

Masters of Reading Information Booklet

College of Education
Department of Teaching and Learning



Bloomsburg University's Masters in Reading/Reading Certification degree program provides theoretical, analytical and practical experiences through the participation in 36 graduate credit hours- 6 credit hours include practical experience during the summer session.

(Revised 2/11/15)

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College of Education's (COE) Mission Statement

The mission of Bloomsburg University's College of Education is:

- 1) to prepare ethical educational professionals who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and

- 2) to serve as a resource to the region.

College of Education Professional Beliefs

Effective educational professionals apply their knowledge, skills, and dispositions to:

Plan Coherent Practice and Pedagogy

- Demonstrate Knowledge of Discipline-Specific Content
- Demonstrate Knowledge of Content-Related Pedagogy
- Demonstrate Knowledge of Standards for Performance Outcomes
- Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
- Design Effective Instruction and/or Service Using Internal and External Resources
- Plan for the Effective Use of Volunteers and/or Other Professionals to Enhance Learning

Create Inclusive Environments Conducive to Optimal Learning

- Demonstrate Belief That Everyone Can Learn
- Establish Learning Environments Based on Mutual Respect and Rapport
- Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
- Demonstrate an Understanding of Cultural Similarities and Differences Through Instruction and/or Service to Optimize Learning
- Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
- Establish and Communicate Clear Behavioral Expectations
- Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
- Organize and Manage Instructional Environment

Ensure Effective Instruction and Assessment

- 1) Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
- 2) Engage Everyone in Varied Learning Activities and Resources
- 3) Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
- 4) Provide Opportunities for Individual and Collaborative Problem-Solving through Critical and Creative Thinking
- 5) Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
- 6) Maintain and analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
- 7) Utilize Technology Effectively to Enhance Learning

Exhibit Professionalism

- Demonstrate Decision-Making Aligned with Professional Ethical Standards
- Participate in Reflective Inquiry for Professional Growth
- Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
- Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
- Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
- Demonstrate Individual and Collaborative Problem-Solving Skills
- Remain Current and Appropriately Use New Instructional Technologies

Conceptual Framework: Values, Professional Dispositions and Beliefs

The mission of Bloomsburg University's College of Education is to prepare ethical educational professionals who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and to serve as a resource to the region. Faculty believe that effective educational professionals apply their knowledge, skills and dispositions to:

- 1) plan coherent practice and pedagogy,
- 2) create inclusive environments conducive to optimal learning,
- 3) ensure effective instruction and assessment, and
- 4) exhibit professionalism.

Key components of the Conceptual Framework are the Values, Professional Dispositions and Beliefs. The **Values** that are central to the mission of the Unit include the commitment to:

- 1) uphold professional and ethical standards,
- 2) embrace diversity,
- 3) engage in collaborative endeavors,
- 4) reflect and problem-solve, and
- 5) value life-long learning.

Professional Dispositions are exhibited by the demonstration of professional attitudes, values and beliefs through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. Additionally, candidates will develop and demonstrate a broad range of professional competencies identified within the **Beliefs** of the Unit. Information may also be obtained regarding the Unit's Conceptual Framework at <http://www.bloomu.edu/coe>.

International Literacy Association (ILA) Professional Standards

Standard 1. Foundational Knowledge.

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society. The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practices in systematic ways.
- Knowledge represents the currently shared content of the reading field, subject to change over time as new knowledge and understandings are acquired.

Planning and implementing instruction requires that the candidate:

Element 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge and reading-writing connections.

Element 1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Element 1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- [Foundational knowledge about literacy](#) is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.
- A conceptual framework for literacy development should inform teaching practices and selection of materials.
- Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.
- Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.
- Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

Planning and implementing instruction requires that the candidate:

Element 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Element 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Element 2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system wide levels. [Teacher educators](#) who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.
- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

Planning and implementing instruction requires that the candidate:

Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.

Element 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Element 3.3 Candidates use assessment information to plan and evaluate instruction.

Element 3.4 Candidates communicate assessment results and implications to a variety of audiences.

