

**Five-Year Program Plan
2005-2010
Department of Language and Literacy Education (LLED)**

A. Statement of Vision and Goals

1. **Vision:** The vision of the LLED is to provide community, state, regional, national, and international leadership in promoting effective practices in language and literacy education. To produce knowledge, policy, understanding, and application in literacy and language study that responds to changing demographic and economic conditions affecting these constituencies. To educate generations of researchers and practitioners in a manner that exemplifies and disseminates effective practices in literacy education.
2. **Goals**
 - a. Use the merger between the nationally recognized departments of Language Education and Reading Education as an opportunity to further enhance the quality of teaching and learning in our new department of Language and Literacy Education, including the area of emerging literacies and media technologies.
 - b. Increase the impact of our research through the generation of knowledge that affects language and literacy policy and practice, including new media implications for language and literacy.
 - c. Develop language and literacy programs that educate and engage exemplary teachers, researchers, and policy makers ready to assume leadership in our increasingly culturally, linguistically, and technologically diverse state, national and global economies.
3. **External Factors**
 - a. **High demand for our programs**
 1. English Education (High Need Major)
 2. Foreign Language Education (High Need Major)
 3. State policy requiring Literacy coaches
 4. PSC passing the TESOL certification
 5. Increasing collaboration between stakeholders in Colleges of Education and Arts and Sciences (e.g. dual degree programs).
 6. Increasing collaboration with K-12 education.
 - b. **Changing state demographics**
 1. Growing multilingual families in our schools (need for bilingual teachers and ESOL trained teachers)
 2. Multilingual population seeking certification as teachers
 3. Need for diverse teaching force
 - c. **Impact of New and Emerging New Literacies and Media Technologies**
 1. Web-based instruction needs
 2. Digital Research Technologies

- 3. Web-based media for teachers
- 4. Web-resources for teacher networking
- d. Changes in State and Federal Policies
 - 1. NCLB demands for “highly qualified”—high school level ESOL teachers need to have degree in English.
 - 2. PSC certification rules
 - 3. Alignment between Foreign Language and ESOL programs statewide.
 - 4. Reading First Initiative—Donna & Michelle
 - 5. Move toward “Science-Based” research
- e. Budget Cuts
 - 1. Budget cuts are preventing the recruitment of adequate numbers of faculty needed to meet the demands of growing programs
 - 2. Budget cuts are preventing the development of new programs needed to meet needs for everything above.

4. Program Priorities

In order to bring that vision to reality, accomplish those goals, and respond to the external factors identified, the following are our specific program priorities:

- a. Further dialogue to enhance our engagement in research and teaching that affects the development of state and national language and literacy policies and programs.
 - 1. Developing policy/research relationships that influence language and literacy policy and practice.
 - 2. ESOL Certification Program (responding to PSC and statewide demand)
 - 3. Foreign Language certification program that is integrated with ESOL Certification program (There are no full-time foreign language specialists on faculty currently).

***Resources Needed*

2005-06:

Hire one Assistant Professor in ESOL; one Assistant/Associate Professor in Foreign Language Education (searches underway)

2006-07:

Hire one Assistant Professor in ESOL; one Assistant Professor in Foreign Language Education

2007-10:

Hire a Certification Specialist and 3 new GTAs for ESOL Certification program

The need for additional resources contingent on faculty retirements and vacancies, changes in enrollment etc.

- b. Developing and sustaining networks of exemplary and visionary teachers—extending our sphere of influence with teachers, not only in our program, but out in the schools. (Through programs that allow us to work with teachers as they go through induction (the first three years of teaching) and in the ongoing professional development of teachers).

1. Continue to develop and institutionalize the GSTEP framework and to enhance its impact among Georgia teachers as a mentoring and induction tool, as well as a resource for experienced teachers.
2. Secure the future of the Red Clay Writing Project as a site of the Georgia Writing Projects and the National Writing Project.
3. Sustain and expand the partnership with Athens schools

***Resources Needed*

2006-10:

Hire a 1/3 time Graduate Assistant dedicated to the implementation of the GSTEP framework, especially mentoring and induction.

Hire a 1/2 time Graduate Assistant dedicated to the Red Clay Writing Project.

- c. Greater integration of expertise in Language Education and Reading Education which would allow for the (creating a new department that can do things that two old departments couldn't do):

1. Development of a Program for Literacy Coaches (built on research/policy relationships built in 1(a))
2. Development of bilingual and biliterate curriculum
3. Development of Language and Literacy Education Masters, Specialist and Doctoral Programs (consolidation of the two former departments of Language Education and Reading)

***Resources Needed*

2006-07:

Hire an Assistant Professor in Literacy Education

2007-08:

Hire an Assistant Professor in Literacy Education

2008-10:

The need for additional resources contingent on faculty retirements and vacancies, changes in enrollment, etc.

