

Mission

The Master of Education in Literacy program prepares transformative, reflective, and innovative literacy professionals who are equipped to meet the evolving literacy needs of diverse learners across educational settings. Through a research informed, practice oriented curriculum, candidates develop expertise in advanced literacy strategies, literacy assessment, evidence based instruction, intervention design, and data informed decision making for students with diverse literacy needs, including English Language Learners and students experiencing reading difficulties.

The program emphasizes reflective practice, collaborative leadership, and the application of innovative literacy instruction grounded in current research and educational best practices. Candidates are prepared to serve as confident literacy leaders who advocate for equitable literacy opportunities, strengthen instructional practice, support student achievement, and positively impact classrooms, schools, and educational communities.

Academic Year 2025-2026

MED in Literacy Education - MED-AMLL Learning Outcomes

Students will assess and document literacy development and learner progress. MET

Students will assess, analyze, and document literacy development and learner progress using evidence based literacy assessment practices across diverse educational settings.

MEASURES	RESULTS	ACTIONS
Literacy Assessment and Documentation Evaluation Students complete and submit an observation log documenting literacy assessments and learner progress during Elementary Practicum I (PEDG 5306). Faculty evaluate the logs using a rubric to determine students' ability to assess and interpret literacy data effectively. Direct - Assignment Practicum I Elementary Pops: PEDG 5306 Target 80% of students will successfully complete this assignment with a grade of 90 or above. assessment doc and rubric.docx Practicum Log.docx	MET Literacy Assessment and Documentation Evaluation ■ Met  0%100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met:100% Met Total:100% Not Met Total: Summary Approximately 34 graduate students completed literacy assessment and documentation assignments during the 2025–2026 academic year. All students met proficiency expectations or scored 80% or higher based on assignment completion and rubric evaluations. Analysis Students demonstrated proficiency in assessing literacy behaviors, documenting learner progress, and interpreting literacy assessment data during Practicum I. Observation logs reflected candidates' ability to apply literacy assessment practices within authentic educational settings and connect assessment findings to instructional decision making. All students successfully met the target performance expectations for this assignment.	Other - [Continue Strengthening Literacy Assessment Practice] COMPLETE Faculty will continue providing opportunities for candidates to apply literacy assessment and documentation practices in authentic practicum settings. Additional modeling and feedback related to assessment interpretation will be incorporated as needed.

Practicum Course Grade Analysis Aggregate course grades from Practicum I are analyzed to determine student mastery of assessment and documentation skills. Course grades serve as an indirect indicator of applied proficiency in literacy assessment practices. Indirect - Overall Course Grade <i>Practicum I Elementary Pops: PEDG 5306</i> Target 80% of students will successfully complete this assignment with a grade of B or higher. assessment doc and rubric.docx Few Interventions Plan Rubric.png Observation assingment and rubric.docx Practicum Log.docx	MET Practicum Course Grade Analysis ■ Met  0%100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met:100% Met Total:100% Not Met Total: Summary Approximately 34 graduate students were enrolled in practicum coursework during the 2025–2026 academic year. All students earned a final grade of B or higher in practicum coursework based on available course records. Course averages generally fell within the B to A range. Analysis Aggregate practicum course grades indicated that candidates demonstrated proficiency in literacy assessment and documentation practices during Practicum I. Course performance reflected candidates’ ability to apply literacy assessment knowledge within authentic field experiences, analyze literacy behaviors, evaluate learner progress, and connect assessment findings to evidence based instructional decision making across diverse learners. All students successfully met the target performance expectations for practicum coursework	Maintain Assessment Strategy Faculty will continue providing opportunities for candidates to apply literacy assessment and documentation practices through authentic practicum experiences. Ongoing emphasis will be placed on evidence based intervention planning, reflection on student progress, and data informed instructional decision making.
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General Outcome Actions

ACTIONS
Other - [Continue Strengthening Literacy Assessment and Documentation Practices] COMPLETE Faculty will continue providing opportunities for candidates to apply literacy assessment practices, analyze learner progress, and engage in data informed instructional decision making through authentic practicum experiences and literacy focused coursework. Updates <i>May 28, 2026 by Rosa Dokes</i> During the 2025–2026 assessment cycle, candidates engaged in literacy assessment activities, learner progress analysis, assessment documentation assignments, and reflective instructional decision making through literacy focused coursework and instructional experiences. Assessment findings indicated that candidates successfully applied literacy assessment practices, interpreted learner data, documented literacy development, and connected assessment findings to evidence based instructional planning across diverse educational settings. Program coursework and assessment activities continued supporting candidates’ development of data informed literacy instruction and learner centered assessment practices.

