

Department of Curriculum and Instruction

Master's in Reading Program

Quality Assurance and Accountability (Updated 11/03)

1. Program Goals

Founded in 1857 as the first public university in Illinois, Illinois State University has a "rich heritage as the state's leader in all facets of teacher education" (*Illinois State University: Educating Illinois*, 2001).

The Reading Master's Program at Illinois State University, the first graduate reading program in the state, is anchored within the Illinois State University Conceptual Framework (see Figure 1: Realizing the Democratic Ideal); contributes to the Departmental, College, and University goals; and meets all standards of the International Reading Association. The cornerstone of a democratic society is a literate populace. The Reading Masters program at Illinois State University is committed to educating teachers who will plan and implement curriculum, instructional environments, and evaluation programs that ensure the literacy learning of all children.

Overview and Scope of the Program

The Advanced Reading Education Program at Illinois State University is a Reading Masters, aligned with Role 6 of the International Reading Association Standards. The Reading Masters leads to an Illinois State Board of Education Special K-12 Reading Certificate.

The 36-hour Reading Masters integrates reading, writing, speaking, listening, children's literature, and ongoing literacy assessment. The program culminates with a yearlong teacher research project that each candidate presents at our state reading conference.

Explanation of the knowledge base, philosophy for preparation, and goals and objectives of the program.

Illinois State University's Reading Masters is designed to integrate reading and writing instruction, emphasize the teaching process, encourage classroom-based research, and infuse issues regarding multicultural literacy learning and literacy learning for all learners. The Reading Masters is based on research on the nature of language learning: reading, writing, and response to text are interwoven and are naturally occurring reasoning, understanding and communicating phenomena.

The reading community generally refers to this model as a language-based, meaning centered orientation, explaining reading and writing as an interaction among the reader and writer, the text, the environment, and the purposes for reading or writing.

Figure 1: Illinois State University's Conceptual Framework

**REALIZING THE DEMOCRATIC IDEAL:
TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY**

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places on them. To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: the more voices we elicit and the less fettered the mutual exchange among those voices becomes, the truer our convictions and conclusions will be. This is, in a way, a democratic article of "faith", and it is why Illinois State graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at the University. In our view, the kind of teacher appropriate to the challenges and rewards of teaching in a democratic society unites the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity
- disposition and ability to collaborate ethically and effectively with others
- reverence for learning and a seriousness of personal, professional, and public purpose
- respect for learners of all ages and a special regard for childhood and adolescence

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught
- knowledge and appreciation of the diversity among learners
- understanding of what affects learning and of appropriate teaching strategies
- interest in and an ability to seek out informational, technological, and collegial resources
- contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers in the next millennium, none is more pressing than

for them to develop and maintain a strong sense of their moral and intellectual roots – a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers: through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

Adopted by Council for Teacher Education, March 1997
Revised by Council for Teacher Education, March 2000

The holistic language model stems from research and theories in education, cognitive psychology, language development, social psychology, sociology, sociolinguistics, linguistics, and text (McCormick & Pressley, 1997; Heller, 1991; Wilde, 1996; Stephens, 1991; Weaver, 2002; Kamil, Mosenthal, Pearson, Barr, 2001; Goodman, 2003).

The four goals of the Reading Masters are designed to enable a teacher to:

- 1. Plan a reading curriculum broad enough to accommodate students' growth, flexible enough to adapt to individual and cultural characteristics of student, specific enough to assure growth in language and thinking, and supportive enough to guarantee student success.**
- 2. Create a classroom environment in which students actively and functionally use reading and writing as tools for learning.**
- 3. Design effective programs of evaluation that are multidimensional broad assessments of the reading and writing process; report assessment data to parents, students, and other members of the educational community.**
- 4. Recognize the opportunities for and the importance of professional self-development.**

Our long-range goals for the Reading Masters are to refine the performance-based assessments and the curriculum while still meeting all standards. Over the next two years, we will:

- Revise and administer the alumni survey.**
- Use LiveText to aggregate data from all performance-based assessments.**

- **Complete and pilot rubrics for all performance-based assessments throughout all transition points and compile and analyze data.**
- **Complete a comprehensive curricular review of course choices and prerequisites within the Reading Masters.**

Candidate course of studies with all required courses clearly marked.

