

## Master of Education in Literacy

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The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

I. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

II. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

III. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading MidProgram and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in all competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab). and writing instruction.

IV. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

V. Literate Environment: 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.

VI. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### PLO Alignment to Performance Indicators

PLOs	Literacy Graduate Student Performance Indicators [Assessed During Literacy Lab Tutoring Session]
I	A. Demonstrates in conversation and journaling the understanding of the major theories of reading and writing processes, components, and development B. Indicates through instruction the knowledge base necessary for successful teaching
II	A. Develops and implements a curriculum to meet the specific needs of students who struggle with reading and writing

	<p>B. Uses instructional approaches supported by literature and research</p> <p>C. Provides appropriate in-depth instruction for all readers and writers</p>
III	<p>A. Demonstrates an understanding of established purposes for assessing the performance of all readers</p> <p>B. Administers and interprets appropriate assessments for students</p> <p>C. Uses multiple data sources to analyze individual readers' performance and to plan instruction an intervention</p> <p>D. Effectively communicates results of assessments</p>
IV	<p>A. Demonstrates understanding of the needs of all readers</p> <p>B. Adapts instructional materials and approaches to meet the language-proficiency needs of English language learners and students who struggle</p> <p>C. Demonstrates an understanding of the ways in which diversity influences reading and writing development of students</p> <p>D. Provides differentiated instruction and instructional materials that capitalize on diversity</p> <p>E. Collaborates with teachers, parents and guardians, and administrators to implement instructional practices that promote equity</p>
V	<p>A. Analyzes classroom environment quality for fostering individual motivation to read and write</p> <p>B. Arranges instructional areas to provide easy access to books and other instructional materials</p> <p>C. Modifies the arrangements to accommodate students' changing needs</p> <p>D. Creates supportive social environments for all students</p> <p>E. Creates supportive environments where English language learners are encouraged and given many opportunities to use English</p> <p>F. Creates effective routines for all students, especially those who struggle with reading and writing</p>
VI	<p>A. Models fair-mindedness, empathy, and ethical behavior</p> <p>B. Promotes the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and parents</p> <p>C. Demonstrates the ability to hold effective conversation regarding planning, teaching, and problem solving regarding reading and writing instruction</p>