[assessment doc and rubric.docx](#)

Conclusion

Candidates demonstrated proficiency in assessing literacy behaviors, evaluating learner progress, and documenting assessment findings across practicum experiences and literacy related coursework. Practicum assignments, intervention planning activities, and assessment documentation tasks reflected candidates' ability to analyze literacy data, interpret learner needs, and apply evidence based instructional decision making within authentic educational settings. Overall, candidates demonstrated strong application of literacy assessment practices across diverse learner populations.

Students will design and implement evidence based literacy instruction and interventions. MET

Students will design, implement, and evaluate evidence based literacy instruction and intervention strategies that support diverse learners' reading, writing, language, and literacy development.

MEASURES	RESULTS	ACTIONS
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Secondary Practicum II Observation and Reflection Log Students complete a minimum number of secondary observation hours and submit a reflection log analyzing instructional practices and intervention strategies (PEDG 5312). Faculty evaluate the reflection for evidence of applied intervention design and implementation. Direct - Assignment <i>Practicum II Secondary Pops: PEDG 5312</i> Target 80% of students will successfully complete this assignment. Few Interventions Plan Rubric.png Observation assingment and rubric.docx Practicum Log.docx	MET Secondary Practicum II Observation and Reflection Log ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Summary Students successfully completed observation and reflection log requirements during practicum coursework. Reflection logs and observation documentation demonstrated candidates' ability to implement evidence based literacy interventions, monitor learner progress, and connect assessment findings to instructional decision making within authentic educational settings. Analysis Candidates demonstrated proficiency in implementing and reflecting on evidence based literacy interventions during practicum experiences. Observation and reflection logs reflected candidates' ability to apply intervention strategies, monitor learner progress, evaluate instructional effectiveness, and connect assessment findings to instructional decisions across diverse literacy contexts. All students successfully met the target performance expectations for this measure.	Other - [Continue Supporting Reflective Intervention Practices] COMPLETE Faculty will continue providing opportunities for candidates to implement, document, and reflect on evidence based literacy interventions through authentic practicum experiences and guided instructional feedback
Practicum Assignment Completion Rate Completion rates for major practicum assignments are tracked each term. High completion rates indicate student engagement and consistent application of evidence-based instructional methods. Indirect - Completion Rates <i>Practicum II Secondary Pops: PEDG 5312</i> Target 80% of students will successfully complete this task. Practicum Log.docx	MET Practicum Assignment Completion Rate ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Summary	Other - [Continue Supporting Practicum Intervention Experiences] COMPLETE Faculty will continue providing opportunities for candidates to implement and reflect on evidence based literacy interventions through authentic practicum experiences, collaborative discussions, and ongoing instructional feedback.

Self-Reflection Assessment for Professional Dispositions.docx	Candidates successfully completed required practicum assignments demonstrating proficiency in implementing evidence based literacy interventions, analyzing learner progress, and engaging in reflective instructional practices. Practicum assignments reflected candidates' ability to apply literacy intervention strategies, monitor student progress, and connect assessment findings to evidence based instructional decision making within authentic educational settings. All students successfully met the target performance expectations for this measure. Analysis Candidates successfully completed required practicum assignments demonstrating proficiency in implementing evidence based literacy interventions, analyzing learner progress, and engaging in reflective instructional practices. Student reflections and intervention discussions indicated candidates' ability to apply literacy intervention strategies within authentic educational settings while connecting assessment findings to instructional decision making.	
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General Outcome Actions

ACTIONS
Other - [Continue Strengthening Evidence Based Intervention Practices] COMPLETE Faculty will continue providing opportunities for candidates to implement, reflect on, and evaluate evidence based literacy interventions through authentic practicum experiences, collaborative discussions, and data informed instructional planning. Updates <i>May 28, 2026 by Rosa Dokes</i> During the 2025–2026 assessment cycle, candidates were provided opportunities to implement, reflect on, and evaluate evidence based literacy interventions through literacy coursework, intervention assignments, reflective discussions, and field based instructional experiences. Assessment findings indicated that candidates successfully applied literacy intervention strategies, connected assessment findings to instructional decision making, monitored learner progress, and demonstrated reflective instructional practice across diverse educational settings. Program coursework and instructional activities continued supporting candidates' development of evidence based literacy intervention practices and data informed instructional planning Reflection on Intervention Rubric.png assessment doc and rubric.docx

Conclusion

Candidates demonstrated proficiency in designing, implementing, and reflecting on evidence based literacy interventions across practicum experiences and related coursework. Practicum observation logs, intervention reflections, and assignment completion data reflected candidates' ability to apply instructional strategies responsive to diverse learner needs, monitor learner progress, and evaluate intervention effectiveness through reflective and data informed instructional practices. Overall, candidates demonstrated strong application of literacy intervention principles within authentic educational settings.

