RDG 760 ANALYSIS, INTERPRETATION, AND DISSEMINATION
OF LITERACY ASSESSMENT
RDG 760 is a required course for the Doctorate in Education in Literacy Leadership

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Course Description: This course provides an opportunity to train others in the use and interpretation of literacy assessment instruments. Additionally candidates will assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data.
3 hour course.

Standards Matrix Candidates will meet the following standards upon the completion of this course.

Course Content" Objectives/Learning Outcomes	Activities (* indicates field based activity)	Performance Assessment	Standards: *International Reading Association*
The candidates can compare and contrast a wide range of assessment tools and practices. The candidates will train undergraduate candidates and classroom teachers to administer and interpret literacy assessment tools.	Candidates will serve as instructional assistants to students in RDG 431 and/or RDG 532 classes.	Observations of demonstrations Feedback from rubric, undergraduate/graduate candidates and professor of record	3.1 Knowledge and ability to use a wide variety of assessment tools which includes standardized, informal and criterion referenced instruments.
Candidates will work with in-school reading professionals to develop appropriate building wide plans for collecting a range of literacy assessment data. Candidates will assist schools in using assessment data to identify programmatic strengths and needs.	*Working with a building level committee of reading leaders, candidates will work to make sure that there is a plan for the collection of an array of literacy data.	School literacy team coordination reports, i.e. list of team members, schedule & summary of team meetings, assessment plans produced, feedback from team members, etc.	3.1 Understands the role of assessment data in program planning.
Candidates will assist schools and individual teachers in planning data based improvement plans for struggling readers.	*Working with either building level reading leaders or groups of teachers, candidates will support classroom teachers in planning appropriate instruction based on assessment results.	Performance as school site assessment resource person Outlines of improvement plans	3.2 Knowledge of how to plan developmentally appropriate instruction and how to make data based instructional decisions.
Candidates will develop a plan for communicating assessment information to appropriate constituents: policy makers, clinical specialists, school psychologists, parents and community members.	*Establish a process for making sure that all teachers know and understand in-school assessment results. *Establish a plan for communicating school assessment results to parents in an understandable manner. *Establish a public relations plan for either a school or district to inform appropriate about assessment programs and results.	Public Information Plan Components: • Teachers • Parents • Decision Makers	3.4 Effectively communicate results of assessment to specific individuals and constituencies.

Web address for IRA standards: http://www.reading.org/advocacy/standards/introduction.html

Course Format:

The format of this course will be a combination of face-to-face seminars and practicum type performance. Candidates will be expected to serve as an assistant to an instructor teaching RDG 431 or RDG 533.   This means that candidates will have to be available during the hours and days these classes are taught.   Additionally, each candidate will be responsible for working at a school site, either where they are currently employed or at a site selected with/by the instructor.   Here they will be serving as the assessment team leader for that school and will be responsible for implementing and the multiple tasks that the course requires of them.

Course Requirements:

1. **Professionalism/Participation.** It is expected that doctoral candidates be active, enthusiastic, and collegial participants during the course of their studies. In addition, it is expected that course work and professional assignments be completed in a timely and professional manner.

2. **Course Assistance.** Each candidate will be asked to serve as a course assistant in either RDG 431 or RDG 533. They will be expected to assist the students enrolled in these classes in understanding how to administer and interpret the literacy assessment tools being taught. This assistance may take the form of seminar sessions, demonstrations, or supervision of assessments being administered. These activities will be supervised by the professor.

3. **Assessment Team Leadership.** Each candidate will work with a school site to coordinate and manage the following tasks:
    a. Organize a school wide assessment team.
    b. Work with the assessment team to develop an assessment plan for the school. This plan will reflect   knowledge of relevant research, a balanced array of standardized, informal and criterion referenced measures and a realistic schedule for collecting the literacy assessment data.
    c. Assist school site with the collection of literacy assessment data.

4. **School Site Instructional Resource.** Following the collection of assessment data, each candidate will be available to work with grade level groups or individuals to plan appropriate instruction for students based on these results. Candidates will guide teachers to know and implement instruction based on the assessment cycle.

5. **Public Information Program.** Each candidate will develop, in cooperation with the in school assessment team, a process for disseminating information about the school assessment program. This information program will speak specifically to teachers in the school, parents of children attending the school and administrative decision makers responsible for the the school's program. It should consider, as well, means of using media to inform the larger community within which the school exists.

Course Evaluation:

This course is almost entirely field and performance based. Observation and feedback rubrics will be used to inform candidates as to their progress.

Bibliography:

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