

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments
6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

All 6 outcomes were assessed last year as required by the State of Maine Department of Education to maintain our program approval.

2: How and When will the Learning Outcomes be assessed?

- a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.*

Primary forms of evidence include a comprehensive examination scored without graduate students' identifying information by at least two faculty using a faculty-created rubric (Fall 2012 and Spring 2013), case studies of pupil learning written by graduate students during their practicum experience working with children (Summer 2012), and observations of graduate students during their practicum experience working with children (Summer 2012).

3: How did you use the Assessment results to Improve Student Learning?

- a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.*

The department faculty annually review and discuss comprehensive examination results to determine areas of strength and weakness for master's candidates in order to improve instruction in graduate courses. The faculty also devote regular

department meeting time to discussing evidence of graduate student performance in the practicum experience in order to improve that experience.

One major change that has been made as a result of analyzing evidence is a new director of the practicum experience (EDU 639) for Summer 2013. Dr. Cathie Fallona, a literacy expert on faculty, is improving the practicum experience to better address the IRA Standards for Reading Professionals.

Additionally, we are building an online assessment system to track candidates' performance on the 6 professional standards (noted above). This Tk20 system will allow easy access to even more data about candidate performance in our professional program, making it easier to adjust our practices to meet students' needs. This system will be implemented in Fall 2013.