

Dalton State College

Detailed Assessment Report 2015-2016 READ 4251

As of: 3/24/2016 09:23 AM EDT

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

READ 4251. Assess/Correction Read Educ. 2-2-3 Units.

Provides undergraduate students with knowledge and skills to administer informal assessments in determining children's reading strengths and weaknesses.

Requires students to analyze test results and prescribe reading strategies to help children advance through the reading process. Field experience required.(F,S)

Prerequisites: Completion of [READ 3262](#), [EDUC 4263](#), [EDUC 4261](#), [EDUC 3286](#), [ESOL 4240](#), all with grades of C or above; courses in the professional education program are not available to transient students who have not met the program requirements.

Co-requisites: [EDUC 4251](#), [EDUC 4262](#), [EDUC 4284](#), and [ESOL 4241](#).

The course will provide undergraduate students with knowledge and skills to administer informal assessments to determine children's strengths and weaknesses in reading. Students will be able to analyze test results and prescribe reading strategies to help children advance through the reading process.

Program Outcomes

PO 1: Effective and Professional Educator

The student will demonstrate the knowledge and characteristics of an effective and professional educator, including a commitment to collaboration and professional development. This is one of the four pillars of the School of Education

PO 2: Subject Matter Competency

The student will demonstrate competency of subject matter essential to effective teaching. This one of the four pillars of the School of Education.

PO 3: Caring Environment

The student will create a caring classroom environment that values diversity and is conducive to the philosophy that all students can learn. This is one of the four pillars of the School of Education.

PO 4: Communication and Reflection

The student will demonstrate skills essential to effective teaching, including proficiency in oral and written communication, critical thinking, assessment, reflection, incorporation of technology into the curriculum, and the use of data for continuous improvement.

This is one of the four pillars of the School of Education.

Outcomes, with Any Associations and Related Measures, Targets,

Findings, and Action Plans

Outc. 1: Reading Assessments

Teacher candidates will demonstrate the ability to administer formal and informal reading assessments to Pk-5 students; analyze results of the assessments to determine students' reading strengths and weaknesses. Students will also learn strategies to support these assessments.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

6 Assessment

7 Planning for Instruction

SACSCOC 2012 Principles of Accreditation*

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

3 Dalton State partners with Northwest Georgia businesses and industries, governments, and schools.

Related Measures

M 1: Case Study Report

Teacher candidates will develop a Case Study Report to demonstrate the ability to administer formal and informal reading assessments; to analyze results of the assessments to determine students' reading strengths and weaknesses and to develop a Case Study reporting results of assessments and prescriptive plans for improving vocabulary and comprehension skills of students.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of teacher candidates will achieve a score of 35/50 or higher on the Critical Assignment Reading Case Study which will demonstrate their ability to administer formal and informal reading assessments to elementary students and to analyze results of the assessments to determine students' reading strengths and weaknesses and develop prescriptive reading plans to increase vocabulary and comprehension skills of students.

Finding (2015-2016) - Target: Met

100% of teacher candidates achieved a score of 45/50 on the critical assignment reading case study. All teacher candidates must pass this course in order to remain in the program. As such students took this seriously and did their best. However, there were a few areas where some improvements can be made.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Vocabulary and Comprehension Strategies

Established in Cycle: 2012-2013

Teacher candidates will use various reading assessments to gauge vocabulary and comprehension levels of a student and prepare a ...

Provide a weekly work samples for group analysis

Established in Cycle: 2015-2016

To assist students improve on weak areas, such as analysis of student work samples and connection to research and theory, the in...

Three lesson unit

Established in Cycle: 2015-2016

Students will create a three lesson plan unit to accompany the case study. This unit will support and provide student work sampl...

M 4: Mid Term Exam

Students will complete a mid term exam that covers the first part of the semester.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Students will complete the mid term exam with 80% accuracy.

