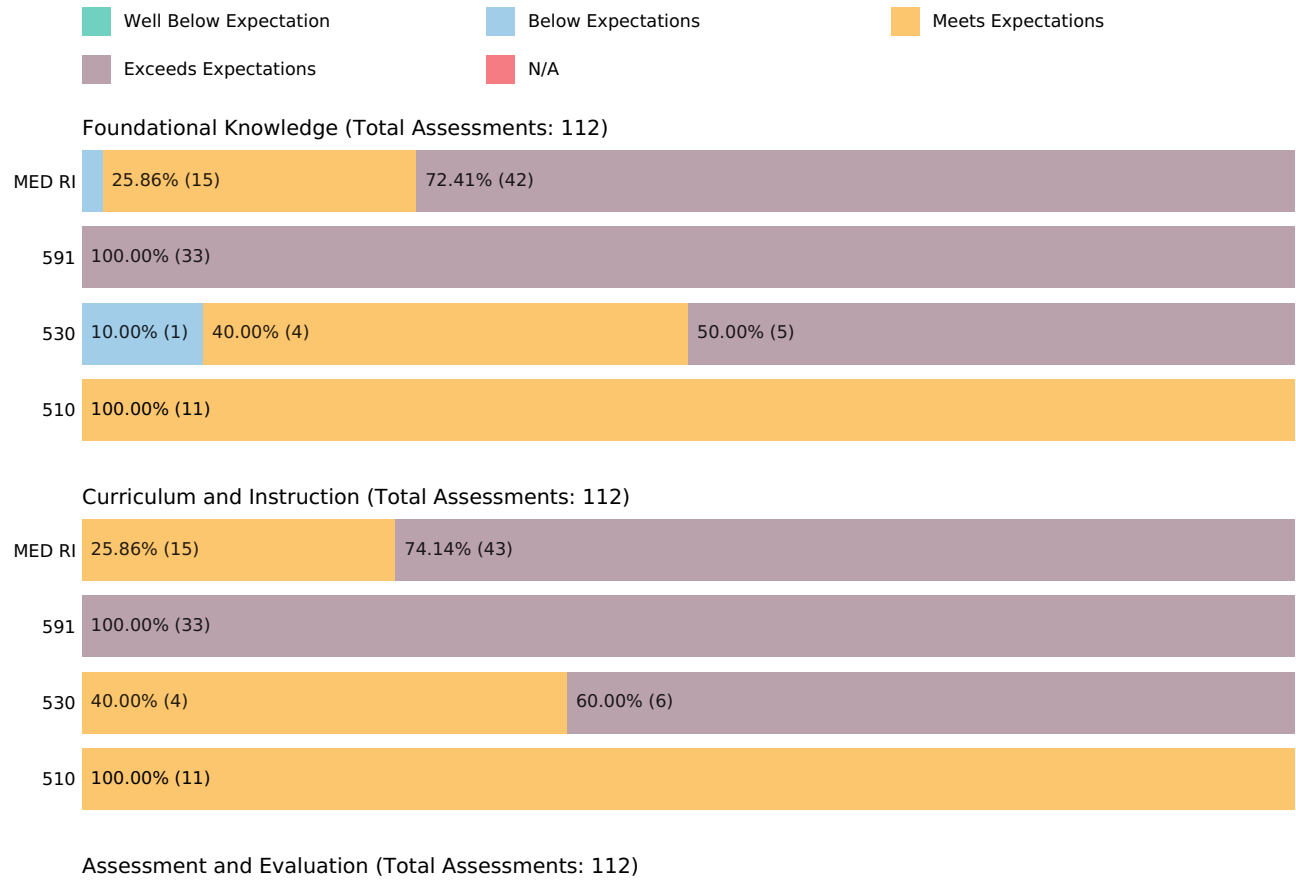
Query Name: 510  
Parameters Applied: Organization information:  
Courses: EDC 510 - Analysis Crrctn of Reading Dsblts

---

MED Reading Instruction Program Objectives Rubric

Group by: Element  
Element: Foundational Knowledge / Curriculum and Instruction / Assessment and Evaluation / Diversity and Equity / Learners and the Literacy Environment / Professional Learning and Leadership / Practicum/ Clinical Experiences  
Performance Level: Well Below Expectation / Below Expectations / Meets Expectations / Exceeds Expectations / N/A  
Standard: -

Rubric Results by Element

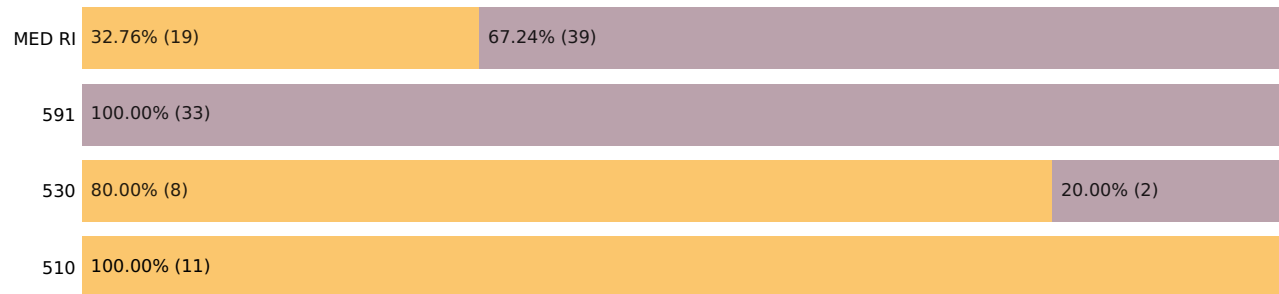




Diversity and Equity (Total Assessments: 112)