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- Diversity will be as much a reality in the future as it is in our lives today and has been in the lives of our predecessors.
- There is a tradition of “deficit” thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when cultural deprivation was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future.
- Creating a [curriculum](#) that values diversity requires that teacher educators and teachers step outside their personal experiences within a particular linguistic, ethnic, or cultural group to experience the offerings of other groups.
- The elements of diversity in a society cannot be isolated within that society and certainly not within an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.
- There is a danger in overgeneralizing (i.e., stereotyping) characteristics to all members of a group.
- Language-minority students need appropriate and different language and literacy instruction if they are to be successful academically while they learn English.
- It is the responsibility of teachers and schools not only to prepare learners in ways that value their diversity but also to prepare those learners to engage in active citizenship to redress areas of inequity and privilege.

Planning and implementing instruction requires that the candidate:

Element 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Element 4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

Element 4.3 Candidates develop and implement strategies to advocate for equity.

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their [foundational knowledge](#) about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- An effective literate environment offers both visible and “invisible” support (i.e., psychological, social, emotional) to learners as they expand their literacies.
- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (i.e., making the [curriculum](#) permeable to the social context). Learning should extend beyond the walls of the educational context to explore the potential for acts of literacy that affect the world outside.
- Learners require a literate environment that affords them the opportunity to engage in meaningful ways by providing time, accessibility, tools, choice, and support.
- Student learning is positively impacted by positive teacher dispositions, such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.
- To meet the needs of learners, a co-constructed literate environment must continually change as interests and focal points for learning shift over time.

Planning and implementing instruction requires that the candidate:

Element 5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Element 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Element 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

Element 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- Effective professional learning is evidence based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of [diversity](#).
- Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.
- Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

Planning and implementing instruction requires that the candidate:

Element 6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Element 6.4 Candidates understand and influence local, state, or national policy decisions.

Masters in Reading Program Sheet

Reading (M.Ed./Reading Specialist certification)

Name _____ BU ID# _____

Core Courses (24 credits for Reading Specialist certification)

- _____ **READING 540** Introduction to the Teaching of Reading
- _____ **READING 541** Reading Assessment and Intervention
- _____ **READING 545** Organization and Administration of Reading Programs
- _____ **READING 546** Reading in the Content Areas
- _____ **READING 550** Literature, Literacy and Culture
- _____ **READING 551** Early Literacy Learning: Guided Reading and Writing

Practicum Requirement (6 credits):

- _____ **READING 553** Practicum in Reading, Writing and Word Study (prerequisites required-READING 540; READING 541; READING 546; READING 551)

Additional Core Courses for M.Ed. in Reading (6 credits)

- _____ **EDFOUND584** C&I Theory, Design and Development
- _____ **PROFSTUD 591** Research in Education (Departmental Paper to be submitted) or **READING 547** Seminar in Reading

Suggested Electives for M.Ed. in Reading (6 credits)

- _____ **EDFOUND522** Internet for Teachers
- _____ **EDFOUND527** Classroom Management and Effective Discipline
- _____ **READING 552** Reading and Writing Across the Curriculum
- _____ **EDFOUND 540** Data Driven for 21st Century Schools
- _____ **EDFOUND 576** School Law & Finance
- _____ _____
- _____ _____

Program Requirement

- _____ Graduate Professional Seminar (0 credits)

Praxis II Requirement

- _____ 5301 Reading Specialist

Masters in Reading Sequence of Courses

Fall Semester

1. READING 540 Introduction to Reading (online)
2. READING 550 Literature, Literacy and Culture (online)
3. READING 551 Early Lit Learning: Guided Reading/Writing (online)
4. Elective

Spring Semester

1. READING 541 Reading Assessment and Intervention (online)
2. READING 545 Organization and Administration (O&A) (online)
3. Additional Core Courses Related to Master (EDFOUND 584 C&I; PROFSTUD 591 Research in Education)
4. Elective

Summer Semester

1. READING 546 Reading in the Content (Summer Session 2) (online)
2. READING 553 Practicum in Reading (held in a clinical setting, NOT online)
3. Additional Core Courses Related to Master (EDFOUND 584 C&I; PROFSTUD 591 Research in Education)
4. Elective