Finding (2015-2016) - Target: Met

100% of students passed the midterm with a grade of 80% and higher. Most students scored a 90% whilst a few scored 100%.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Alter format of exam to include extended response questions

Established in Cycle: 2015-2016

Instructor discovered exam wasn't challenging enough, and so will decide to alter the format to include extended response questi...

M 5: Final exam

Students will complete a final exam that covers material from the mid term to the end of the course.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Students will pass the final exam with 80% accuracy.

Finding (2015-2016) - Target: Met

100% of students passed the final exam with a score of 90% or more. Overall, most students did particularly well as on the midterm.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Instructor will change format of exam to make it more challenging.

Established in Cycle: 2015-2016

Instructor will change format of exam to make it more challenging.

Outc. 2: Instructional Strategies

Teacher candidates will analyze results of reading assessments, develop prescriptive Reading plans by selecting appropriate **reading strategies** to increase vocabulary and comprehension skills. Students will create materials to support these strategies.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

6 Assessment

7 Planning for Instruction

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

3 Dalton State partners with Northwest Georgia businesses and industries, governments, and schools.

Related Measures

M 2: Thinking Maps

Teacher candidates will develop Thinking Maps (graphic organizers) as instructional strategies to increase vocabulary and comprehension skills of students.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of teacher candidates will receive 7/10 or higher score on thinking maps (graphic organizers) developed for increasing vocabulary and comprehension skills of students.

Finding (2015-2016) - Target: Met

80% of teacher candidates received 7/10 on thinking maps that helped students develop vocabulary and comprehension skills of students. Students did particularly well in specific thinking maps such as Venn diagrams; however, students needed to expand use of the maps in order to have a broader perspective.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Improve vocabulary & comprehension skills

Established in Cycle: 2012-2013

Teacher candidates will prepare "thinking maps" to be applied in the classroom settings illustrating ways to teach students how ...

Introduce a new thinking map to help students build a repertoire of vocabulary skills

Established in Cycle: 2015-2016

Every few weeks, instructor will introduce a new thinking map to help students build a repertoire of vocabulary skills.

M 4: Mid Term Exam

Students will complete a mid term exam that covers the first part of the semester.

Source of Evidence: Comprehensive/end-of-program subject matter exam

M 5: Final exam

Students will complete a final exam that covers material from the mid term to the end of the course.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Outc. 3: Lesson Plans

Teacher candidates will construct a three lesson plan unit to align with the case study. Each student will teach the lessons and collect student work samples to analyze. The work samples will also be used as part of the materials collected for the case study.

Relevant Associations:**Standard Associations*****InTASC Model Core Teaching Standards (April 2011)***

6 Assessment

7 Planning for Instruction

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

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Related Measures**M 3: Reading Strategies**

Teacher candidates will develop a three lesson plans that integrates vocabulary and comprehension strategies (reading strategies) to improve student reading vocabulary and comprehension skills. Each lesson will be taught by the student and work samples collected for analysis.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of teacher candidates will score 14/20 or higher the Lesson plan;

Finding (2015-2016) - Target: Met

100% of teacher candidates scored 15/20 or higher on lesson plan. This is another required course that students must pass in order to remain in the program. Thus, instructor will emphasize areas of weakness to help student score even higher on lesson plan.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Vocabulary and Comprehension Strategies

Established in Cycle: 2012-2013

A list of vocabulary and comprehension strategies, identified in the textbook, online, or provided by the instructor, will enab...

Increase the number of lesson plans from one to three

Established in Cycle: 2015-2016

Instructor will increase the number of lesson plans from one to three during the semester. Students need more practice to help t...

Three lesson unit

Established in Cycle: 2015-2016

Students will create a three lesson plan unit to accompany the case study. This unit will support and provide student work sampl...

Outc. 4: Critical Assignment

Teacher Candidates will complete an extensive case study of a students that consists of two observations, Three lesson plans ,and assessments that measure motivation, attitude as well as fluency and comprehension. The teacher candidate will analyze the assessments and compare them with standardized test score data. Students will collect work samples and analyze them providing commentary for the case study.

