I. Past Year Activity
   A. Progress in Meeting Annual Goals
      1. Prepare knowledgeable and competent reading specialists/literacy coaches
         who meet the CT state standards for advanced certifications in reading and
         language arts and the IRA standards for reading professionals;
      2. Prepare literacy professionals who can provide leadership through modeling
         and mentoring to ensure that classroom teachers and other staff support
         acquire a wide range of instructional practices, approaches, methods, and
         curriculum materials to facilitate their reading and writing instruction;
      3. Prepare literacy professionals who are knowledgeable with various
         assessments appropriate for a wide range of diversity in classroom, including
         technologically-based assessments and to be able to mentor and support
         classroom teachers and other professionals in the selection, administration,
         and interpretation of assessments to enhance student learning, and to
         communicate results to education stakeholders;
      4. Prepare literacy professionals who can build and engage PK-12 students in
         curricula that place value on the diversity that exists in our society, as featured
         in elements such as race, ethnicity, class, gender, religion, and language;
      5. Prepare literacy professionals who can support and mentor classroom teachers
         and other professionals in creating a literate environment to facilitate
         successful reading and writing for all children;
      6. Prepare literacy professionals who continue to be lifelong learners and
         scholars through readings, research and professional development, and leaders
         in planning and implementing professional development programs for
         teachers and other professionals, as well as in advocating to advance
         professional research base to expand knowledge-based practices;
      7. Prepare classroom teachers to have a strong expertise in literacy and apply this
         effectively in classroom; as well as share collegially with their peers in a
         professional development capacity; and
      8. Serve members of the educational community and related professions within
         the School of Education and Professional Studies, at the university level,
         across the state of Connecticut, within the region, and at the national level.

   Progress: 100% of our master’s and 6th year candidates have met the
   International Reading Association Standards for Reading Professionals, which
   align with above goals. This is evidenced by candidates’ program portfolio, which
   is evaluated by faculty advisor at mid-program and pre-comprehensive exam for
   master’s candidates, and at mid-program and pre-practicum courses for 6th year
candidates. In addition, data from eight key assessments that are implemented throughout the program, collected and analyzed annually, and included in a program report submitted to the International Reading Association, our Specialized Professional Association (SPA), for program review and recognition, show evidence that 100% of our candidates meet the standards. SPA report was submitted August 2013.

**Challenge:** None at this time.

B. Progress with Strategic Planning

The department continues to implement its Strategic Plan, which is due for review in 2014. The key goals in the Strategic Plan include: (1) Continue the department’s commitment to strong commitment to strong pre-service, master’s, 6th year, and certification programs in reading and language arts; (2) Continue to strengthen faculty scholarship; and (3) Strengthen department’s commitment to community service, community partnerships, and professional leadership.

The department has been very successful in meeting Goal 1 by maintaining strong undergraduate and graduate programs in reading and language arts. This is evidenced by the 96%-99% baccalaureate candidates’ passing rate in the Connecticut Reading Foundations Test (CFRT)—a state certification licensure test for elementary education majors, and 100% passing rate for the postbaccalaureate candidates in the past three years. In addition, the department offers review classes in preparation for CFRT to our preservice candidates in elementary education.

Our master’s (Reading Specialist) and 6th year (Literacy Coach) candidates have all met the International Reading Association Standards for Reading Professionals as evidenced by candidates’ program portfolio and data from eight key assessments, which were included in the SPA report submitted to the International Reading Association (IRA) in August 2013 for program review and recognition.

The department has been very successful in meeting Goal 2 as evidenced by its entrepreneurial initiative to support faculty scholarship. The Annual Literacy Essentials Conference, now in its seventh year, has provided sufficient funding for all faculty, including part time faculty, to present at state, regional, national, and international professional conferences.

Department faculty also received Faculty Development Grant, Summer Curriculum Grant, Research Reassigned Time, and Bridges A and C Grants.

The department has been very successful in meeting Goal 3 as evidenced by the key leadership roles of faculty in the professional community and organizations, including serving on the accreditation teams of NCATE and NEASC, editor and associate editors of the New England Reading Association Journal (NERAJ), program reviewers of the International Reading Association (IRA), and Conference Chair of the Connecticut Reading Association (CRA).

In addition, the department continues its partnership with Sam Sharpe Teachers’ College and MICO University College in Jamaica by offering a Master of Science in Reading and Language Arts.
C. Administrative Changes
None

D. Special Initiatives
- The 2012-2013 7th Annual Literacy Essentials Conference partnered with the Connecticut After School Network and brought 450+ attendees. (Jesse Turner and James Johnston, Conference Chairs)
- Hosted the 2012-2013 International Kid Lit Quiz, founded by New Zealand quizmaster Wayne Mills, an annual literature quiz for students aged 10-13 years, and participated in by 30 schools in Connecticut. (Catherine Kurkjian, Coordinator and International Liaison)
- Central Connecticut Writing Project (CCWP) offered an Invitational Summer Institute as professional development programs to teachers to become accomplished writers and teachers of writing. (Lynda Valerie, CCWP Director)
- Hosted 25 teachers in the master’s reading specialist program at the College of the Bahamas (April 2013).
- Central Connecticut Student Writing Project (CCWP) offered a Summer writing for Kids. (Lynda Valerie, CCWP Director)
- Co-sponsored the Gently-Used Children’s Books Drive co-chaired by Assistant Attorney General William Bumpus (Catherine Kurkjian, Coordinator)

E. Significant Accomplishments
See D. Special Initiatives

F. Assessment
Go to Office of Institutional Research and Assessment at
http://web.ccsu.edu/oira2/assessmentreports/201112/gr/rea_ms_201112.pdf

II. Planning for 2013-2014
A. Goals
1. Maintain strong alignment with the International Reading Association Standards for Reading Professionals (2010);  
2. Review and revise the Department Strategic Plan; and  
3. Expand entrepreneurial initiatives to support faculty and student scholarship.

B. Collaboration
1. Continue collaboration with partners across disciplines such as Honors Program, Teacher Education, Special Education, and Educational Leadership  
2. Continue collaboration with community partners and professional organizations such as Connecticut State Department of Education, New Britain Public Schools, Connecticut Reading Association, New England Reading
Association, International Reading Association, Literacy Research Association, and NCATE.

C. Needs
Two full time positions to replace the two full professors, who retired in June 2013.

APPENDIX A: 2011-2012 Assessment Report
APPENDIX B: Strategic Plan