B. Institutional-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

1. Demand
 - a. Documented personnel shortages
 - b. Intended majors enrollment reports
 - c. Ratio of applicants to admitted students in undergraduate and graduate programs
2. Quality
 - a. The following key outcomes identified in our existing major assessment plans(s) will be monitored annually:
 1. Praxis II or other certification licensures exams
 - b. The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:
 1. Certification or licensure exam passage rates
3. Productivity
 - a. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishment.
 1. Teaching
 - a. Undergraduate credit hour production
 - b. Graduate credit hour production
 - c. Credit hour production/EFT
 - d. Formula funding production (undergraduate x 1 + graduate x 3/EFT)
 2. Research
 - a. Number of publications in peer reviewed journals
 - b. Externally funded research activity
 3. Service
 - a. Number of leadership positions in national, regional, and state organizations
 - b. Students
 1. Average time to graduation by program
 2. Graduation rates – students admitted versus those who graduate
 - c. Benefits to Community, State, Region, Nation, Global Community
 1. Number of workshops conducted locally, statewide, nationally, & internationally
 2. Number of clients seen in College clinics
 3. Number of activities with schools and community based agencies.

4. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

- a. Building New Learning Environment
 1. Number of students participating in alternative delivery programs
 2. Number of graduates taking positions in-field
 3. Retention of graduates in-field three years post degree
- b. Research Investments
 1. Amount of grants awarded
 2. Amount as a percent of state funded expenditures
- c. Competing in a Global Economy
 1. Number of students and faculty participating in study abroad programs
 2. Number of programs admitting international students
 3. Number of faculty conducting research or service to international schools &/or human service agencies
- d. Our contributions to enhancing diversity will be measured and monitored as follows:
 1. Number and percent of underrepresented students in all programs
 2. Number and percent of underrepresented faculty
 3. Annual survey of the climate for diversity
 4. Number of students in diverse clinical and school settings for pre-professional experience

C. Departmentally Selected Performance Measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor and assess progress towards those objectives.

Goal 1: The Department of Language and Literacy Education will enhance the quality of teaching and learning.

Objective 1: To increase students' experiences in working with under-represented student populations (low SES, ESOL, special needs, students of color) through more diverse field placements.

Key Performance Measure: Number of students in diverse field placements

- a. Fall 2005 - 80%
- b. Fall 2006 - 90%
- c. Fall 2007 & beyond- Maintain 100%

Objective 2: Increase the percentage of students who experience at least one course using alternative delivery methods.

Key Performance Measure:

- a. Fall 2005 - Increase .5% per year
- b. Fall 2006 & beyond - Increase 1% per year

Objective 3: Increase the number of students who demonstrate professional performance through electronic portfolio and other innovative technical methods.

Key Performance Measure(s):

- a. Fall 2006 - Increase .5% per year
- b. Fall 2007 & beyond - Increase 1% per year

Goal 2: Increase the impact of research.

Objective 1: Develop a student run online journal focusing on issues of literacy

Key Performance Measures for Objective 1

- a. Increased number of hits 5% a year
- b. Increased number of submissions 10%

Objective 2: Establish a regularly scheduled faculty/student seminar series dedicated to faculty/student research

Key Performance Measures for Objective 2

- a. Establish a forum series in 2005/2006 (one per semester)
- b. Establish a monthly forum series 2006/2007 (two per semester)
- c. Increase participation of the college, university, and surrounding communities

Objective 3: Increase Visibility of Faculty/Impact Research ``

Key Performance Measures for Objective 3

- a. Gather base-line data on Faculty citations in Fall 2006
- b. Slight increase in subsequent years

Goal 3: Develop programs to educate exemplary teachers, researchers, and policy-makers.

Objective 1: Send more PhD graduates to peer & aspirational research extensive institutions

Key Performance Measures for Objective 1

- a. Fall 2005 – collect base line data
- b. Fall 2006 & beyond – slight increase over baseline

Objective 2: Create an ESOL Certification Program

Key Performance Measures for Objective 2

- a. 2005/2006- Develop, outline & refine plan for the program
- b. 2006/2007- Hire personnel to staff program
- c. 2007/2008 – Students begin to enroll

Objective 3: Develop a program to educate literacy coaches

Key Performance Measures for Objective 3

- a. 2005/2006- Develop, outline & refine plan for the program
- b. 2006/2007- Hire personnel to staff program
- c. 2007/2008 – Students begin to enroll

Objective 4: Sustain and increase local teacher participation in Red Clay Writing Project.

Key Performance Measure for Objective 4

- a. Increase local participation in RCWP by 10 teachers per year

Document accepted as living document. Motion: JoBeth moves that we work with this document at retreat. Joel seconds. All in favor.