Crosswalk of Courses Objectives to ILA Standards

Course	Objective	ILA Standard
READING 540 Introduction to Reading	The candidate will...	
	1. Compare and contrast educational theories and how these theories apply to pedagogy	1.1; 1.2; 1.3
	2. Create a plan for effective reading instruction in a balanced literacy program	2.1; 2.2
	3. Compare and contrast grade level Common Core items and explain how these relate to their classroom instruction.	2.1
	4. Review and write a reflection on selected peer reviewed journal articles related to technology/new literacies in the reading classroom	2.3
	5. Critique and design activities to enhance students' reading abilities based on the 5 Pillars of Reading.	2.2
	6. Create differentiated lessons based upon the 5 Pillars of Reading.	2.2
	7. Review and write a reflection on selected peer reviewed journal articles related to reaching English Language Learners in the reading classroom.	4.1
	8. Research and present findings to peers of current educational reading practices and programs.	1.3; 5.4
READING 541 Reading Assessment and Intervention		
	1. Describe basic principles of effective assessment and explain how they are related to current theories of learning and language acquisition.	3.1
	2. Using miscue analysis to determine patterns of reading strategies and to plan instruction.	3.3
	3. Using both narrative and table formats the candidate provides information about the forms of diversity that exist in society and their importance in learning to read and write. (i.e. SES, Gender, Race and Ethnicity, ELL and Exceptionalities)	4.1, 4.2
	4. Set significant, challenging, varied and appropriate learning goals and lesson objectives.	2.1, 2.2, 2.3

	5. By selecting the appropriate assessments for the unit plan the candidate demonstrates an understanding of the types of assessment, their purposes, strengths, and limitations	3.1, 3.2, 3.3, 3.4
	6. Utilize the assessment and evaluation plan (developed in Factor 4) to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	5.1, 5.2, 5.3, 5.4
	7. Through the creation of a program plan the candidate will demonstrate foundational knowledge of adult learning theories and incorporate research relating to organizational change, professional development and school culture.	6.1, 6.2, 6.3, 6.4
READING 545 Organization and Administration of Reading Programs		
	1. Describe the qualifications and responsibilities of a reading specialists and literacy coaches.	6.3
	2. Define terminology related to organizational behavior, federal programs, professional development, and program planning.	6.4
	3. Demonstrate an understand group function, including the role of synergy (by: can assemble a literacy team, design a needs assessment, and develop a vision statement for a school or district-wide literacy program.) and how to reach consensus.	6.3
	4. Plan, organize and coordinate district, school and grade level developmental remedial reading programs, including needs assessment, interpretation of data form needs assessments and student test data to drive program design.	2.1, 2.2, 2.3, 6.4
	5. Design an effective parent involvement program.	6.2
	6. Design professional development programs and materials to support the needs of classroom/content areas taught.	2.1, 6.3
	7. Complete 10 participation hours providing professional development for teachers/or	6.2

	perform the duties of a literacy coach and provide a written reflection of the experience.	
	8. Through the creation of a program plan the candidate will demonstrate foundational knowledge of adult learning theories and incorporate research relating to organizational change, professional development and school culture.	1.1, 6.1
READING 546 Reading in the Content Areas		
	1. Demonstrate a proficiency in basic research skills by using research to create a bibliography pertaining to current and practices in education.	3.1, 3.2, 3.3, 3.4
	2. Demonstrate an understanding of the reading strategies through Presentation and/or demonstration of a reading strategy appropriate for content area instruction.	3.1
	3. Compile a notebook/portfolio of all the presentations and research and submit it for review.	1, 3.1, 3.2, 3.3
	4. Indicate their understanding of basic research and content by presenting the information with a power point.	3.4
	5. Demonstrate the ability to choose essential information from the text through a reading response log.	1, 3.1, 3.2, 3.3
	6. Demonstrate a learning gain through assessments.	1, 3.1, 3.2, 3.3, 3.4
READING 550 Literature, Literacy and Culture		
	1. Identify and list the characteristics of quality literature and apply these in selecting books for children and adolescents.	2.3; 4.2; 5.2
	2. Use a wide range of texts to support student learning in reading and writing.	2.2; 2.3; 6.2
	3. Develop a literacy curriculum and engage in instructional practices that positively impact student's knowledge, beliefs, and engagement with the features of diversity.	2.2; 2.3; 4.1; 4.2
	4. Develop and implement strategies to advocate for equity.	1.1; 1.3; 2.2; 2.3; 4.1; 4.2; 4.3; 5.2; 6.2
	5. Recognize, reflect, and describe how culture influences literacy instructional decisions, learning expectations, classroom organization, and interactions with students/families.	1.1; 1.3; 4.1; 4.2; 4.3; 5.2; 6.2