Students will demonstrate literacy leadership and professional growth. **MET**

Students will demonstrate reflective practice, collaborative leadership, and professional growth through the application of advanced literacy knowledge, instructional decision making, and literacy focused educational initiatives.

MEASURES	RESULTS	ACTIONS
Professional Reflection Portfolio Students complete a Professional Reflection Portfolio during Secondary Practicum II (PEDG 5312) that documents their development as literacy leaders. The portfolio includes evidence of leadership activities, collaboration, and self-assessment of professional growth. Faculty evaluate the portfolio using a rubric to assess leadership competence and reflective practice. Direct - Portfolio <i>Practicum II Secondary Pops: PEDG 5312</i> Target 80% of students will complete this assignment with a score of 90% A or higher. PEDG5306_Final Whole Class Reflection.docx Reflection on Intervention Rubric.png Self-Reflection Assessment for Professional Dispositions.docx	MET Professional Reflection Portfolio ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Summary Professional reflection assignments, intervention reflections, post assessment analyses, and self assessments related to professional dispositions demonstrated candidates' continued professional growth and reflective literacy practice. All students demonstrated proficiency or scored 80% or higher on professional reflection related assignments. Analysis Candidates demonstrated professional growth and emerging literacy leadership skills through reflective analysis of practicum experiences, intervention implementation, post assessment analyses, and professional disposition self assessments. Reflection assignments indicated candidates' ability to evaluate instructional practices, consider diverse learner needs, and connect literacy theory to authentic educational settings. Candidates also demonstrated increasing confidence in their roles as reflective literacy professionals and instructional leaders. All students successfully met the target performance expectations for this measure.	Other - [Continue Supporting Reflective Literacy Leadership Development] COMPLETE Faculty will continue providing opportunities for candidates to engage in reflective practice, professional self assessment, collaborative discussion, and leadership focused literacy experiences within practicum and coursework settings.
Program Completion and Graduation Rate The percentage of students who successfully complete all program requirements and graduate is tracked annually. Program completion serves as an indicator of candidates' sustained professional growth,	MET Program Completion and Graduation Rate ■ Met  0% 100%	Other - [Maintain Candidate Support and Leadership Development] COMPLETE Faculty will continue supporting candidate persistence, professional growth, and successful program completion through advising, collaborative learning experiences,

persistence, and readiness for leadership roles in literacy education. Indirect - Completion Rates <i>Practicum II Secondary Pops: PEDG 5312</i> Target 80% of candidates enrolled in the program will successfully complete program requirements and graduate from the M.Ed. in Literacy program. ProgramData_2025-2026.pdf	0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Summary Enrollment, retention, and graduation data reflected continued candidate persistence and successful program completion within the M.Ed. in Literacy program during the 2025–2026 academic year. A total of 25 candidates successfully completed program requirements and graduated from the AMLL program. Retention data also reflected continued candidate engagement and persistence within the program. Analysis Program enrollment, retention, and graduation data indicated continued candidate persistence and successful completion within the M.Ed. in Literacy program. A total of 25 candidates successfully graduated or completed the AMLL program during the 2025–2026 academic year. Retention data also reflected continued candidate persistence and engagement within the program. Program completion and retention data further reflected sustained candidate engagement, persistence, and professional growth within the M.Ed. in Literacy program	reflective practicum opportunities, and ongoing literacy leadership development within the M.Ed. in Literacy program
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General Outcome Actions

ACTIONS
Other - [Continue Strengthening Literacy Leadership and Professional Growth] COMPLETE Faculty will continue providing opportunities for candidates to engage in reflective practice, collaborative learning experiences, authentic practicum activities, and literacy leadership development that support continued professional growth and readiness for leadership roles in literacy education. Updates <i>May 28, 2026 by Rosa Dokes</i> During the 2025–2026 assessment cycle, candidates engaged in reflective practice, collaborative learning experiences, literacy focused discussions, and professional self assessment activities that supported continued professional growth and literacy leadership development. Assessment findings indicated that candidates demonstrated increasing confidence in instructional decision making, reflective literacy practice, collaboration, and application of advanced literacy knowledge within educational settings. Coursework and program activities continued supporting candidates’ readiness for literacy leadership roles and ongoing professional development within the field of literacy education. Self-Reflection Assessment for Professional Dispositions.docx Reflection on Intervention Rubric.png

Conclusion

Candidates demonstrated continued professional growth, reflective practice, and emerging leadership skills throughout the M.Ed. in Literacy program. Reflection assignments, practicum experiences, and program completion data indicated candidates' ability to evaluate instructional practices, collaborate within educational settings, and apply literacy knowledge to authentic learning environments. Candidates also demonstrated sustained engagement in professional learning experiences that support readiness for literacy leadership roles and ongoing professional development within the field of literacy education.

