**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**MASTER DEGREE PROGRAMS**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Goals and Objectives:**

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment for both pre-service educators as well as advanced preparation for inservice educators.

The specific goals and objectives of the Master of Education programs are to provide students with opportunities to become confident, caring, reflective educators by:

1. earning academic credentials that may allow them to advance in the chosen field of employment;
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification;
3. expanding the student’s Christian values through course work and campus activities;
4. specializing in a chosen area or discipline;
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; and
6. becoming strong professional leaders in their chosen discipline and area of certification.

**M.Ed. Dyslexia Therapy**

**Mission: The M.Ed. Dyslexia Therapy degree program is to train candidates in research based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining a state AA license in dyslexia therapy. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certificate as a certified academic language therapist (CALT). The M.Ed. in Dyslexia Therapy program is accredited through the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading. The program is designed to be in compliance with the 2012 Mississippi Dyslexia Law (MS Code Sec. 37-173-1).**

1. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Dyslexia Therapy has five singular, specific, and measureable SLOs.**
   1. **Proficiency Handwriting Assessment –** Students will exhibit 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the Proficiency Handwriting Assessment.

Table 1. Proficiency Handwriting Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean Score | 92% | 100% | 100% |
| N= | 25 | 24 | 24 |

* 1. **Phoneme Proficiency Assessment -** Students will exhibit 85% proficiency of the knowledge of sound-symbol association when taking the *Phoneme Proficiency Assessment*.

Table 2. Phoneme Proficiency Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean Score | 92% | 83% | 96% |
| N= | 25 | 24 | 24 |

* 1. **Dyslexia Demonstration Lesson** – Students will exhibit a mean of 3.00 or higher on a four point Likert Scale knowledge and application of the *Literacy Competency Components* in a Dyslexia Demonstrate Lesson reviewed by their instructors.
     1. Rapid Naming
     2. Handwriting
     3. Reading Decks
     4. Spelling Decks
     5. New Concept
     6. Reading Practice
     7. Spelling Practice
     8. Extending Reading and Writing
     9. Oral Language
     10. Reading Aloud

Table 3. Dyslexia Demonstration Lesson – BASIC COHORT

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Proficient | 92% | 97.7% | 93.1% |
| Not Proficient | 8% | 2.3% | 6.9% |
| N= | 25 | 24 | 43 |

1. Word Study
2. Handwriting
3. Reading Decks
4. Spelling Decks
5. New Concept
6. Reading Practice
7. Spelling Practice
8. Extending Reading and Writing

Table 4. Dyslexia Demonstration Lesson – ADVANCED COHORT

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Proficient | -- | 95.8% | 100% |
| Not Proficient | -- | 4.2% | 0% |
| N= | 0 | 24 | 24 |

* 1. **Academic Language Therapy Association Examination** – Students demonstrate knowledge and application of the theories and practice of dyslexia therapy. Eighty-five percent of the students will pass on the first attempt the ALTA examination.

Table 5. ALTA Examination

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean Pass Rate | -- | 96.7% | 97% |
| N= | 0 | 31 | 12 |

* 1. **Proficiency Demonstration** – When observed by certificated academic language therapist qualified instructors, students will progress in their professional skills (reviews are every 25 tutoring sessions and receive constructive criticism towards professional growth as a therapist). Students will achieve a mean of 50% or higher when the review cycle first analyzed and 100% mastery at the end of the review cycle.
     1. Analyzing spelling words;
     2. Fluency practice with a passage;
     3. Comprehension with a passage;
     4. Paragraph writing;
     5. Developing metacognitive skills;
     6. History of the language.

Table 6. Proficiency Demonstration

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Spelling words | 95.0 | 57.8 | 100 |
| Fluency | 95.0 | 78.9 | 100 |
| Comprehension | 95.0 | 89.5 | 100 |
| Writing | 92.5 | 94.7 | 100 |
| Metacognition | 92.5 | 84.2 | 100 |
| Language history | 92.5 | 100 | 100 |
| N= | 25 | 19 | 24 |

1. **What students learned as documented by learning measurements.**

The M.Ed. Dyslexia Therapy provides training for teachers to meet the needs of children with dyslexia. These needs include phonological awareness, phoneme awareness, spelling, reading, written composition, comprehension, and reading fluency. The skills include being able to screen for children who are at-risk for dyslexia, to build skill-appropriate literacy lessons, to be able to apply reading to comprehension and study strategies.

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

The students learned to build students’ phonological awareness, phoneme awareness, ability to decode, ability to spell, and to read for comprehension. Within a clinical setting, students demonstrated their abilities to present lessons in a therapeutic multisensory setting. Under the supervision of certified academic language therapist qualified instructors, students demonstrate their professional skills through clinical observations. Students demonstrate the eight professional dispositions of a dyslexia therapist.

**What students did not learn based on SLOs?**

The hardest issue is to help children develop metacognitive skills for comprehension in written expression. This continues across all M.Ed. programs as the students struggle with higher order thinking and developmentally-appropriate activities for all students.

1. **Evidence of continuing appropriate programmatic SLOs.**

All SLOs are being continued without revision because they offer a strong diagnostic analysis of student growth in instructional practices and design within a therapeutic environment.

1. **Evidence of programmatic revision or improvement for weak results on SLOs.**

Clinical supervision has been restructured to be more efficient and effective with diagnosing student competencies. A strong remediation program is implemented early on to strengthen the students’ chance of success. Increased observations including onsite visits have improved the clinical training.