	6. Recognize the forms of diversity that exist in society and their importance in learning to read and write.	1.1; 1.3 4.1; 4.2 4.3
READING 551 Early Literacy Learning: Guided Reading and Writing		
	1. Critique major theories of reading and writing processes, components, and development across the life span with supporting research evidence.	1.1
	2. Analyze reading research (for example, transfer of skills from the primary or home language to English as it affects literacy learning for English learners).	1.1; 6.4
	3. Critique research findings, and generate alternative hypotheses.	1.1; 6.2
	4. Analyze historically shared knowledge in reading and writing scholarship and explain its role in an evolving professional knowledge base that includes changes over time in the perceptions of reading and writing development, processes, and components.	1.2
	5. Develop integrated, comprehensive, and balanced reading and writing instruction using varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading—writing connections.	2.1; 2.2
	6. Prepare evidenced-based information supporting different positive social (a) routines to support reading and writing instruction, (b) models of classroom organization and configurations, and (3) the relative benefits and limitations of each.	5.2; 5.3; 5.4
READING 553 Practicum in Reading		
	1. To plan and organize a literacy environment that promotes interest and growth in reading, writing, and word study.	3.1
	2. To plan literacy instruction that aligns goals, instruction and assessment as an on-going process.	3.3
	3. To implement effective strategies for word identification, spelling, and vocabulary.	4.1; 4.2

	4. To implement effective comprehension and study strategies.	2.1; 2.2; 2.3
	5. To strengthen reading skills through writing.	3.1; 3.2; 3.3; 3.4
	6. To differentiate instruction to meet the needs of diverse learners.	5.1; 5.2; 5.3; 5.4
	7. To strengthen home-school partnerships.	6.1; 6.2; 6.3; 6.4

Curriculum Map

Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 540 Introduction to the Teaching of Reading						
The candidates will be able to...						
1. Compare/Contrast educational theories and how these theories apply to pedagogy.	1.1; 1.2; 1.3					
2. Create a plan for effective reading instruction in a balanced literacy program.		2.1; 2.2				
3. Compare/contrast grade level Common Core items and explain how these relate to their classroom instruction.		2.1				
4. Review/write a reflection on selected peer reviewed journal articles related to technology/new literacies in the reading classroom.		2.3				
5. Critique/design activities to enhance students' reading abilities based on the Five Pillars of Reading.		2.2				
6. Create differentiated lessons based upon the Five Pillars of Reading.		2.2				
7. Review/write a reflection on selected peer reviewed journal articles related to reaching English Language Learners in the reading classroom.				4.1		
8. Research and present findings to peers of current educational reading practices and programs.	1.3				5.4	
Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 541 Reading Assessment and Intervention						
The candidates will be able to...						
1. Describe basic principles of effective assessment and explain how they are related to current theories of learning and language acquisition.			3.1			

2. Use miscue analysis to determine patterns of reading strategies and to plan instruction.			3.3			
3. Use both narrative and table formats the candidate provides information about the forms of diversity that exist in society and their importance in learning to read and write. (i.e. SES, Gender, Race and Ethnicity, ELL and Exceptionalities)				4.1; 4.2		
4. Set significant, challenging, varied and appropriate learning goals and lesson objectives.		2.1; 2.2; 2.3				
5. By selecting the appropriate assessments for the unit plan the candidate demonstrates an understanding of the types of assessment, their purposes, strengths, and limitations			3.1; 3.2; 3.3; 3.4			
6. Utilize the assessment and evaluation plan (developed in Factor 4) to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.				4.3	5.1; 5.2; 5.4	
7. Through the creation of a program plan the candidate will demonstrate foundational knowledge of adult learning theories and incorporate research relating to organizational change, professional development and school culture.						6.1; 6.2; 6.3; 6.4
Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 545 Organization and Administration of Reading Programs						
The candidates will be able to...						
1. Describe the qualifications and responsibilities of a reading specialists and literacy coaches.						6.3