MED in Literacy Education - MED-AMLL NonLearning Outcomes

Professional Advancement and Engagement **MET**

Graduates of the M.Ed. in Literacy program will demonstrate continued professional engagement and advancement through participation in literacy related professional development, educational leadership activities, collaborative instructional initiatives, continuing education opportunities, and ongoing contributions to literacy education within diverse educational settings.

Indicators/Measures

Indicators/Measures

- Course evaluation responses reflecting candidates' perceptions of professional growth and preparation for literacy focused instructional practice.
- Candidate self reflections or course evaluation feedback regarding the application of literacy knowledge and instructional strategies within professional educational settings.

MEASURES	RESULTS	ACTIONS
Professional Development and Literacy Engagement Graduates and candidates in the M.Ed. in Literacy program engage in ongoing professional development and literacy related educational activities within K-12 educational settings. Participation in district and campus trainings, literacy initiatives, continuing education, collaborative instructional activities, and other professional learning opportunities serves as an indicator of continued professional advancement and engagement within the field of literacy education. Indirect - Other Target 80% of candidates will demonstrate ongoing professional engagement through participation in literacy related professional development, educational trainings, collaborative instructional initiatives, or continuing education opportunities. Graduate Professional Engagement Survey.docx	MET Summary Candidates and graduates in the M.Ed. in Literacy program demonstrated ongoing professional engagement through participation in campus and district professional development activities, literacy related trainings, collaborative instructional initiatives, and continuing education opportunities within K-12 educational settings. Faculty observations and program participation trends indicated continued involvement in professional learning and literacy focused educational practices. Analysis Results indicate that candidates and graduates remained actively engaged in professional learning and literacy related educational activities throughout the assessment cycle. As practicing educators, candidates continued participating in campus and district professional development opportunities that supported instructional growth, literacy leadership development, and ongoing contributions to educational practice. These experiences reflected continued professional advancement and engagement within the field of literacy education.	Other - [Continu Encouraging Professional Literacy Engagement] COMPLETE Faculty will continue encouraging candidates and graduates to participate in literacy related professional development, collaborative instructional initiatives, continuing education opportunities, and educational leadership activities that support ongoing professional growth within K-12 educational settings.

General Outcome Actions

ACTIONS

Other - [Continue Supporting Professional Literacy Engagement and Growth]

COMPLETE

Faculty will continue encouraging candidates and graduates to participate in literacy related professional development, collaborative instructional initiatives, continuing education opportunities, and educational leadership activities that support sustained professional growth and ongoing contributions to literacy education within K-12 settings.

Updates

May 28, 2026 by Rosa Dokes

During the 2025–2026 assessment cycle, candidates engaged in collaborative learning experiences, literacy focused instructional activities, reflective coursework, and professional discussions that supported continued professional growth and engagement within educational settings. Assessment findings and course feedback indicated that candidates continued applying literacy knowledge, evidence based instructional practices, and collaborative instructional strategies within their professional educational roles. Program coursework and instructional experiences continued supporting candidates' ongoing professional development and contributions to literacy education within K-12 settings.

[Self-Reflection Assessment for Professional Dispositions.docx](#)

Conclusion

Graduates and candidates in the M.Ed. in Literacy program demonstrated continued professional engagement through participation in campus and district professional development activities, literacy related trainings, collaborative instructional initiatives, and ongoing educational learning opportunities within K-12 educational settings. Candidates remained actively engaged in professional practice and continued applying literacy knowledge within authentic instructional environments. Overall, the outcome reflected sustained professional growth, continued educational engagement, and ongoing contributions to literacy related instructional practice.

Graduate Satisfaction and Program Impact **MET**

Students and graduates will express satisfaction with the quality, relevance, and applicability of the M.Ed. in Literacy program to their professional growth, instructional practice, literacy leadership development, and educational goals across diverse learning environments.

Indicators/Measures

- Course evaluation data reflecting candidate perceptions of instructional quality, program relevance, and literacy leadership preparation.
- Course evaluation responses regarding the applicability of literacy coursework, evidence based instructional strategies, and literacy assessment practices to professional educational settings.

