



MSEd – Literacy: Research Revival

READING, FOUNDATIONS, AND TECHNOLOGY

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Learning Outcomes Review

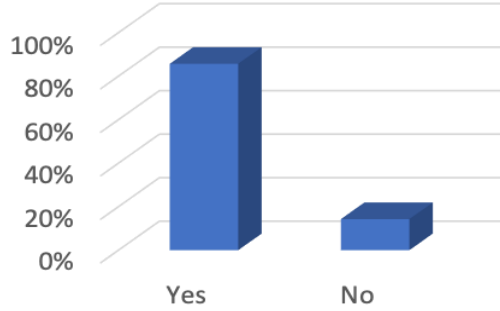
UPDATED LEARNING OUTCOMES

- **Learning outcomes for the literacy graduate program**
- Candidates will apply the International Literacy Association (ILA) Standards for Literacy Professionals (2010) to all aspects of their instructional practices.
- Candidates will demonstrate professional knowledge, dispositions, and skills in literacy pedagogy.
- Candidates will demonstrate the ability to work with diverse student populations in all aspects of literacy instruction.
- Candidates will demonstrate expertise in differentiation and literacy interventions to meet individual student needs.
- Candidates will demonstrate professional communication skills with students, colleagues, and families of students.
- Candidates will apply skills learned in the research process to integrate theory into their practice.
- Candidates will identify academic resources in the field of literacy to hone their craft as lifelong learners.
- Candidates will be eligible to apply for Missouri Department of Elementary and Secondary Education (DESE) K-12 Special Reading Teacher Certification upon completion of the MEd – Literacy program and successful completion of a certification exam.

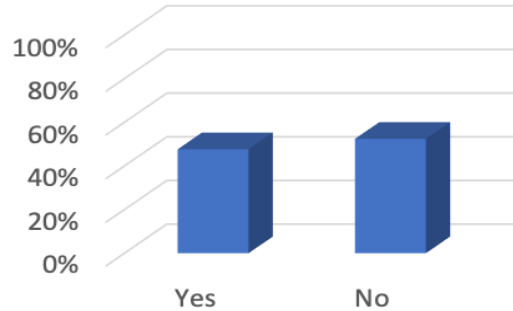


Data Discussed

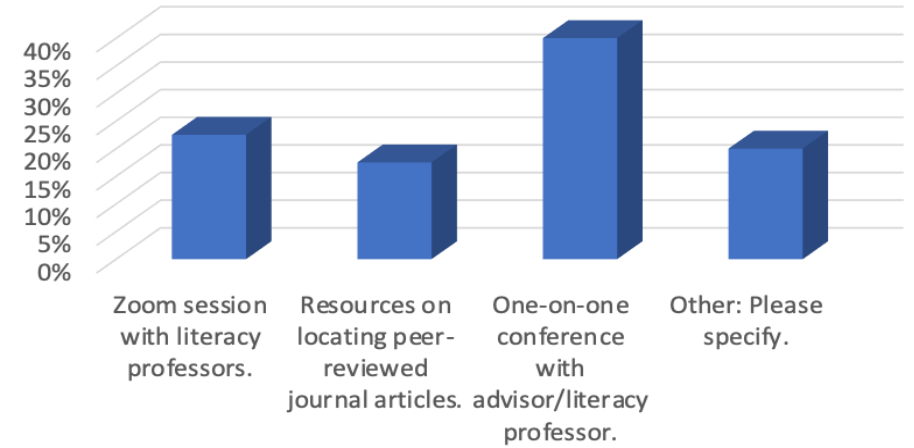
- We surveyed 99 students who have graduated in the past two years or who are currently enrolled in RDG 795 – Research Seminar in Literacy regarding the connection between this course and the previous course, SFR 780 – Educational Research Methods.
- 22 students completed the survey.