To meet the program goals established above, teachers seeking the Reading Masters complete 36 hours of coursework (see Table 1, pg 6). Courses at the pre-practicum level lay the groundwork in literacy theory, research, and assessment. Specialization courses provide a broader understanding of children’s literature, qualitative research, writing, and content area literacy. The practicum experience provides in-depth assessment and instruction for at-risk readers. The professional development courses provide classroom research experience and curricular evaluation.

Most teachers in the Reading Masters elect to complete the State of Illinois requirements for the Special K-12 Reading Certificate. The Reading Masters provides coursework that meets all ISBE Standards for Literacy Professionals.

Pre-Practicum Courses

The pre-practicum courses provide the foundation of learning for the Reading Masters. Candidates read widely from professional literature on the recent research in literacy, language learning theory, and the assessment of literacy learning.

Candidates take all three pre-practicum courses prior to taking the practicum. Candidates may simultaneously take the specialization courses and electives while in the pre-practicum level (see Table 2, pg 9).

C&I 461 Recent Research in Literacy Learning

Literacy learning and instruction has changed during the last twenty-five years due to major shifts in our language learning theory and research. This area of study will address historical, philosophical, and cultural issues currently being debated such as the place of reading theory, writing theory, and curricular theory in the language arts classroom.

C&I 462 Theoretical Foundations of Reading

To build an effective literacy-learning environment, teachers must develop an understanding of language, psycholinguistics, social and cultural influences on literacy learning, the reading and composing processes, and the holistic nature of the language processes. Candidates will explore the structure and development of language and thought, developmental language theories, social and cultural influences on language learning, the psycholinguistic model of the reading process, the process processes and the elements involved in the acts of composing in written form.

C&I 463 Assessment of Literacy Learning

Effective programs of evaluation are multidimensional and define testing as any situation that affords the opportunity to make an improved instructional decision. This course emphasizes observation of important behaviors, attitudes, and strategies that are associated with successful written language use, learning, and teaching. Candidates will also explore documenting, reporting, and, making instructional placement and promotion decisions based on these observations.

Specialization Courses

The specialization courses include inquiry into the writing process, qualitative research, children's texts, instructional strategies, and content area literacy.

The specialization courses may be taken in any order and while taking the pre-practicum courses, but must be completed prior to entering the practicum.

C&I 465 Content Area Literacy

Language-learning teachers must critically analyze methods, materials, and technologies in light of teaching and learning theories and individual teacher applications of those theories. Candidates will analyze language learning materials and design situational contexts for culturally diverse classrooms.

C&I 470.01 Seminar in Reading: Reader Response

Children's reading includes far more than fiction, though good fiction may be the core of nearly everyone's reading experience. Candidates must have knowledge of a variety of texts that appear to children at different ages, from varying backgrounds, and with disparate abilities. Candidates must also see reading as a part of the literacy-learning program and to empower children by having a wide range of reading materials in the repertoire of classroom teachers.

C&I 493.03 Language Arts and Writing Process

Writing is a process that is supported by literate contexts, authentic writing tasks, reading like a writer, and conferencing with other writers.

EAF 415 Qualitative Research in Educational Settings

Teacher-research in language learning demands many approaches to classroom investigation, including case studies, ethnographies, and observational studies. This course focuses on ways in which a teacher can develop research methodology for the classroom.

Practicum Course

The practicum in the Reading Masters is a school-based practicum with 100 clock hours of field experience. During the summer, candidates have an on-campus practicum experience.

Candidates must complete all pre-practicum courses (C&I 461, 462, and 463) prior to enrolling in the practicum. Candidates may simultaneously take specialization courses and electives.

C&I 467 Advanced Literacy Assessment and Instructional Strategies

Teachers must develop advanced assessment techniques and instructional strategies appropriate for at-risk readers. This course of study will explore instructional strategies for at-risk readers and advanced miscue analysis through actual case studies of at-risk literacy learners.