MEASURES	RESULTS	ACTIONS
Graduation Survey Graduate satisfaction surveys and program feedback are used to evaluate candidates' perceptions of instructional quality, program relevance, literacy leadership preparation, and the applicability of the M.Ed. in Literacy program to professional practice and educational settings. Indirect - Survey Target 80% of graduates will report satisfaction with the quality, relevance, and applicability of the M.Ed. in Literacy program to their professional goals.	MET Summary Available practicum reflections reflected positive candidate perceptions regarding the quality, relevance, and applicability of the M.Ed. in Literacy program to professional practice and literacy instruction. Analysis Results from available course feedback, practicum reflections, and graduate satisfaction trends indicated positive candidate perceptions regarding the quality, relevance, and applicability of the M.Ed. in Literacy program. Candidates reflected positively on literacy intervention	Other - [Continue Monitoring Graduate Satisfaction and Program Impact] COMPLETE Faculty will continue gathering graduate feedback, course evaluation data, and alumni perceptions to support ongoing program improvement and evaluation of the program's impact on instructional practice, literacy leadership development, and professional growth.

Graduation Surveys.docx Graduation Surveys.docx	coursework, practicum experiences, and opportunities for professional growth and instructional development. Feedback also suggested that candidates viewed the program as beneficial to their instructional practice and literacy leadership development within K–12 educational settings.	
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General Outcome Actions

ACTIONS
Other - [Continue Enhancing Graduate Satisfaction and Program Relevance] COMPLETE Faculty will continue monitoring graduate feedback, course evaluation data, and program satisfaction trends to support ongoing program improvement and ensure continued relevance to candidates' professional growth, instructional practice, and literacy leadership development. Updates <i>May 28, 2026 by Rosa Dokes</i> During the 2025–2026 assessment cycle, faculty continued monitoring candidate feedback, course evaluation trends, and assessment findings related to instructional quality, program relevance, and literacy leadership preparation. Candidate feedback reflected positive perceptions regarding the applicability of literacy coursework, evidence based instructional strategies, literacy assessment practices, and professional growth opportunities within the M.Ed. in Literacy program. Assessment findings supported continued program relevance and ongoing efforts to strengthen candidate experiences, instructional practice, and literacy leadership development. Reflection on Intervention Rubric.png

Conclusion

Graduate satisfaction feedback and course evaluation trends reflected positive candidate perceptions regarding the quality, relevance, and applicability of the M.Ed. in Literacy program to professional practice and literacy instruction. Candidates reported meaningful experiences related to literacy intervention coursework, practicum application, reflective learning, and professional growth opportunities throughout the program. Overall, results indicated that candidates perceived the program as beneficial to their instructional development, literacy leadership preparation, and ongoing professional goals within K–12 educational settings.

Assessment Report Summary

Assessment Report Summary
M.Ed. in Literacy Leadership (AMLL) Program
2025–2026 Academic Year

The 2025–2026 assessment cycle for the M.Ed. in Literacy Leadership program reflected continued candidate growth, strong academic performance, and successful achievement of program learning outcomes and success outcomes. Assessment findings demonstrated that candidates developed advanced literacy knowledge and applied evidence based literacy practices across assessment, instruction, intervention, and professional leadership experiences within diverse educational settings.

Results from practicum coursework, literacy assessment assignments, intervention reflections, professional disposition self assessments, and course evaluations indicated that candidates successfully demonstrated proficiency in literacy assessment practices, evidence based literacy intervention design, reflective instructional decision making, and professional growth as literacy educators and leaders. Candidates consistently met or exceeded established performance expectations across major program assessments.

Program enrollment, retention, and graduation data also reflected continued candidate persistence and successful program completion within the M.Ed. in Literacy Leadership program. During the 2025–2026 academic year, 25 candidates successfully completed program requirements and graduated from the program. Retention data further reflected sustained candidate engagement and continued professional growth within literacy focused educational settings.

Success outcome findings further indicated positive candidate perceptions regarding instructional quality, program relevance, literacy leadership preparation, and the applicability of course content to professional educational practice. Course evaluation feedback reflected candidates' satisfaction with the program's emphasis on advanced literacy strategies, evidence based instruction, literacy assessment, and support for diverse learners.

Overall, assessment findings support the effectiveness of the M.Ed. in Literacy Leadership program in preparing knowledgeable, reflective, and innovative literacy professionals equipped to positively impact literacy instruction, student achievement, and educational communities. Continuous improvement efforts will remain focused on supporting candidate success, strengthening literacy leadership development, and maintaining alignment between coursework, assessment practices, and evolving educational needs.