Outc. 5: Critical Assignment Case Study

Teacher Candidates will complete an extensive case study of a students that consists of two observations and several assessments. The teacher candidate will analyze the assessments and compare them with standardized test score data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Improve vocabulary & comprehension skills

Teacher candidates will prepare "thinking maps" to be applied in the classroom settings illustrating ways to teach students how to learn vocabulary and comprehension strategies.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Thinking Maps | **Student Learning Outcome:** Instructional Strategies

Vocabulary and Comprehension Strategies

A list of vocabulary and comprehension strategies, identified in the textbook, online, or provided by the instructor, will enable teacher candidates to meet the required score on the Lesson Plans.. These strategies are incorporated into lesson plans and the instructor provides examples and templates for candidates to complete.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Reading Strategies | **Student Learning Outcome:** Lesson Plans

Vocabulary and Comprehension Strategies

Teacher candidates will use various reading assessments to gauge vocabulary and comprehension levels of a student and prepare a Case Study Report that uses candidates' data collection skills, analyzing skills and knowledge and skills to develop a Plan of Action. A template, developed by the instructor, provides candidates with the style and format required for the Case Study.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Case Study Report | **Student Learning Outcome:** Reading Assessments

Alter format of exam to include extended response questions

Instructor discovered exam wasn't challenging enough, and so will decide to alter the format to include extended response questions.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Mid Term Exam | **Student Learning Outcome:** Reading Assessments

Increase the number of lesson plans from one to three

Instructor will increase the number of lesson plans from one to three during the semester. Students need more practice to help them pass the course.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Reading Strategies | **Student Learning Outcome:** Lesson Plans

Instructor will change format of exam to make it more challenging.

Instructor will change format of exam to make it more challenging.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Final exam | **Student Learning Outcome:** Reading Assessments

Introduce a new thinking map to help students build a repertoire of vocabulary skills

Every few weeks, instructor will introduce a new thinking map to help students build a repertoire of vocabulary skills.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Thinking Maps | **Student Learning Outcome:** Instructional

Strategies

Provide a weekly work samples for group analysis

To assist students improve on weak areas, such as analysis of student work samples and connection to research and theory, the instructor will provide a weekly work samples for group analysis and journal articles to support the topics of the lectures.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Case Study Report | **Student Learning Outcome:** Reading Assessments

Three lesson unit

Students will create a three lesson plan unit to accompany the case study. This unit will support and provide student work samples for the case study.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Student Learning Outcome):

Measure: Case Study Report | **Student Learning Outcome:** Reading Assessments

Measure: Reading Strategies | **Student Learning Outcome:** Lesson Plans

Implementation Description: Students will complete a three lesson unit to support the case study

Projected Completion Date: 04/2016

Responsible Person/Group: Lovey Mesco

Additional Resources: None

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

The instructor noticed several areas of strengths and weaknesses. Areas of strength include a clearer understanding of lesson plan preparation on the part of the students via the lesson plan assignment and a clearer understanding of "following the student" via the case study assignment. Area of weakness include the lack of rigor on the part of formal assessments such as the midterm and final exam, lack of connection between research and theory with practice as well as confusion on the analysis of student work samples for improvements in their own teaching practice. In an effort to address these weaknesses, the format for formal assessments, will be changed to include extended response question as well as a writing component. It is the hope that this will increase the rigor of the exams and thus increase students understanding. Additionally, the instructor will provide a weekly professional journal article for students to read and respond to. These weekly professional articles will be a companion to the topics of the lectures in order to increase the connections between practice and theory. Another area of weakness is the analysis of student work samples. To address this weakness, the instructor will provide a variety of anonymous student work samples from the k-5 classrooms. The assignment will be provided and students will practice analyzing the work, providing feedback on the work and sharing the feedback to other students in the class.