Professional Development Courses

The Professional Research Sequence requires synthesis of the knowledge and goals of the program and requires candidates to integrate the theory and research studied throughout the program.

The Professional Development courses must be preceded by EAF 415 and all courses in the pre-practicum level, the specialization courses, and the practicum.

C&I 468 Professional Research in Literacy Learning I

C&I 469 Professional Research in Literacy Learning II

This two semester capstone experience to the Masters in Reading is the Professional Research Sequence in Literacy Learning. Candidates conduct yearlong classroom-based teacher research in an area of literacy learning instruction, curriculum development, or literacy assessment.

Requirements include a proposal for the research, review of literature, implementation of the classroom research, documentation of results, presentation of findings at the state reading conference and preparation of a manuscript to a professional journal. The Professional Research Sequence requires application of the four goals of the master's program in reading. The candidate is expected to complete the work in a creditable manner throughout this capstone experience.

Elective Courses of Study

Teachers must select two electives with advisement. Occasionally candidates may transfer coursework from other institutions that may count as electives. Electives may be taken at any time during the Reading Masters. Candidates, however, must complete at least 27 hours prior to entering the professional development courses. This requirement allows candidates to complete the second elective during or after the professional development sequence. Candidates generally select from the following courses, although other courses are allowed and may be encouraged based on candidate needs:

C&I 464 Language Arts Instructional Strategies

C&I 470.02 Seminar in Reading: Drama and Literacy

C&I 470.07 Seminar in Reading: Preparing Preservice Teachers

C&I 471 Seminar in Family Literacy

C&I 483 Seminar on Adult Learning and Instruction

C&I 484 Overview of Adult Literacy Education

ENG 470 Studies in Children’s Literature

ENG 491 Recent Research in the English Language Arts

Table 1: Required and Competency-Based Courses in Reading Masters

Course	Title	Required	Competency-Based
C&I 461	Recent Research in Literacy Learning	X	X
C&I 462	Theoretical Foundations of Reading	X	X
C&I 463	Assessment of Literacy Learning	X	X
C&I 465	Content Area Literacy	X	X
C&I 493.03	Language Arts and Writing Process	X	X
C&I 470.01	Reader Response	X	X
C&I 467	Adv. Lit. Assessment/Instructional Strategies	X	X
EAF 415	Qualitative Research in Educational Settings	X	
2 Electives			
C&I 468	Professional Research in Literacy Learning I	X	X
C&I 469	Professional Research in Literacy Learning II	X	X

Descriptions of field experiences and internships. Include the amount of time and the type of supervision.

Candidates complete 170 clock hours of field experiences within four courses of the curriculum. Provide candidates’ experiences with a range of levels from kindergarten through adolescence, experiences in rural and urban settings, experiences with children from diverse cultural background, and experiences with exceptional children. (i.e. literacy profile tutoring in low-income ethnically diverse elementary school, instructors pair candidates together with diverse teaching backgrounds, and candidates from urban cohort collaborate with campus candidates. The field experiences include examination of different assessments and their implementation, one-on-one tutoring sessions, classroom research, and presentation of research in professional forums. The program serves approximately 150 part-time graduate students who are full time teachers throughout central Illinois and Chicago. Supervision is provided by the

instructor of the course. Field experiences are documented in performance-based assessments within the following four courses of the program:

C&I 463 Assessment of Literacy

Candidates assess the literacy learning of a child using several assessment instruments. Literacy learning is documented using a portfolio approach. Candidates analyze and report their findings in a case study assignment. The instructor of the course provides electronic and face-to-face supervision. Candidates document 30 field experience hours.

C&I 467 Advanced Literacy Assessment and Instructional Strategies

Candidates assess the literacy learning of a child in a Literacy Profile then tutor that child on a one-to-one basis. Tutoring is completed on an unpaid basis. During the summer, tutoring is completed in an on-campus summer reading program. During the academic year, tutoring is completed in the child's own school. Candidates prepare records to document the sessions and confer with the child's parents at least twice during tutoring. Supervision is provided by the instructor of the course face-to-face and electronically. Candidates document 100 field experience hours.

