

## **PROGRAM EFFECIENCY AND ENHANCEMENT REVIEW**

### **READING**

#### **1. What was the MAT in Reading Program created to do in the first place?**

The MAT Reading Program is a 36 hour program, offered entirely online, in order to provide the reading endorsement for licensed teachers. State standards for the endorsement in reading, as well as initial teacher licensure requirements, are covered in the program. The New Mexico standards are correlated with competencies recommended by the International Reading Association and the National Council of Teachers of English and are embedded in the reading courses

The primary focus of the program is to prepare the reading specialist to work with students who need assistance with reading in order to become independent, life-long readers. A critical component of the program involved field placement in varied school environments having diverse student populations. Reading courses mixed theory with practice and insured practical, research-based instruction. Often graduate students tutor in after-school programs and service learning opportunities at libraries.

#### **2. What is the program doing now?**

Presently the program is preparing over 50 students per semester, in both graduate and undergraduate classes, to teach reading in pre-k to higher education courses. Master's candidates as well as all elementary candidates are preparing to take the NES Reading exam, which is a rigorous exit assessment required for initial licensure.

**Enrollment trends** The unduplicated count of MAT Reading majors has increased from 11 in 2013 to 24 in 2017. This increase of 45.8% has exceeded the five-year goal of increasing the majors by 10%. However, the reading courses, serve a boarder audience than just the MAT Reading candidates. Many reading students are Master of Arts in Interdisciplinary Studies (MAIS) candidates, while several are undergraduates who are meeting basic requirements for elementary and secondary teaching licenses.

The course enrollments have held steady with a 2.3% increase in enrollment between 2013 (when class enrollments were 170 for the year) and 2016 (when course enrollments were 174). Since 2013, one full-time faculty was employed at the Silver City campus, and two adjuncts have been employed. During Spring and Fall semesters, a variety of six classes are offered in order to answer a wide variety of instructional needs.

#### **3. Should it be doing what it's doing now?**

A vital need for reading specialists continues to exist in the state of New Mexico. Therefore, the efforts of the MAT program should be continued.

The National Assessment of Educational Progress 2012 results showed the state 4<sup>th</sup> graders continue to score well below the national average. This is a result of high poverty in the state and more ELLs who continually stream into the border schools. As a result of national educational accountability issues and the ESSA Every Student Succeeds Act of 2015, teachers are required to have greater expertise in the teaching of reading. AYP demands that students have high achievement in reading and writing. This can be facilitated by research-based best practices that are modeled in the reading program. Beginning reading instruction has shown progress with the fourth-grade scores on the National Assessment of Educational Progress in 2012. Currently, the emphasis has been placed on close reads of informational text in the middle school years. Societal needs have dictated that middle school reading instruction follow the best practices of engaged reading and writing. Content area teachers are, for the most part, content-driven and unaware of reading and writing strategies that can be successfully implemented. It is the responsibility of the WNMU reading faculty to promote these practices with in-service workshops and courses aimed at this group of teachers. In addition, teachers needed to be aware of best practices for students with Dyslexia. In order to meet the accreditation standards of the International Dyslexia Association, three courses have been added to the reading program: RDG 505 Vocabulary Development, RDG 520 Dyslexia, and RDG 507 Phonics

#### **4. If not, what should it be doing?**

A need for training college developmental English professors has been noted. Several have entered the MAT Reading program and leaned toward classes that teach adult students reading and vocabulary strategies. A choice of classes exists so that students can chose courses based on the age they wish to teach: Early Literacy courses, or secondary reading courses. However, a class designed for this market is being suggested. Teaching Developmental English would include strategies for teaching both reading and writing and would be offered during the summer.

#### **5. How should it do what it should be doing?**

The development of a certificate program for teaching community college classes has been suggested. The goal of the certificate program would be to help retention of remedial college students. These classes would carry the RDG course prefix and serve a new market that has emerged. This certificate would satisfy teacher requirements at the community college level.