

**Dyslexia Graduate Certificate
2017-2018**

*College of Education
University of Florida*

Institutional Assessment

*Continuous Quality
Enhancement Series*

Dyslexia Certificate

College of Education

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Dyslexia Graduate Certificate

College of Education

Certificate Assessment Plan

A. Mission Statement

This certificate program prepares exemplary professionals in education and related fields to address the needs of individuals with dyslexia. The Dyslexia Assessment and Intervention Certificate program supports the missions of the University Florida, the College of Education and the School of Special Education, School Psychology and Early Childhood Studies by (a) promoting the development and wellbeing of children and youth, (b) promoting effective instruction and successful inclusion of individuals with disabilities, and (c) facilitating the dissemination of new knowledge to strengthen the human condition and improve the quality of life.

B. Program Goals (PGs)

The Dyslexia Certificate is a fully online program (15 credit hours) that is designed for practicing educators and other related service professionals. Upon completion, participants will be able to (a) conduct and interpret effective literacy assessments and (b) design and implement evidence-based literacy intervention for students with dyslexia.

Annual Goals:

- At least one cohort of 25 students will enroll.
- At least 20 students (80%) will successfully complete all program requirements.
- At least 3 students (12%) from underrepresented minority groups will enroll.

C. Student Learning Outcomes (SLOs)

1. Students select, conduct, and interpret appropriate assessments for K-12 students with dyslexia.
2. Students design and implement evidence-based interventions for K-12 students with dyslexia.

D. Research

This is not a research program. However, students will have opportunities to analyze and synthesize literature regarding dyslexia-related topics and apply research-based methods in assessment and intervention practices with students with dyslexia. Students will also collect and analyze data for a case study assignment.

E. Assessment Timeline for Certificates

SLOs	Assessment 1	Assessment 2
#1	Dyslexia: Assessment for Intervention (EEX 6XXX) Comprehensive Assessment Project	Practicum in Dyslexia Assessment and Intervention (EEX 6XXX) Assessment Project
#2	Dyslexia: Intervention Methods (EEX 6XXX) Comprehensive Intervention Project	Practicum in Dyslexia Assessment and Intervention (EEX 6XXX) Individual Tutoring Project Group Intervention Project

F. Assessment Cycle Chart for Certificates

Program: Dyslexia
College: Education

Analysis and Interpretation: Spring (January)
Improvement Actions: Summer (June)
Dissemination: Fall (August)

SLOs	Year		
	17-18	18-19	19-20
#1	X	X	X
#2	X	X	X

G. Methods and Procedures

SLOs 1 and 2 will be assessed through student performance in Courses 3 and 4 respectively, as well as in the culminating practicum (Course 5). In the practicum, which serves as the final course of the certificate, participants will be required to integrate the theoretical study of dyslexia assessment and intervention practices with application in authentic settings. Students will complete a diagnostic assessment report, design an intervention plan, conduct intervention sessions, monitor student progress, and assess student learning outcomes for the culminating activity of the certificate. These products will be evaluated based on rubrics to determine whether the SLOs have been met.

In addition to the SLOs, student learning will also be measured through the culminating project at the end of each course. These activities will require participants to demonstrate their knowledge of content and practice as it relates to the topics of each course. These projects will also be evaluated using rubrics.

As a measure of student learning, students entering the Dyslexia Certificate program will be asked to complete a pre-survey during their first course and post-survey at the end of the last course. The survey will measure the participant's knowledge of content and pedagogy related to reading assessment and intervention. Pre and post data will be used to evaluate student growth for each participating cohort.

The Dyslexia certificate faculty and coordinator will meet on a regular basis throughout the academic year to review course content and evaluations. Any necessary adjustments will be made immediately based on these assessments. Following the completion of each cohort, the faculty will analyze data from these sources and make plans for continuous improvement.

H. Sample Rubric Used to Measure SLO

Individual Tutoring Project (EEX 6XXX: Practicum in Dyslexia Assessment and Intervention)

		Not/Incorrectly Addressed	Partially Addressed (1-90%)	Completely/Correctly Addressed (90-100%)
Background (10 points)	Student ID, Background Info, and Behavioral Observations 10	-Not included	-Some sections are included, but not all three -All three sections are included, but data are incomplete -All three sections are complete, but information is not presented professionally	- All three sections are complete, and information is presented professionally -Any educational jargon is explained
Assessment Procedures and Results (50 points)	Choosing appropriate assessments 10	-All assessments inappropriate or no assessment chosen	-Some assessments appropriate, some not	-All assessments chosen were appropriate for measuring the construct and age appropriate. -Any jargon is explained
	Administering assessments properly 10	-No assessments administered appropriately	-Some administered appropriately, some not	-All assessments were administered appropriately
	Reporting results clearly 10	-No actual test scores provided, or reporting is completely indecipherable	-Test scores provided but difficult to follow or understand -Some test scores presented clearly, others not -Some unexplained jargon	-All test scores presented clearly in an easy-to-understand format -Any jargon is explained
	Interpreting results correctly 10	-Incorrect interpretation of all results, or no interpretation provided	-Some results interpreted correctly, others not -Incomplete explanation of some results	-All test results were interpreted correctly, and explanations were complete -Any jargon is explained
	Reporting data professionally 10	-Unprofessional language -Informal presentation -Judgmental	-Generally professional presentation, but some minor problems with proofreading, terminology used, formatting, etc.	-Professionally presented with no typos or grammatical mistakes or judgmental language -Formatting is clean and looks professional -Any jargon is explained
Intervention	Describing OG intervention 20	-Incorrect description, or no description provided	-Generally accurate and complete description, but some minor problems with proofreading, terminology used, etc.	-Clearly and completely described -Professionally presented with no typos or grammatical mistakes or judgmental language -Any jargon is explained

Summary, Interpretations, Recommendations (40 pts)	Summarizing/ Interpreting Data 30	-Section not included	-Section is included, but does not synthesize test data <i>or</i> no interpretations are provided -Section is included, but only partially synthesizes data	-Assessment data are synthesized across sources -Interpretations are logical and based on available data -Any jargon is explained
	Recommendations 30	-Section not present	-Recommendations are provided, but not based on test data -Too few recommendations are provided -Recommendations use unexplained jargon -Recommendations for either Teachers <i>or</i> Parent are provided, but not both -Recommendations are provided, but some are inappropriate	-Recommendations are based on available test data -A sufficient number of both Teacher and Parent recommendations are provided -Recommendations are worded clearly, and educational jargon is explained -Recommendations appropriate for student and Teacher/Parent
Overall	Professional presentation 10	-Typos, grammatical errors		-Report is essentially error-free

I. Assessment Oversight

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Holly Lane	School of Special Education, School Psychology and Early Childhood Studies	hlane@coe.ufl.edu	273-4273
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Figure 1. University of Florida Certificate Assessment Plan **Review** Rubric

Related resources are found at <http://www.aa.assessment.edu>

Commented [MOU1]: This is here for your reference to give you a sense of what the Academic Assessment Committee is looking for in the document.

Program:

Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				