C&I 468 Professional Research in Literacy Learning

In the first semester of the research course, Candidates begin a classroom research project in language and literacy learning. Candidates review current research, gather, and analyze the data. Candidates work on research with their own classroom students for their field experience. Through collaboration with the University of Lancaster, candidates may elect to complete this requirement in England. The instructor of the course provides face-to-face supervision. Students document 20 hours of field experience hours.

C&I 469 Professional Research in Literacy Learning II

In the second semester of the research course, candidates complete their classroom research project, present their findings at a state conference, and draft a manuscript for publication. Through collaboration with the University of Lancaster, candidates may complete this requirement in England during a study-abroad opportunity. The instructor of the course

provides face-to-face and electronic supervision. Candidates document 20 hours of field experience hours.

2. Assessment Plan

Candidates preparing to work in schools as reading specialists or classroom teachers know and demonstrate the moral and intellectual virtues of the Conceptual Framework (see Figure 1, Page 2), content knowledge, pedagogical techniques, professional knowledge, skills, and dispositions necessary to help all students learn to read. The following information addresses the plan for moving from a course-based assessment system to a performance-based assessment system for the Reading Masters.

Certain elements of this transition plan have been in place since the curricular revision of 1995; other elements are not yet developed. In 1995, prerequisites were established, which have served to become transition points in the program. Also during the curricular revision, reading faculty outlined major assessments, some of which were performance-based, to be used throughout the curriculum. As part of candidates' performances, they will be required to observe, assess, and document P-12 student learning. Certainly, the performance-based assessments of the case study, literacy profile, teacher research, research article, and research presentation have roots in that early curricular revision. Other major assessments are present in our program, but a systematic review indicated that a few refinements were necessary so that we completely cover all IRA standards. By using the transition points and well-established major assessments as our base, we have refined remaining assessments to be used at the identified transition points and developed a timeline for the implementation of each assessment. This program self-assessment has enabled us to develop a timeline for developing and piloting rubrics for each assessment, and for collecting, analyzing, summarizing, and using the data from those rubrics.

Transition Points

The Reading Masters has five levels which provide transition points from entry into the program, transition through the program, and program completion (see Table 2, p 9). In addition to the five levels, C&I 465, 470.01, and 493.03 are considered specialization courses that can be taken at any point during Levels 2 and 3. To proceed from one level to another, candidates must be at the acceptable or exemplary performance level on a three point rubric for all performance-based

assignments. The three performance levels for each rubric are: (3) exemplary; (2) acceptable; and (1) unacceptable. If candidates do not meet the required level of performance, remediation is available through the course instructor and/or the candidate's advisor.

Level 1: Entry into Reading Masters

In Transition Level 1, candidates must provide all required information to the Graduate School: transcripts showing completion of a bachelor's degree, GPA of 3.0 in the last 60 hours of undergraduate work, a current teaching certificate, and an indicator that the candidate has completed at least two years of teaching. The Graduate School forwards all information to the Program Coordinator, who reviews the materials, recommends admission to the Program, and assigns an advisor. Information on each candidate admitted to the Program is entered into a database. This database is provided to the faculty advisors as they begin the advising process and work with candidates to complete plans of study.

New candidates entering the Program will also be required to purchase LiveText, an on-line system for tracking each candidate's performance assessments. The College of Education Tech Support Team will provide guidance on the use of LiveText. All aspects of admission must be complete prior to entry into Transition Level 2.

Level 2: Pre-Practicum

In Level 2, the pre-practicum level, candidates must complete five major performance-based assessments which are developed in the first three courses in our Program: C&I 461, 462, and 463. These courses provide a strong foundation in reading theory, research, and assessment. Candidates must complete all five assessments at an acceptable or exemplary level before proceeding to Transition Level 3.