2. Define terminology related to organizational behavior, federal programs, professional development, and program planning.						6.4
3. Demonstrate an understand group function, including the role of synergy (by: can assemble a literacy team, design a needs assessment, and develop a vision statement for a school or district-wide literacy program.) and how to reach consensus.						6.3
4. Plan, organize and coordinate district, school and grade level developmental remedial reading programs, including needs assessment, interpretation of data form needs assessments and student test data to drive program design.		2.1; 2.2; 2.3				6.4
5. Design an effective parent involvement program.						6.2
6. Design professional development programs and materials to support the needs of classroom/content areas taught.		2.1				6.3
7. Complete 10 participation hours providing professional development for teachers/or perform the duties of a literacy coach and provide a written reflection of the experience.						6.2
8. Through the creation of a program plan the candidate will demonstrate foundational knowledge of adult learning theories and incorporate research relating to organizational change, professional development and school culture.	1.1					6.1
Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 546 Reading in the Content Areas						
The candidates will be able to...						
1. Demonstrate a proficiency in basic research skills by using research to create a bibliography			3.1; 3.2; 3.3; 3.4			

pertaining to current and practices in education.						
2. Demonstrate an understanding of the reading strategies through Presentation and/or demonstration of a reading strategy appropriate for content area instruction.			3.1			
3. Compile a notebook/portfolio of all the presentations and research and submit it for review.	1		3.1; 3.2; 3.3			
4. Indicate their understanding of basic research and content by presenting the information with a power point.			3.4			
5. Demonstrate the ability to choose essential information from the text through a reading response log.	1		3.1; 3.2; 3.3			
6. Demonstrate a learning gain though assessments.	1		3.1; 3.2; 3.3; 3.4			
Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 550 Literature, Literacy and Culture						
The candidates will be able to...						
1. Identify and list the characteristics of quality literature and apply these in selecting books for children and adolescents.		2.3		4.2	5.2	
2. Use a wide range of texts to support student learning in reading and writing.		2.2; 2.3				6.2
3. Develop a literacy curriculum and engage in instructional practices that positively impact student’s knowledge, beliefs, and engagement with the features of diversity.		2.2; 2.3		4.1; 4.2		
4. Develop and implement strategies to advocate for equity.	1.1; 1.3	2.2; 2.3		4.1; 4.2; 4.3	5.2	6.2
5. Recognize, reflect, and describe how culture influences literacy instructional decisions, learning expectations, classroom organization, and interactions with students/families.	1.1; 1.3			4.1; 4.2; 4.3	5.2	6.2

6. Recognize the forms of diversity that exist in society and their importance in learning to read and write.	1.1; 1.3			4.1; 4.2; 4.3		
Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 551 Early Literacy Learning: Guided Reading and Writing						
The candidates will be able to...						
1. Critique major theories of reading and writing processes, components, and development across the life span with supporting research evidence.	1.1					
2. Analyze reading research (for example, transfer of skills from the primary or home language to English as it affects literacy learning for English learners).	1.1					6.4
3. Critique research findings, and generate alternative hypotheses.	1.1					6.2
4. Analyze historically shared knowledge in reading and writing scholarship and explain its role in an evolving professional knowledge base that includes changes over time in the perceptions of reading and writing development, processes, and components.	1.2					
5. Develop integrated, comprehensive, and balanced reading and writing instruction using varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading—writing connections.		2.1; 2.2				
6. Prepare evidenced-based information supporting different positive social (a) routines to support reading and writing instruction, (b) models of classroom organization and configurations, and (3) the relative benefits and limitations of each.					5.2; 5.3; 5.4	

Course/ILA Standard	ILA Standard 1 (1.1;1.2;1.3)	ILA Standard 2 (2.1;2.2;2.3; 2.4)	ILA Standard 3 (3.1;3.2;3.3; 3.4)	ILA Standard 4 (4.1;4.2;4.3)	ILA Standard 5 (5.1;5.2;5.3; 5.4)	ILA Standard 6 (6.1;6.2;6.3; 6.4)
READING 553 Practicum in Reading, Writing and Word Study						
The candidates will be able to...						
1. To plan and organize a literacy environment that promotes interest and growth in reading, writing, and word study.			3.1			
2. To plan literacy instruction that aligns goals, instruction and assessment as an on-going process.			3.3			
3. To implement effective strategies for word identification, spelling, and vocabulary.				4.1; 4.2		
4. To implement effective comprehension and study strategies.		2.1; 2.2; 2.3				
5. To strengthen reading skills through writing.			3.1; 3.2; 3.3; 3.4			
6. To differentiate instruction to meet the needs of diverse learners.					5.1; 5.2; 5.3; 5.4	
7. To strengthen home-school partnerships.						6.1; 6.2; 6.3; 6.4