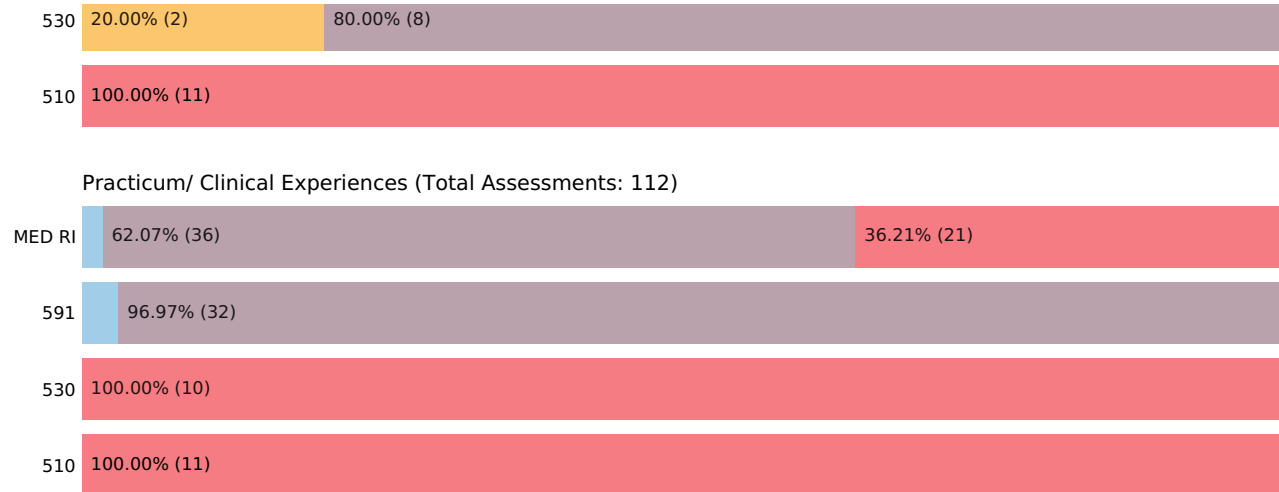


Learners and the Literacy Environment (Total Assessments: 112)



Professional Learning and Leadership (Total Assessments: 112)





Element	Query	Well Below Expectation	Below Expectations	Meets Expectations	Exceeds Expectations	N/A	Mean	Stdev
Foundational Knowledge	MED RI	0.00% (0)	1.72% (1)	25.86% (15)	72.41% (42)	0.00% (0)	0	0
	591	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (33)	0.00% (0)	0	0
	530	0.00% (0)	10.00% (1)	40.00% (4)	50.00% (5)	0.00% (0)	0	0
	510	0.00% (0)	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0	0
Curriculum and Instruction	MED RI	0.00% (0)	0.00% (0)	25.86% (15)	74.14% (43)	0.00% (0)	0	0
	591	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (33)	0.00% (0)	0	0
	530	0.00% (0)	0.00% (0)	40.00% (4)	60.00% (6)	0.00% (0)	0	0
	510	0.00% (0)	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0	0

Assessment and Evaluation	MED RI	0.00% (0)	0.00% (0)	20.69% (12)	62.07% (36)	17.24% (10)	0	0
	591	0.00% (0)	0.00% (0)	3.03% (1)	96.97% (32)	0.00% (0)	0	0
	530	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (10)	0	NaN
	510	0.00% (0)	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0	0
Diversity and Equity	MED RI	0.00% (0)	0.00% (0)	13.79% (8)	67.24% (39)	18.97% (11)	0	0
	591	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (33)	0.00% (0)	0	0
	530	0.00% (0)	0.00% (0)	80.00% (8)	20.00% (2)	0.00% (0)	0	0
	510	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0	NaN
Learners and the Literacy Environment	MED RI	0.00% (0)	0.00% (0)	32.76% (19)	67.24% (39)	0.00% (0)	0	0
	591	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (33)	0.00% (0)	0	0
	530	0.00% (0)	0.00% (0)	80.00% (8)	20.00% (2)	0.00% (0)	0	0
	510	0.00% (0)	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0	0
Professional Learning and Leadership	MED RI	0.00% (0)	0.00% (0)	3.45% (2)	77.59% (45)	18.97% (11)	0	0
	591	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (33)	0.00% (0)	0	0
	530	0.00% (0)	0.00% (0)	20.00% (2)	80.00% (8)	0.00% (0)	0	0
	510	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0	NaN
Practicum/ Clinical Experiences	MED RI	0.00% (0)	1.72% (1)	0.00% (0)	62.07% (36)	36.21% (21)	0	0

591	0.00% (0)	3.03% (1)	0.00% (0)	96.97% (32)	0.00% (0)	0	0
530	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (10)	0	NaN
510	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0	NaN

**Total Rubric Score**

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
MED RI	37	0	0
591	33	0	0
530	0	0	NaN
510	0	0	NaN