Level 3: Practicum

In Level 3, Candidates complete one major performance-based assessment. Direction for this assessment is provided in C&I 467. Candidates must complete the assessment at the acceptable or exemplary level prior to entry into Level 4.

Specialization Courses

The six performance-based assessments in the specialization courses may be demonstrated at any time throughout Levels 2 and 3. Instruction for these six assessments is in C&I 465, 470.01, and 493.03. All Candidates must complete each assessment at the acceptable or exemplary level to proceed to Transition Level 4.

Level 4: Professional Research

In Level 4, Candidates complete six performance-based assessments and a comprehensive exam. The six assessments are major components of the Professional Research courses (C&I 468 and 469) and must be completed at an acceptable or exemplary level prior to graduation. The comprehensive examination has two options for candidates: written examination or portfolio. Candidates will meet with their advisors to select a comprehensive exam option and complete the exam at an acceptable or exemplary level prior to graduation.

Level 5: First Year Graduate

In Level 5, all Reading Masters alumni will receive a survey to help assess the effectiveness of the Reading Masters program.

Table 2: Transition Points from Entry to Completion of Reading Masters

Level 1	Level 2	Level 3	Level 4	Level 5
Entry into Graduate School and the Reading Masters	Pre- Practicum	Practicum	Professional Research and Comprehensive Exam	First Year Graduate

Candidates submit an application to the Graduate School along with a \$30 application fee.	C&I 461	C&I 467	C&I 468	Alumni Survey
	C&I 462	Candidates must complete at least 27 hours of coursework.	C&I 469	
Reading Coordinator reviews applications.	C&I 463			Comprehensive Exam
Reading Coordinator assigns advisors.	Specialization:			
Candidates complete plan of study with advisors.	C&I 465			
	C&I 470.01			
Candidates purchase on-line assessment management plan (LiveText).	C&I 493.03			

Major Assessments

Major performance-based assessments are in Levels 2, 3, 4 and in the Specialization courses (see Table 3). Rubrics are used for scoring all 16 assessments and the comprehensive examination. The three performance levels on each rubric are: Exemplary (3), Acceptable (2), and Unacceptable (1). Candidates must be at an acceptable or exemplary level on each designated assignment. Assessments are listed by course and described fully in the syllabi. The codes next to each assessment in Table 3 refer to specific descriptions in the assignment section of the syllabi (see appendix 1 for all assessments and rubrics, and appendix 2 for performance data sheets)

All IRA standards are assessed in the 16 major performance-based assignments (see Tab 3). Each standard is met at a C level, although not necessarily in a performance-based assignment.

Table 3: Major Assessments in Levels 2-4 and Specialization Courses

Level 2	Level 3	Level 4
C&I 461 <ul style="list-style-type: none"> · Critical Responses (6A) · Reading Issues Paper (6C) 	C&I 467 Literacy Profile (6B)	C&I 468 <ul style="list-style-type: none"> · Literature Review (6B) · Class History (6D)
C&I 462 <ul style="list-style-type: none"> · Theoretical Model (6B) 		C&I 469 <ul style="list-style-type: none"> · Curricular Change Plan (6A) · Research Presentation (6B) · Research Article (6C)
C&I 463 <ul style="list-style-type: none"> · Case Study (6A) 		Comprehensive Exam <ul style="list-style-type: none"> · Written responses

Specialization Courses	
C&I 465	
<ul style="list-style-type: none"> - Portfolio of Literacy Strategies (6B) - Staff Development Plan (6C) 	
C&I 470.01	
<ul style="list-style-type: none"> - Reading Record (6A) - Curriculum Paper (6F) 	
C&I 493.03	
<ul style="list-style-type: none"> - Writing Workshop Project (6B) - Writing Assessment (6C) 	

Timeline for Major Assessment Development

All Major assessments were developed in August 2003. Courses that have major assessments that are taught in Fall of 2003 will be aggregated and analyzed by January, 2004. Faculty will pilot all remaining assessments and rubrics in spring 2004. Data from spring courses will be aggregated and analyzed by May 2004.