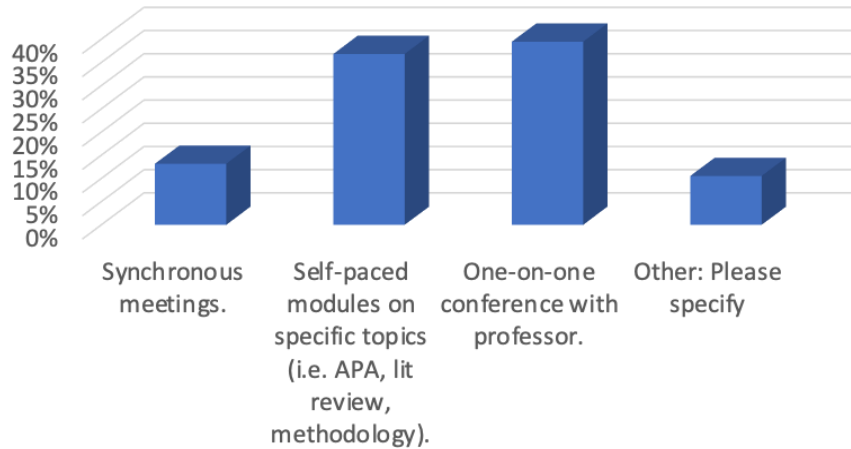
■ Did you find that the curricular model/research paper impact you as an educator (i.e., affect your teaching, increase your knowledge, improve writing skills)?



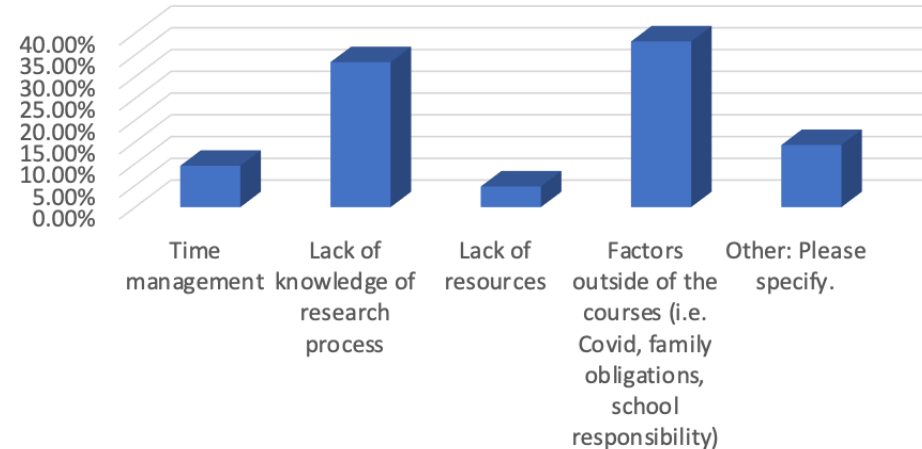
■ Did you take SFR 780 – Educational Research Methodology in the summer? If so, do you think the class would have been more manageable in the fall or spring semester?



■ What would have helped you in SFR 780 – Educational Research Methodology?



■ What would have helped you in RDG 795 – Research Seminar in Literacy?



■ What was your biggest challenge when writing your curricular model/research paper?



Conclusions Reached

- Survey results confirmed what we already knew...students are frustrated. SFR 780 is overwhelming to our students and there is a disconnect between the two courses.
- Since we have been aware of this problem, we have taken steps to help ease student frustration and provide additional support. These supports appear to be helping, but we need to do more.



Item(s) Chosen for Action

1. Update document sent to all students upon admission to the MSEd – Literacy Program to provide up-front, transparent information about the two courses and their connection.
2. Create a Blackboard "course" for students when they enroll in SFR 780. Students will remain enrolled through RDG 795. The Blackboard "course" will contain resources (i.e. - videos, PowerPoints, handouts) to help support students.
3. Provide options for either Curricular Model (1 semester, RDG 795) or Research Study (2 semesters, RDG 799).
4. Reframe how we discuss the connection between SFR 780 and RDG 795 upon admission to the program and upon enrollment in SFR 780.



Follow-up Plans & Next Steps

- Continue to host Zoom meetings with literacy faculty teaching RDG 795 and literacy program director when students enroll in SFR 780.
- Work to add resources to Blackboard "course." Add students to this "course" upon enrollment in SFR 780 and remove upon completion of Curricular Model or Research Project.
- Begin sending updated research options document to new admits and send to current MSEd – Literacy students.



Items that Need Action at Higher Levels than the Department

- At this time, we do not anticipate needing additional support from higher levels than the department.
- In the future, as additional literacy faculty are hired, designate faculty member(s) to teach SFR 780 solely for MSEd – Literacy students.