Faculty developed the rubric for the comprehensive exam in spring 2003. Data from the comprehensive exam were aggregated and analyzed in spring 2003.

In May of 2004, faculty will begin realignment of all assessments to the new IRA standards. A semester by semester timeline for assessment and rubric

development and implementation is also included in the timeline for system operation (see Table 5).

Table 4: Timeline for Developing and Implementing Performance-Based Assessments

Course	Assignment Code	Performance Assessment	Develop	Implement	Analyze	Board approved
461	6a	Critical Responses (6a)	04/01/03	04/01/03	04/03	4/03
461	6c	Reading Issues paper (6c)	08/01/03	12/01/03	12/03	8/03
462	6b	Theoretical Model Paper (6b)	04/01/03	05/01/04	05/03	4/03
463	6a	Case Study (6a)	08/01/03	12/01/03	12/03	8/03
465	6b	Portfolio of Literacy Strategies (6b)	08/01/03	12/01/03	12/03	8/03
465	6c	Staff Development Plan	08/01/03	12/01/03	12/03	8/03
467	6b	Literacy Profile (6b)	08/01/03	05/01/04	05/04	8/03
468	6b	Literature Review (6b)	08/01/03	12/01/03	12/03	10/03
468	6d	Class History (6d)	08/01/03	12/01/03	12/03	10/03
469	6a	Curricular Change Plan (6a)	08/01/03	05/01/04	05/04	10/03
469	6c	Research Presentation (6c)	08/01/03	05/01/04	05/04	10/03
469	6d	Research Article (6d)	08/01/03	05/01/04	05/04	10/03
470.01	6a	Reading Record (6a)	08/01/03	12/01/03	12/03	8/03
470.01	6f	Curriculum Paper (6f)	08/01/03	12/01/03	12/03	8/03
493.03	6b	Writing Workshop Project (6b)	08/01/03	05/01/04	05/04	10/03

493.03	6c	Writing Assessment (6c)	08/01/03	05/01/04	05/04	10/03
Comp		Written Examination	04/01/03	04/01/03	04/03	4/03

Design for Data Use

Each faculty member is responsible for distributing guidelines for performance assessments. Performances will be supported through course instruction and demonstration. Faculty members will each collect or observe candidates' performances and score performances on the appropriate rubric. Then faculty members will tally their one semester's data (exemplary, acceptable, unacceptable). Faculty will submit tallies to the Program Coordinator who will aggregate data across course sections and semesters. When all assessments are integrated into the information technology system (LiveText), data will be aggregated and archived electronically.

In spring 2004, data will have been collected for all 16 performance-based assessments and the comprehensive exams. Some rubrics will have been used in multiple semesters. Faculty members will review data for program evaluation in May 2004 and on a yearly basis thereafter.

Unit Operation

All components of the assessment plan are supported in the Department of Curriculum and Instruction, in the College of Education and within the University structure.

Support Structures

All components of the assessment plan have been developed and will be supported within interrelated circles of leadership and support.

Literacy Board

The Literacy Board provides oversight of the assessment plan and all systems of operation related to the NCATE process in the Reading Masters. The Board's membership consists of the Reading Masters coordinator, a member of the literacy faculty, the Associate Dean for

Research and Administration, and a doctoral student in Curriculum and Instruction. The Literacy Board was formed for the purpose of writing the NCATE rejoinder, guiding curriculum review, developing the assessment plan, and providing staff development for literacy faculty on the assessment plan. The Literacy Board met consistently in spring 2003 and will continue to meet bi-monthly to provide oversight for all aspects of the assessment plan and implementation of the new IRA standards.

Literacy Cadre

Literacy faculty members, known as the Literacy Cadre, with leadership from the program coordinator, are responsible for development and implementation of the performance-based assessments and rubrics. All performance-based assessments and rubrics will be reviewed by the Literacy Board. Faculty members are also responsible for review of assessment data and subsequent program changes based on that data.

Members of the Literacy Cadre also act as advisors in the Reading Masters. After admission by the Graduate School into the Reading Masters, each candidate meets with the program coordinator. The program coordinator begins the advising process by identifying the sequence of courses, prerequisites and transition levels, and the information technology that supports the assessment system (LiveText). The program coordinator also assigns a member of the Literacy Cadre to serve as a permanent advisor throughout the candidate's program. Advisors monitor each candidate's progress through the transition levels and provide assistance with remediation when necessary.

College of Education

Leadership from the College of Education Dean's Office provides technical support for University-wide implementation of the information technology system through workshops and system support. The Teacher Education Center provides support for the evaluation of dispositions by attending Literacy Board and Literacy Cadre workshops.

University

Structures within the University are also used to support the assessment plan: the Graduate School coordinates the admission process, the University Assessment Office coordinates alumni and employer surveys, and the Council for Teacher Education oversees and approves all certification programs within the University.

3. Feedback from Key Stakeholders

4. Formal and Effective feedback/improvement mechanism

A complete timeline for implementation of the assessment system and all other systems of operation is outlined in Table 5 (see pp 20-21). The timeline also identifies how the components of the assessment plan are supported within the Department, College and University.

Assessments and Rubrics

The Literacy Board developed three model assessments and rubrics in spring 2003. These models will be presented during a two-day retreat to help members of the Literacy Cadre begin development of the remaining assessments and rubrics during summer 2003 (see Figure 3 for Literacy Cadre Retreat Agenda pp. 22-23). All assessments and rubrics will be piloted during fall 2003 and spring 2004. In May 2004, the Literacy Cadre will compile and analyze data and will revise assessments and rubrics as necessary. The Literacy Board will oversee the process of assessment and rubric development and implementation.

Remediation Plan

The remediation plan for the Reading Masters includes guidelines for both the comprehensive exam and the other performance-based assessments. The program coordinator oversees the remediation plan for the comprehensive examination. Candidates needing remediation on the exam are given written feedback from members of the Literacy Cadre. Then candidates rewrite portions of the comprehensive exam and resubmit their revisions for a second scoring with the comprehensive exam rubric. Data indicate that candidates successfully reach an acceptable level of performance when given additional feedback and opportunities for rewriting and addressing deficiencies.

Candidates must also demonstrate an acceptable or exemplary level on each performance-based assessment. If a candidate does not demonstrate an acceptable level of a performance assessment, the course instructor will first provide remediation. If a candidate does not subsequently demonstrate acceptable performance on an assessment, the course instructor will give that candidate a grade of incomplete for the course. A grade of incomplete will prohibit candidates from registering for courses at the next transition level. Advisors will mediate between candidates and instructors to ensure candidates receive remediation and reach an acceptable level of performance and proceed to the next transition level.

Management Plan

The management plan for the performance-based assessment system is supported in the College of Education. The College provides campus-wide leadership, tech support, faculty orientation, and individual support as faculty integrate performance-based assessments onto LiveText.

Comprehensive Exam

The program coordinator, with support from the Graduate School, provides management of the comprehensive exam each semester. A scoring rubric was developed and piloted in spring 2003. The Literacy Cadre, with oversight from the Literacy Board, will compile and analyze

assessment data from the comprehensive exam and will discuss realignment of the comprehensive exam with new IRA standards in fall 2003.

Evaluation of Dispositions

The Literacy Board began discussion of an appropriate evaluation of dispositions at the graduate level in spring 2003. Literacy Cadre members will continue discussions of evaluation of dispositions at a two-day retreat in May 2003. Cadre members will develop an ongoing evaluation of positive dispositions and a system for candidates' self-assessment. Evaluation of dispositions will be implemented in 2003-2004.

Alumni Survey

The program coordinator provides oversight for the alumni survey and the compilation of data. Literacy Cadre members will use alumni survey data for program evaluation purposes. The Literacy Board will provide oversight of survey development and data analysis (see appendix 3 for analysis)

Table 5: Timeline for System Operation

Component	Dates Due						
	April 1, 2003	Aug. 1, 2003	Dec. 1, 2003	May 1, 2004	Aug. 1, 2004	Dec. 1, 2004	May 1, 2005
Literacy Board	Form board for the purpose of guiding curriculum review and development of transition plan. Membership: coordinator, faculty, administrator, student.	Host retreat for faculty. Meet weekly to manage the curriculum review and transition plan.	Meet bi-monthly. Review new IRA standards.	Meet bi-monthly. Align syllabi with new standards.	Meet bi-monthly.	Meet bi-monthly.	Meet bi-monthly.
Assess	Develop	Develop	Pilot	Pilot	Revise	Pilot	Pilot

ments and Rubrics	and implement 3 assessments and rubrics: <ul style="list-style-type: none"> • 461:6 A • 462:6 B • Comprehensive 	remaining assessments and rubrics.	assessments and rubrics for all fall classes.	assessments and rubrics for all spring classes. Compile and analyze data; revise assessments and rubrics as necessary.	course assignments and rubrics to new IRA standards.	new assignments and rubrics.	new assignments and rubrics.
Remediation	Define remediation procedures for comprehensive exam.	Define remediation procedures for all assessments.	Refine and implement remediation procedures when necessary.	Refine and implement remediation procedures when necessary.	Refine and implement remediation procedures when necessary. Aggregate data from remediation plan.	Refine and implement remediation procedures when necessary. Coordinate new assignment rubrics with data.	Refine and implement remediation procedures when necessary.

Management Plan	Explore LiveText as management option. Integrate 462:68	Create Reading Masters home page with all performance	Integrate performance assessments and rubrics for Specializ	Implement all performance assessments and rubrics for	Pilot, refine, collect, aggregate data.	Pilot, refine, collect, aggregate data.	Pilot, refine, collect, aggregate data. Review
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	into LiveText to be used for demonstration purposes. Host Live Text orientation for faculty.	assessments. Integrate all performance assessments and rubrics for Transition Level 2 and comprehensive into LiveText.	ation courses.	Levels 3 and 4.			w plan and revise as necessary.
Comprehensive Exam	Align assessment with standards; develop rubric; pilot rubric; compile data.	Revise rubric as necessary. Continue to compile and analyze data.	Discuss realignment of comprehensive exam with new standards.	Revise comprehensive exam and rubric with new standards. Continue data collection and analysis.	Continue data collection and analysis.	Continue data collection and analysis.	Continue data collection and analysis.
Evaluation of Dispositions	Lit. Board will begin discussions regarding assessment of dispositions.	Lit. Board will research and draft system to evaluate dispositions.	Pilot and refine evaluation system.	Begin data collection.	Collect, aggregate, and analyze data.	Continue collection and analysis.	Continue collection and analysis.
Alumni Survey	Review Alumni Survey.	Revise survey as necessary. Send to	Compile and analyze data.	Compile and analyze data.	Compile and analyze data.	Compile and analyze data.	Compile and analyze data.

		Alumni.					
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Managing information via technology is a key component of the larger plan for system operation (Table 5). Over the next two years LiveText, an online information management system already adopted by Illinois State University, will be integrated into the Reading Masters to inform and support the development, documentation, and aggregation of results from the scoring of performance-based assessments. This process will involve training reading faculty to use LiveText as a tool to evaluate individual performance assessments, communicate results of that evaluation to candidates, and monitor progress of candidates through each transition level of the program.

Explorations of the usefulness and capabilities of LiveText for these purposes have already begun. The Literacy Board has been trained to use LiveText and conceptualize an approach to providing training and support for the reading faculty. This training will occur as part of a LiveText Workshop scheduled for May 2003. At this workshop faculty will become familiar with the use of LiveText, review performance-based assessments from C&I 461, that has already been scored with a rubric, and use a template to develop appropriate rubrics for remaining performance-based assessments.

Over the next six months, these rubrics and accompanying performance assessments will be integrated into the LiveText system by faculty for each transition level. Upon completion of this integration, faculty will use LiveText as a tool to pilot these assessments, collect data from the scoring, aggregate data, and archive it. The Literacy Coordinator is responsible for centralizing the results from this process.
